Hamshire-Fannett Independent School District

District Improvement Plan

2024-2025

Mission Statement

The mission of Hamshire-Fannett ISD is to provide a quality education that encourages every student to realize his/her fullest potential.

Vision

The vision 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

Hamshire-Fannett ISD is composed of roughly 2027 students. The following is the demographic breakdown for the last 11 TAPR reports and PEIMS information. *TAPR 23-24 has not been released.

Category	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16	14-15	13-14	12-13
AA	9.8	10.0	9.5	9.1	7.8	7.5	5.7	4.9	4.9	4.1	4.6
Hispanic	21.0	20.6	19.3	16.4	16.7	17.4	16.1	15.9	14.9	15.4	14.6
White	65.5	65.5	67.2	70.4	71.3	70.8	74.4	75.7	76.8	77.6	77.9
Eco Dis.	44.7	38.2	35.6	58.7	46.3	47.7	29.8	30.8	29.4	35.3	35.1
ELL	7	5.8	5.2		4.6	4.4	4.1	4.8	4.9	4.3	4.8
Enrollment	2060	1953	1893	1895	1925	1927	1834	1812	1781	1729	1709
OOD Transfers	151	131	103	61	70	64	53	52	30	38	
Attendance	93.8	93.4	94.6	95.3	95.5	95.2	95.4	95.6	95.6	96.0	96.0
At Risk	43.5	42.3	35.4	60.0	47.0	50.8	42.0	38.7	31.5	**33.4**	26.5
SPED	11.9	11.2	9.7			7.7	10.29	6.8	6.4	**6.7**	7.0

Teachers	22-23	21-22	20-21	19-20	18-19	17-18	16-17	15-16	14-15	13-14	12-13
Beginning	7.7	9	7.7	12.4	10.2	9.7	19.9	13.3	8.6	7.7	4.8
1-5	43.4	36.5	35.3	28.6	29.5	27.5	23.2	21.4	20.7	20.8	20.2
6-10	10.1	13.4	14.3	16.1	15.9	18.4	13.9	11.9	14.1	16.3	21.7
11-20	22.9	21.9	22.1	21.2	24.3	25.1	25.7	27.7	29.8	25.3	23.2
Over 20	11.9	14.4	14.2	21.7	20.1	19.3	17.4	25.8	26.8	29.9	30.1

Demographics Strengths

- Attendance is improving. Our district ended at 93.8% from 23-24.

- Enrollment has increased by almost 351 students since 2012-2013

- Students are being identified with specific learning disabilities, and more specialized instruction is being implemented to help those students reach high levels of achievement.

Student Learning

Student Learning Summary

Subject	Approaches HF	Approaches State	Approache Region	Meets HF	Meets State	Meets Region	Masters HF	Masters State	Masters Region
English1 23-24	79	77	75	63	54	49	16	17	12
English 1 22-23	78	71	68	62	40	40	11	14	9
English 1 21-22	69	65	59	52	47	40	8	11	7
English 2 23-24	84	74	71	73	60	54	8	9	5
English 2 22-23	84	74	73	63	47	47	10	9	6
English 2 21-22	76	72	66	56	55	49	5	11	8
Algebra 23-24	88	79	76	35	45	36	10	25	16
Algebra 22-23	82	78	77	32	45	22	9	24	17
Algebra 21-22	84	76	68	37	43	35	19	27	20
Biology 23-24	95	91	89	66	58	51	20	19	12
Biology 22-23	95	89	88	62	35	38	20	22	13
Biology 21-22	92	83	79	64	55	46	29	21	13
US History 23-24	95	95	94	57	69	62	19	37	29
US History 22-23	97	95	92	54	32	39	17	39	29
US History 21-22	90	89	81	66	68	56	23	42	30
Subject	**Approache HF**	**Approache State**	**Approach Region**	**Meets HF**	**Meets State**	**Meets Region**	**Masters HF**	**Masters State**	**Masters Region**
3rd Grade Math 23-24	83	69	61	53	41	33	20	15	10
3rd Grade Math 22-23	86	72	68	50	43	24	20	19	12
3rd Grade Math 21-22	89	71	64	58	43	35	24	21	15
3rd Grade Reading 23-24	90	74	68	61	49	39	23	21	13
3rd Grade Reading 22-23	94	77	73	67	50	29	26	20	15

Subject	Approaches HF	Approaches State	Approaches Region	Meets HF	Meets State	Meets Region	Masters HF	Masters State	Masters Region
3rd Grade Reading 21-22	90	76	71	59	51	44	34	30	24
4th Grade Math 23-24	80	68	61	51	45	36	14	21	13
4th Grade Math 22-23	85	70	62	65	47	22	28	22	15
4th Grade Math 21-22	79	70	64	49	43	36	25	23	18
4th Grade Reading 23-24	90	81	78	66	51	42	37	23	16
4th Grade Reading 22-23	89	78	72	52	47	24	23	21	14
4th Grade Reading 21-22	82	77	73	56	54	37	29	28	22
5th Grade Math 23-24	88	76	69	53	49	39	11	19	11
5th Grade Math 22-23	85	79	74	53	50	28	22	21	14
5th Grade Math 21-22	80	77	70	47	48	38	24	25	16
5th Grade Reading 23-24	84	78	73	51	54	45	20	29	20
5th Grade Reading 22-23	84	81	76	59	56	27	26	28	20
5th Grade Reading 21-22	82	81	75	58	50	45	26	36	28
5th Grade Science 23-24	64	57	52	25	26	21	7	11	7
5th Grade Science 22-23	72	81	57	40	34	17	12	15	10
5th Grade Science 21-22	70	66	59	38	38	31	16	18	13
6th Grade Math 23-24	70	70	67	26	37	28	4	13	7
6th Grade Math 22-23	74	74	68	27	37	20	4	15	9
6th Grade Math 21-22	72	73	67	29	39	31	6	16	11
6th Grade Reading 23-24	77	75	69	52	55	45	16	25	16

Subject	Approaches HF	Approaches State	Approache Region	Meets HF	Meets State	Meets Region	Masters HF	Masters State	Masters Region
6th Grade Reading 22-23	78	75	72	43	50	28	16	22	14
6th Grade Reading 21-22	70	70	65	46	43	37	27	23	17
	Approaches HF	Approaches State	Approache Region	Meets HF	Meets State	Meets Region	Masters HF	Masters State	Masters Region
7th Grade Math 23-24	34	53	46	13	32	24	0	10	5
7th Grade Math 22-23	63	61	58	26	35	23	2	10	7
7th Grade Math 21-22	50	61	55	11	31	26	0	12	8
7th Grade Reading 23-24	73	72	68	46	52	45	25	28	20
7th Grade Reading 22-23	82	77	74	63	52	27	26	26	21
7th Grade Reading 21-22	78	80	76	49	56	50	33	37	31
8th Grade Math 23-24	71	70	63	37	40	32	8	15	8
8th Grade Math 22-23	75	74	70	39	44	27	7	16	9
8th Grade Math 21-22	66	71	64	21	40	31	23	36	34
8th Grade Reading 23-24	80	79	75	55	54	49	32	28	23
8th Grade Reading 22-23	89	82	80	63	56	29	35	27	22
8th Grade Reading 21-22	85	83	79	61	58	51	41	37	31
8th Grade Science 23-24	68	68	62	32	42	33	5	16	9
8th Grade Science 22-23	71	72	68	41	45	28	10	16	10
8th Grade Science 21-22	77	74	67	41	45	35	16	24	14
8th Grade Social Studies 23-24	72	57	51	40	31	23	16	16	10

Subject	Approaches HF	Approaches State	Approaches Region	Meets HF	Meets State	Meets Region	Masters HF	Masters State	Masters Region
8th Grade Social Studies 22-23	72	60	54	41	31	14	23	15	10
8th Grade Social Studies 21-22	56	61	51	30	31	22	16	24	14

(19-20 unavailable; no STAAR test because of COVID-19)

HF STAAR scores comparison 2014-2022

Grade 3	Subject	21-22	Meets	Masters	20-21	Meets	Masters	18-19	Meets	Masters	2017-18	Meets	Masters	2016-17	Meets	Masters	2015-16	Meets	Masters	2014-15	Meets
	Math	**88**	58	24	**82**	**50**	40	85	55	22	88	51	**25**	**81**	52	23	97	62	23	**71**	
	Eco dis	82	52	13	68	31	18	80	49	16	90	46	16	**76**	33	17	94	59	13	**69**	
	Hispanic	77	52	13	70	22	11	93	55	17	88	44	24	**86**	55	24	92	31	23	**71**	
	AA	100	83	50	53	27	3	54	38	0	90	18	18	**44**	11	11	80	60	20	**73**	
	Sp. Ed.	71	29	7	58	17	0	57	21	0	43	43	43	**58**	42	17	**0**	0	0	**42**	
	Reading	**90**	60	35	**89**	60	31	90	53	35	82	58	**36**	**85**	61	38	85	56	29	**92**	55
	Eco dis	84	48	27	77	36	13	86	46	30	79	47	26	**76**	43	26	4	50	19	**84**	45
	Hispanic	81	48	29	81	48	19	86	55	38	84	48	4	**86**	62	41	85	23	23	**89**	50
	AA	100	67	67	80	33	27	69	38	23	64	45	36	**44**	33	22	80	40	20	**100**	67
	Sp. Ed.	86	36	21	67	33	2	64	14	7	43	29	29	**50**	42	25	75	50	0	**33**	0
Grade 4	Subject				20-21	Meets	Masters				2017-18	Meets	Masters	**2016-17**	Meets	Masters	2015-16	Meets	Masters	2014-15	Mee
	Reading	**82**	57	28	**80**	49	21	80	55	23	79	51	**24**	**83**	45	21	87	53	21	**67**	50
	Eco dis	77	37	13	54	34	13	73	47	16	71	47	18	**76**	36	12	79	37	21	**33**	0
	Hispanic	79	43	18	44	15	4	65	46	12	77	40	30	**57**	29	7	89	56	33	**100**	100
	AA	75	33	8	71	29	0	77	38	23	71	57	14	**71**	43	14	100	33	33	**100**	0
	Sp. Ed.	65	35	20	29	6	6	37	18	18	38	15	7	**50**	38	13	**0**	0	0	**33**	0
4	**Math**	**76**	47	25	**62**	30	15	82	43	24	75	32	**12**	**83**	45	20	77	32	12	**63**	
	Eco dis	62	32	11	49	23	11	74	31	16	70	27	11	**76**	36	12	70	24	6	**56**	
	Hispanic	54	25	18	46	11	7	77	50	31	73	27	13	**57**	29	7	61	33	0	**59**	
	AA	67	33	17	75	25	0	62	15	8	57	29	9	**71**	43	14	100	33	0	**57**	
	Sp. Ed.	35	10	5	29	6	6	45	27	18	46	15	7	**50**	38	13	20	0	0	**0**	
4	**Writing**				**56**	27	15	69	38	12	73	42	**12**	**60**	27	10	83	48	13	**80**	38
	Eco dis				43	20	11	61	29	11	68	41	09	**49**	15	7	70	33	6	**64**	11

Grade 3	Subject	21-22	Meets	Masters	20-21	Meets	Masters	18-19	Meets	Masters	2017-18	Meets	Masters	2016-17	Meets	Masters	2015-16	Meets	Masters	2014-15	Mee
	Hispanic				37	11	4	69	23	4	75	36	18	29	14	14	79	53	5	82	18
	AA				63	13	0	50	21	7	43	29	0	43	14	0	100	100	67	80	20
	Sp. Ed.				16	5	5	27	18	18	46	15	8	13	13	13	40	0	0	25	0
Grade 5	Subject				20-21	Meets	Masters				2017-18	Meets	Masters	2016-17	Meets	Masters	2015-16	Meets	Masters	2014-15	Mee
	Reading	**82**	43	25	**79**	47	29	78/90	53	29	86	53	**21**	86	44	22	83	53	29	92	NA
	Eco dis	73	30	16	71	31	19	74	45	24	77	46	18	59	27	15	71	32	29	72	
	Hispanic	79	33	9	61	25	18	70	45	27	56	19	6	62	43	24	79	37	11	77	
	AA	67	8	0	69	31	23	80	50	30	60	30	10	75	50	13	70	50	30		
	Sp. Ed.	38	13	0	40	7	0	53	13	7	38	25	13	0	0	0	14	0	0		
5	**Math**	**81**	46	23	80	46	18	84/89	50	31	88	45	**15**	93	47	18	84	48	14		
	Eco dis	80	44	20	71	27	8	80	42	27	74	36	12	83	36	10	77	29	10		
	Hispanic	79	40	15	74	38	12	79	49	30	69	25	13	81	43	19	84	42	5		
	AA	67	33	0	56	19	6	70	50	30	60	30	0	88	50	13	82	46	0		
	Sp. Ed.	46	17	4	41	6	0	53	20	7	38	13	0	0	0	0	0	0	0		
5	**Science**	**69**	36	15	70	33	10	72	50	20	74	31	**12**	80	45	13	74	30	4	75	
	Eco dis	59	30	11	48	23	4	67	45	14	74	20	7	71	31	7	61	18	6	43	
	Hispanic	61	12	6	59	22	7	64	36	12	50	13	6	71	38	5	74	21	5	48	
	AA	25	17	8	69	23	0	50	40	20	60	20	10	100	25	13	54	0	0		
	Sp. Ed.	29	8	4	27	7	0	27	13	7	38	13	13	17	0	0	60	0	0		
Grade 6	Subject				20-21	Meets	Masters	18/19	Meets	Masters	2017-18	Meets	Masters	2016-17	Meets	Masters	2015-16	Meets	Masters	2014-15	Mee
	Reading	70	45	27	61	28	11	75	41	24	72	36	**12**	80	50	21	89	61	31	90	56
	Eco dis	58	30	18	45	9	2	69	33	24	61	30	7	70	32	8	81	52	26	87	39
	Hispanic	63	31	16	42	12	8	55	18	14	78	39	6	85	50	5	87	39	17	100	64
	AA	50	33	22	45	27	18	54	23	15	78	11	11	92	46	8	75	50	38	75	25
	Sp. Ed.	27	7	0	38	25	25	63	50	37	38	13	13	13	0	0	25	0	0	33	0
6	**Math**	72	29	7	73	28	7	85	47	20	85	35	**7**	89	54	21	88	61	30		
	Eco dis	63	16	0	68	13	2	77	38	16	78	25	4	82	37	8	89	44	8		
	Hispanic	66	19	3	70	19	7	73	18	18	78	28	0	100	50	0	96	54	21		
	AA	61	11	0	46	0	0	46	23	8	89	22	0	92	62	15	87	38	0		
	Sp. Ed.	20	7	0	30	20	10	63	38	13	50	13	0	44	11	0	66	0	0		
Grade 7	Subject				20-21	Meets	Masters	18/19	Meets	Masters	2017-18	Meets	Masters	2016-17	Meets	Masters	2015-16	Meets	Masters	2014-15	Mee

Grade 3	Subject	21-22	Meets	Masters	20-21	Meets	Masters	18-19	Meets	Masters	2017-18	Meets	Masters	2016-17	Meets	Masters	2015-16	Meets	Masters	2014-15	Meets
	Reading	78	4552	35	77	49	25	81	44	21	84	45	**9**	**86**	56	34	82	53	27	88	46
	Eco dis	69	35	21	66	35	13	69	40	13	79	43	21	**76**	38	19	76	44	28	84	37
	Hispanic	71	50	32	68	41	15	80	50	25	81	54	15	**83**	48	21	87	60	13	75	25
	AA	71	28	29	53	40	27	75	38	0	84	47	32	**75**	25	17	80	0	0	83	50
	Sp. Ed.	38	8	0	36	7	7	20	10	0	43	14	0	**20**	0	0	25	0	0	**0**	0
7	**Math**	52	13	0	47	7	0	66	18	2	71	23	**5**	**78**	52	19	79	41	12		
	Eco dis	40	2	0	36	7	0	69	14	3	58	15	2	**74**	33	10	64	32	8		
	Hispanic	54	8	4	39	6	0	64	21	7	76	36	0	**86**	45	17	80	33	13		
	AA	29	7	0	13	0	0	80	0	0	61	17	0	**58**	42	8	80	20	0		
	Sp. Ed.	8	0	0	15	0	0	0	0	0	14	0	0	**100**	0	0	67	67	0		
7	**Writing**				73	39	13	78	43	13	77	45	9	**80**	54	15	79	43	9	83	40
	Eco dis				57	25	7	79	30	4	67	28	4	**62**	33	17	80	32	8	80	20
	Hispanic				68	38	10	75	45	15	85	42	4	**69**	52	21	87	53	7	88	6
	AA				54	31	15	88	50	0	79	32	11	**67**	33	8	60	40	0	67	50
	Sp. Ed.				36	7	0	11	0	0	0	0	0	**20**	0	0	33	33	0		

Grade 8	Subject				20-21	Meets	Masters	18/19			2017-18	Meets	Masters	2016-17	Meets	Masters	2015-16	Meets	Masters	2014-15	Meets
	Reading	83	60	39	77	43	19	83/91	54	28	95	57	**33**	**94**	55	27	95	61	29	99	54
	Eco dis	63	70	43	62	24	9	70	30	4	86	45	21	**100**	44	19	95	57	33	97	30
	Hispanic	80	64	47	59	26	11	75	45	15	87	43	20	**100**	50	50	89	47	11	100	45
	AA	71	50	29	47	24	12	88	50	0	85	46	15	**88**	25	13	100	71	14	67	33
	Sp. Ed.	25	0	0	22	11	0	11	0	0	40	0	0	**56**	0	0	38	13	0	38	13
8	**Math**	59	17	1	53	23	5	89/92	58	12	92	60	**14**	**96**	54	12	99	60	7		
	Eco dis	48	8	0	34	11	2	80	46	7	81	58	5	**100**	40	12	95	67	5		
	Hispanic	45	53	9	41	17	6	93	57	11	88	56	8	**100**	80	27	100	67	6		
	AA	27	9	0	30	20	0	89	56	11	69	38	8	**100**	38	0	100	60	0		
	Sp. Ed.	8	0	0	22	11	0	25	25	0	40	0	0	**56**	22	22	57	14	14	57	14
8	**Social S.**	55	28	16	42	10	6	63	22	7	49	6	**4**	**46**	15	8	65	25	9	65	20
	Eco dis	40	21	10	26	0	0	37	12	7	39	8	5	**31**	12	0	62	19	5	39	8
	Hispanic	42	22	13	29	7	4	50	23	8	43	10	7	**56**	6	0	61	17	6	58	21
	AA	43	7	0	13	0	0	56	11	6	62	0	0	**25**	0	0	57	43	29	**0**	0

Grade 3	Subject	21-22	Meets	Masters	20-21	Meets	Masters	18-19	Meets	Masters	2017-18	Meets	Masters	2016-17	Meets	Masters	2015-16	Meets	Masters	2014-15	Mee
	Sp. Ed.	0	0	0	25	0	0	25	0	0	0	0	0	**22**	0	0	16	0	0	**0**	0
8	**Science**	74	38	15	65	38	19	86	57	26	82	60	**41**	**81**	53	20	86	53	22	71	33
	Eco dis	55	27	8	46	21	8	74	40	9	83	56	21	**77**	42	15	91	62	10	42	14
	Hispanic	68	34	14	41	17	7	88	54	23	80	53	23	**88**	63	13	83	50	0	63	26
	AA	57	21	0	31	19	13	78	33	17	77	54	23	**75**	38	13	100	57	14	0	0
	Sp. Ed.	17	8	0	25	13	1	50	0	0	40	0	0	**44**	22	0	33	17	17	22	0
Grade	Subject				20-21	Meets	Masters				2017-18	Meets	Masters	**2016-17**	Meets	Masters	2015-16	Meets	Masters	2014-15	Mee
EOC	**Alg. I**	82	35	18	72	24	9	80	45	25	93	57	36	**89**	36	19	99	77	43	99	79
	Eco dis	73	29	12	58	10	4	76	36	18	90	45	22	**82**	39	21	100	56	18	100	80
	Hispanic	83	31	19	71	21	8	90	48	17	89	56	44	**91**	35	17	100	69	31	100	95
	AA	72	23	9	50	10	10	69	25	19	91	45	9	**86**	43	29	100	75	50	100	0
	Sp. Ed.	33	0	0	20	0	0	50	8	0	67	11	0	**54**	0	0	14	0	0	33	0
EOC	**Biology**	91	69	29	89	50	11	88	65	19	89	57	**10**	**83**	50	12	95	70	15	100	79
	Eco dis	87	58	15	85	37	10	86	58	12	83	51	2	**69**	34	9	90	44	9	100	72
	Hispanic	85	67	22	88	54	12	86	60	11	86	45	5	**82**	46	5	89	58	21	100	59
	AA	83	44	11	89	0	0	76	29	0	77	23	0	**79**	36	0	100	67	0	100	80
	Sp. Ed.	55	9	9	30	0	0	36	14	7	40	20	0	**30**	0	0	14	0	0	33	0
EOC	**U.S. Hist.**	92	66	23	88	64	40	89	69	35	93	71	**31**	**98**	70	29	98	58	15	95	
	Eco dis	83	48	13	78	34	8	80	66	32	87	56	17	**96**	80	44	96	56	26	91	
	Hispanic	89	59	22	88	52	12	88	58	25	91	61	30	**100**	63	16	87	40	7	96	
	AA	92	30	15	86	29	14	60	47	40	60	60	0	**91**	45	36	100	80	0	75	
	Sp. Ed.	63	25	13	40	20	20	45	18	0	33	0	0	**100**	25	25	33	0	0		
EOC	**English I**	68	51	8	73	52	7	75	57	15	68	56	**5**	**71**	49	4	81	62	10	94	75
	Eco dis	57	36	1	66	34	3	71	49	10	61	49	4	**60**	29	0	63	41	7	91	65
	Hispanic	60	50	10	84	56	8	80	51	11	74	65	4	**64**	44	0	67	50	8	88	63
	AA	55	18	0	54	15	0	45	25	5	38	38	0	**69**	38	0	67	0	0	100	75
	Sp. Ed.	12	6	0	17	0	0	19	0	0	18	9	0	**0**	0	0	0	0	0	0	0
EOC	**English II**	74	55	5	78	62	5	70	54	4	80	67	**7**	**76**	55	4	92	70	5	92	64

Grade 3	Subject	21-22	Meets	Masters	20-21	Meets	Masters	18-19	Meets	Masters	2017-18	Meets	Masters	2016-17	Meets	Masters	2015-16	Meets	Masters	2014-15	Mee
	Eco dis	63	47	2	63	41	0	62	46	2	73	58	3	61	29	6	90	71	4	77	50

Beginning of Year Assessment Data from Sep/Oct 2020 shows that Math scores and retention are significantly lower than ELAR scores.

Student Learning Strengths

HF scored above the region and state in 21 of 22 STAAR test categories

HF Approaches Grade Level is equal to or higher than the region and state in every test except for 1; 7th grade math

EOC Meets grade level data show that HF was higher than state and region in every test except for Algebra, US History

All EOC meets grade level performance increased from 2023

3-8 Reading meets scores are higher than the state and region

Grade 3 scores in reading and math are higher than the region & state in approaches, meets, and masters

Grades 3-5 Meets grade level shows that HF was higher than state and region in every test except 5th-grade reading

Grade 4 reading scores are higher than the previous years in all levels and met the goal of 90/60/30 or higher in all levels

8th Grade Social Studies are higher or equal to the region and state in all levels

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Masters grade level percentages for EOC's is lower than the state in Algebra I, English 2, and US History   **Root Cause:** The content rigor in courses needs to align with the standards of STAAR.

Problem Statement 2 (Prioritized): The district needs personnel, programs, and supplies to work with at-risk students who have educational needs and deficiencies in various subjects on each campus.   **Root Cause:** Data shows that students considered at risk need extra help and remediation to close the achievement gap and improve the graduation rate. Commissioner Morath stated that the foundation skills lost during COVID-19 school time have lasting educational effects, particularly in math.

Problem Statement 3 (Prioritized): Grades 6-8 STAAR Math Meets and Masters grade level is lower than the state and region   **Root Cause:** Teacher turnover. STAAR rigor needs to be implemented into daily lessons, PLC process with fidelity

Problem Statement 4 (Prioritized): The class of 2023 had 58% of graduates meet CCMR targets set by the state.   **Root Cause:** Lack of industry-based certifications and low TSI scores that meet the accepted criteria from the state. Fewer graduates met the dual credit criteria of 9 or more hours or 3 hours of college math or English.

District Processes & Programs

District Processes & Programs Summary

Hamshire-Fannett ISD is a 4A school district that has approximately 2027 students.

Hamshire-Fannett is a district of innovation (DOI). The innovations include school start date, minimum attendance for class credit, minimum minutes of instruction, designation of campus behavior coordinator, teacher certification requirements, and certain teacher contracts.

 Each campus in the district has an Instructional Coach

The district has a Bilingual Interpreter along with EL teachers at each campus

District Processes & Programs Strengths

Aligned Scope and Sequence documents for each subject. (Hamshire-Fannett Instructional Framework)

District and Campus Adminstrators have implemented professional learning communities (PLC's) improve instruction and raise the rigor of instruction using researched based strategies

Instructional coach on all four campuses

New safety and security coordinator

Implementing age-appropriate safety training for students

Launched the teacher residency program on HFE, HFI, HFMS to reduce retention rates of new hires

New teacher orientation increased from 2 to 3 days of training instead of one to help better orientate them to our district and the profession

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): HFISD has seen an increase of vaping incidents on our campuses.   **Root Cause:** Vaping with youths has increased exponentially among the youth across the nation.

Problem Statement 2: HFISD Parental Involvement Policies and Procedures need to be updated yearly.   **Root Cause:** New ESSA Mandates

Priority Problem Statements

Problem Statement 2: The district needs personnel, programs, and supplies to work with at-risk students who have educational needs and deficiencies in various subjects on each campus.

Root Cause 2: Data shows that students considered at risk need extra help and remediation to close the achievement gap and improve the graduation rate. Commissioner Morath stated that the foundation skills lost during COVID-19 school time have lasting educational effects, particularly in math.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Masters grade level percentages for EOC's is lower than the state in Algebra I, English 2, and US History

Root Cause 3: The content rigor in courses needs to align with the standards of STAAR.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Grades 6-8 STAAR Math Meets and Masters grade level is lower than the state and region

Root Cause 4: Teacher turnover. STAAR rigor needs to be implemented into daily lessons, PLC process with fidelity

Problem Statement 4 Areas: Student Learning

Problem Statement 5: The class of 2023 had 58% of graduates meet CCMR targets set by the state.

Root Cause 5: Lack of industry-based certifications and low TSI scores that meet the accepted criteria from the state. Fewer graduates met the dual credit criteria of 9 or more hours or 3 hours of college math or English.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: HFISD has seen an increase of vaping incidents on our campuses.

Root Cause 6: Vaping with youths has increased exponentially among the youth across the nation.

Problem Statement 6 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR 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
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Enrollment trends

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: The percent of 3rd graders that score meets grade level or above on 2024-2025 STAAR Reading will score 65% or above.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Reading Assessment

Strategy 1 Details	Reviews			
Strategy 1: Identified Essential Standards using the R.E.A.L. (Readiness, Endurance, Assessed, Leverage) Method	**Formative**			**Summative**
Use Assessments (Circle, MyClass, Texas Primary Reading Inventory, Developmental Reading Assessment, and Common Formative Assessments) to identify strengths and weaknesses to adapt instruction to meet the needs of the students	**Oct**	**Jan**	**Mar**	**June**
Scheduled common planning times to implement the Professional Learning Communities process to improve students learning and teacher instruction Scheduled intervention time to implement a Multi-Tiered Support System to assist students not meeting standards Purchased Education Galaxy & Lift Off , Edmentum (Reading Eggs), Renaissance (MyOn), and IXL to assist students not meeting standards and for those students that are meeting standards to extend their learning **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) **Staff Responsible for Monitoring:** HFE Teachers HFE Administration **Title I:** 2.4, 2.5, 2.6 - **Results Driven Accountability**				

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

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

Performance Objective 2: The percent of 3rd graders that score meets grade level or above on 2024-2025 STAAR Math will score 60% or above.

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Math Assessment

Strategy 1 Details	Reviews			
Strategy 1: Identified Essential Standards using the R.E.A.L. (Readiness, Endurance, Assessed, Leverage) Method Use Assessments (Circle, MyClass, 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 Scheduled common planning times to implement the Professional Learning Communities process to improve students learning and teacher instruction Scheduled intervention time to implement a Multi-Tiered Support System to assist students not meeting standards Purchased Education Galaxy & Lift Off, Explore Learning (Reflex Math) and IXL to assist students not meeting standards and for those students that are meeting standards to extend their learning	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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) **Staff Responsible for Monitoring:** HFE Teachers HFE Administration **Title I:** 2.4, 2.5, 2.6 - **Results Driven Accountability**				

0% No Progress   100% 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: The percentage of graduates who meet the CCMR criteria will increase from 58% to 88 % by August 2025.

High Priority

HB3 Goal

Evaluation Data Sources: Accountability index, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Continue to offer CTE classes based on updated industry based certification list in order to meet the needs and interest of our community and students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Higher number of CTE course offerings that are related to needs of the students and community **Staff Responsible for Monitoring:** Higher Ed. Coordinator Principal District Adm.	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Partner with military representatives to allow them to collaborate with students and get information about the military armed services on campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Allows students to be informed about the military **Staff Responsible for Monitoring:** Higher Ed. Coordinator Principal Counselor	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Reimburse certification fees for students that pass CTE certification test	**Formative**			**Summative**
Strategy's Expected Result/Impact: More students taking and passing certification test CCMR outcomes bonus will increase with more students passing certification test **Staff Responsible for Monitoring:** Counselor, Higher Education Coordinator, HS Principal, District Adm.	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Meet with GT/Honors/Advanced Placement teachers to discuss vertically aligning activities to promote higher learning	**Formative**			**Summative**
Strategy's Expected Result/Impact: AP test, CFA's, STAAR results, SAT/ACT test, TSI **Staff Responsible for Monitoring:** Counselors, Higher education coordinator, campus and district administrators, AP teachers	**Oct**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Increase the opportunity for students to take college-level courses while in high school through the dual credit program by continuing our partnership with LIT, LUPA and Galveston College, SFA, Tarleton State	**Formative**			**Summative**
Strategy's Expected Result/Impact: College transcripts, high school transcripts, **Staff Responsible for Monitoring:** Counselors, Higher education coordinator, campus and district administrators,	**Oct**	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			
Strategy 6: For TSI assessments, provide test prep, strategy sessions, and recurring test opportunities specifically targeting math. In Geometry, Algebra II, and Pre-Calculus, students take weekly basic computation skill quizzes without using a calculator to prepare for TSI testing regulations.	**Formative**			**Summative**
Strategy's Expected Result/Impact: CCMR points Accountability **Staff Responsible for Monitoring:** Higher Ed. Coordinator Principal CTE director	**Oct**	**Jan**	**Mar**	**June**

Strategy 7 Details	Reviews			
Strategy 7: We will continue our college prep course for 2024, which will help students become college-ready. Three sections of college prep have been added, following up with taking college algebra the next semester.	**Formative**			**Summative**
Strategy's Expected Result/Impact: CCMR Accountability **Staff Responsible for Monitoring:** Higher Ed. Coordinator Principal CTE director	**Oct**	**Jan**	**Mar**	**June**

Strategy 8 Details	**Reviews**			
Strategy 8: Utilizing Career Craft to pull CCMR data nightly from Skyward.	**Formative**			**Summative**
Strategy's Expected Result/Impact: CCMR Accountability **Staff Responsible for Monitoring:** Higher Ed. Coordinator Principal CTE director	**Oct**	**Jan**	**Mar**	**June**

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

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

Performance Objective 4: The percent of students that score meets grade level or above on STAAR reading will increase from 55% to 63% by June 2025.

    Evaluation Data Sources: Accountability index, TAPR

Strategy 1 Details	Reviews			
Strategy 1: Send ELAR teachers to Regional Service Centers to be continuously trained on researched-based instructional strategies.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: Accountability reports, school report card, TAPR
    Staff Responsible for Monitoring: Principals
District Adm.
Dept. Heads
 	
    Title I:
2.4, 2.5, 2.6				

Strategy 2 Details	Reviews			
Strategy 2: Continue Professional Learning Communities (PLC) training planning, and collaboration with staff using Solution Tree as a vendor	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy's Expected Result/Impact: PLC process alignment
Accountability
    Staff Responsible for Monitoring: District and Campus Adm.
 	
    Title I:
2.4, 2.5, 2.6
    Funding Sources: - 255 - Title II - Part A Training and Recruiting - 255 E 13 6411 00 999 2 24 0 00 - $13,000, - 265 - Title IV, Part A				

Strategy 3 Details	Reviews			
Strategy 3: Continue to train new Elementary teachers in reading academies as needed.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Elementary students reading levels and rigor will increase	**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Elem. Principal, Elementary teachers
 	
    Title I:
2.4, 2.5, 2.6
    - **Results Driven Accountability**				

Strategy 4 Details	Reviews			
Strategy 4: Analyze Common Formative Assessment and other reading assessment data during staff development days every six weeks and adjust lessons as needed to increase student performance.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increase Meets Grade Level on state accountability Identify students based on Tier 1, Tier 2, and Tier 3 and make data driven adjustments to add more rigor and remediation **Staff Responsible for Monitoring:** Teachers Campus Adm. District Adm.				

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

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

Performance Objective 5: Increase program options that develop the strength, needs, and interest of students served in special programs.

Evaluation Data Sources: CFAs, STAAR test, I-station, TPRI, Dyslexia screeners, Eduphoria, three week progress reports, 6-week report cards

Strategy 1 Details	Reviews			
Strategy 1: Analyze special education data (CFA, STAAR Assessments, and other formal/informal assessments) using Eduphoria focusing on objective weaknesses below 70%	**Formative**			**Summative**
Strategy's Expected Result/Impact: CFAs, principal walkthroughs, state and federal reports, STAAR reports, school report cards, eduphoria	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Special education teachers, core teachers, school and district administrators				

Strategy 2 Details	Reviews			
Strategy 2: Develop and train staff on a Multi-Tiered System of support MTSS process that is consistent and aligned to best practices and researched-based strategies.	**Formative**			**Summative**
Strategy's Expected Result/Impact: CFAs, principal walkthroughs, state and federal reports, STAAR reports, school report cards, eduphoria	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Special education teachers, core teachers, school and district administrators				

Strategy 3 Details	Reviews			
Strategy 3: Provide a support system to help students complete a rigorous course of study by participating in honors and Advanced Placement courses as well as passing AP test.	**Formative**			**Summative**
Strategy's Expected Result/Impact: AP test, CFAs, STAAR results, SAT/ACT test, TSI	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Counselors, Higher education coordinator, campus and district administrators, AP teachers				

Strategy 4 Details	Reviews			
Strategy 4: Communicate to students and parents/guardians the opportunity for students to take college level courses while in high school through the dual credit program by adding Lamar University and LIT partnerships along with offering Galveston College courses	**Formative**			**Summative**
Strategy's Expected Result/Impact: College transcripts, high school transcripts,	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Counselors, Higher education coordinator, campus and district administrators,				

Strategy 5 Details	Reviews			
Strategy 5: Administer a universal screener with the ability to identify Dyslexic characteristics to assist in early identification allowing for early intervention **Strategy's Expected Result/Impact:** TPRI results, dyslexic testing **Staff Responsible for Monitoring:** Dyslexic teachers for each campus, counselors, diagnosticians, campus administrators	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Continue to identify and train teachers in GT to meet the needs of the students--Retrain GT-certified teachers with at least the required 6 hours of yearly training. **Strategy's Expected Result/Impact:** All GT and AP teachers have mandated hours of training each year **Staff Responsible for Monitoring:** Assistant Supt. for special programs Principals Teachers	Formative			Summative
	Oct	Jan	Mar	June

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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

Performance Objective 6: The percentage of HFISD students that score Meet grade level percentage for STAAR math will increase from 38% to 40% by June of 2025.

High Priority

Evaluation Data Sources: State Accountability
TAPR
School Report Card

Strategy 1 Details	Reviews			
Strategy 1: Schedule multiple vertical alignment training during staff development days focusing on 3rd-4th, 5th-6th, 6th-7th and 7th-8th; 8th-9th grades twice a year. (End of year, and after first semester).	**Formative**			**Summative**

Strategy's Expected Result/Impact: TAPR report
  Accountability reports
  School report cards
 	
  Staff Survey
 	
  Prioritizing Instructional Time and Minimizing disruptions
  Staff Responsible for Monitoring: District and Campus Adminstrators
 	
  Title I:
  2.4, 2.5, 2.6
	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Pay teachers in the summer to analyze and rewrite curriculum as needed	**Formative**			**Summative**
Strategy's Expected Result/Impact: Accountability reports, school report card, TAPR	**Oct**	**Jan**	**Mar**	**June**

Staff Responsible for Monitoring: Campus principals
  District adm.
 	
  Title I:
  2.4, 2.5, 2.6
  Funding Sources: - 199 - State Compensatory Ed (SCE): State				

Strategy 3 Details	Reviews			
Strategy 3: Continue Professional Learning Communities (PLC) training planning, and collaboration with staff using Solution Tree as a vendor	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: PLC Process alignment Accountability **Staff Responsible for Monitoring:** District and Campus Adm. **Title I:** 2.4, 2.5, 2.6 **Funding Sources:** - 255 - Title II - Part A Training and Recruiting - 255 E 6411 00 999 2 24 0 00 - $13,000, - 265 - Title IV, Part A				

Strategy 4 Details	Reviews			
Strategy 4: Analyze Common Formative Assessment data during staff development days after each six weeks and make curriculum adjustments based on the data.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase Meets Grade Level on state accountability Identify students based on Tier 1, Tier 2, and Tier 3 and make data driven adjustments to add more rigor and remediation **Staff Responsible for Monitoring:** Teachers Campus Adm. District Adm.				

Strategy 5 Details	Reviews			
Strategy 5: Seek out math workshops that align to PLC processes and best practices.	Formative			Summative
Strategy's Expected Result/Impact: Increase Meets Grade Level on state accountability	Oct	Jan	Mar	June
Identify students based on Tier 1, Tier 2, and Tier 3 and make data driven adjustments to add more rigor and remediation **Staff Responsible for Monitoring:** Teachers Campus Adm. District Adm.				

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

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

Performance Objective 7: Maintain a 0% dropout rate to decrease any disparity in performance on state assessments between students at risk of dropping out of school and all other district students

    Evaluation Data Sources: TAPR, State Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: Offer summer school credit recovery for all campuses to help students regain credits advance to the next grade level	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy's Expected Result/Impact: TAPR, State Accountability reports
    Staff Responsible for Monitoring: Campus administrators, counselors, teachers
 	
    Funding Sources: - 199 - State Compensatory Ed (SCE): State - 6100 - $16,300				

Strategy 2 Details	Reviews			
Strategy 2: Increase parental involvement by having parent/teacher and administrator conferences with those parents whose children are at risk or continually absent.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: TAPR, State Accountability reports **Staff Responsible for Monitoring:** Campus administrators, counselors, teachers				

Strategy 3 Details	Reviews			
Strategy 3: Meet and counsel with students interested in CTE programs for high school students	**Formative**			**Summative**
Strategy's Expected Result/Impact: TAPR, State Accountability reports	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Campus administrators, counselors, CTE teachers				

Strategy 4 Details	Reviews			
Strategy 4: Increase participation of at-risk students in Teen Leadership Programs using the EXCEL Model of Capturing Kid's Hearts	**Formative**			**Summative**
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: TAPR, State Accountability reports **Staff Responsible for Monitoring:** Campus administrators, counselors, teachers				

Strategy 5 Details		Reviews		
Strategy 5: Accelerated instruction before, during and after school focusing on re-teaching to assist students with mastering TEKS, daily lessons which can help them advance to the next grade level and perform satisfactorily on STAAR		**Formative**		**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Passing final grades Promotion Passing STAAR test **Staff Responsible for Monitoring:** Campus Principals Teachers **Funding Sources:** - 199 - State Compensatory Ed (SCE): State - 6100 - $57,000					

Strategy 6 Details		Reviews		
Strategy 6: Build into district calendar a day for all teachers to meet/call parents for better communication and expectations of their students.		**Formative**		**Summative**
		Oct	Jan	Mar	June

Strategy 7 Details		Reviews		
Strategy 7: Offer extended year services to help at-risk students that did not maintain a 70 in two foundation courses or may have failed the STAAR test.		**Formative**		**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Promotion State Accountability **Staff Responsible for Monitoring:** Elementary Principal, teachers, counselors **Funding Sources:** - 199 - State Compensatory Ed (SCE): State - 6100 - $2,000					

Strategy 8 Details		Reviews		
Strategy 8: Accelerated instruction by teachers during school focusing on re-teaching to assist students with mastering TEKS and daily lessons which will help students advance to the next grade level, pass the STAAR exam, or failed a readiness test.		**Formative**		**Summative**
		Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Promotion Passing Grades Passing state accountability test State Accountability indexes **Staff Responsible for Monitoring:** Principals, teachers, counselors, aides **Funding Sources:** - 199 - State Compensatory Ed (SCE): State - 6100 - $792,980					

Strategy 9 Details	Reviews			
Strategy 9: Use Safe Services Consultants to help the district stay compliant with correct paperwork and timelines for compensatory funds.	Formative			Summative
Strategy's Expected Result/Impact: TEA compliant	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principals, District Adm. **Funding Sources:** - 199 - State Compensatory Ed (SCE): State - $21,200				

Strategy 10 Details	Reviews			
Strategy 10: Pay for supplies, materials and that help facilitate better learning and mastering of the TEKS for at-risk students that in danger of being retained or performing satisfactorily on the STAAR exam	Formative			Summative
Strategy's Expected Result/Impact: Promotion	Oct	Jan	Mar	June
Passing Grades Passing state accountability test State Accountability indexes **Staff Responsible for Monitoring:** District Adm, Campus Adm. **Funding Sources:** - 199 - State Compensatory Ed (SCE): State - 6300 - $28,955				

Strategy 11 Details	Reviews			
Strategy 11: Provide counseling to students that may be homeless or in custody of the DFPS.	Formative			Summative
	Oct	Jan	Mar	June

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

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

Performance Objective 8: TELPAS progress rate will increase from 49% to 52% of EL students by June of 2025

    Evaluation Data Sources: TELPAS

Strategy 1 Details			Reviews			
Strategy 1: Train new teachers annually and provided yearly training to returning teachers on the English Language Proficiency Standards (ELPS)			**Formative**			**Summative**
Strategy's Expected Result/Impact: TELPAS progress scores increase			**Oct**	**Jan**	**Mar**	**June**
TAPR						
Accountability						
School Report Card						
Staff Responsible for Monitoring: District Adm Campus Principals						

Strategy 2 Details			Reviews			
Strategy 2: Continue using Summit K-12 software for our ESL programs			**Formative**			**Summative**
Strategy's Expected Result/Impact: TELPAS progress rate increase			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: ESL teachers ESL coordinators						

Strategy 3 Details			Reviews			
Strategy 3: Pay a stipend to teachers that receive their ESL certification			**Formative**			**Summative**
Strategy's Expected Result/Impact: TELPAS progress rate increase			**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: ESL Teachers ESL coordinators						

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

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

Performance Objective 9: District attendance rate will increase from 93.8% to 95% by June 2025.

    High Priority

    Evaluation Data Sources: PEIMS data

Strategy 1 Details	Reviews			
Strategy 1: Attendance secretary from each campus will attend district wide training at the beginning of the year along with update training at region 5. **Strategy's Expected Result/Impact:** Improve attendance accounting **Staff Responsible for Monitoring:** PEIMS coordinator, Principals, District adm.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: A PEIMS google classroom was formed to help centralize district forms and enhance continuity in procedures across the district **Strategy's Expected Result/Impact:** Improve continuity and processes including attendance accounting **Staff Responsible for Monitoring:** PEIMS coordinator, Principals, District Adm.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Attendance secretaries will require an unreported attendance report to be completed by teachers not in compliance with the OAT which is signed off by the principal or the campus. **Strategy's Expected Result/Impact:** Accuracy of attendance reporting **Staff Responsible for Monitoring:** PEIMS coordinator, Principals, District Adm.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: All students have to sign a truancy letter at the beginning of the school year as part of registration. Attendance secretaries are also sending a note home reiterating truancy policies at 3 unexcused absences. Assistant Principals are communicating via phone to families as well. **Strategy's Expected Result/Impact:** Improve attendance rate **Staff Responsible for Monitoring:** PEIMS coordinator, Principals, District Adm.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

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

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 September 2024. Train new hires as needed throughout the year.

    High Priority

    Evaluation Data Sources: Sign- sheets, certificates ,

Strategy 1 Details	Reviews			
Strategy 1: Include all staff in Standard Response Protocol, Stop the Bleed, and First Aid training in staff development days during August. Implement the use of SPAT, Raptor System, and Coordinate with local law enforcement and emergency responders for drills	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: staff morale will be better as a result of clear expectations in times of possible crisis **Staff Responsible for Monitoring:** Safety and Security Coordinator, Superintendent and campus principals				

Strategy 2 Details	Reviews			
Strategy 2: Use Eduphoria as a tool to keep up to date training information for the district staff	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: All district staff trained Compliance with mandates **Staff Responsible for Monitoring:** Safety and Security Coordinator, Superintendent, central office administrators, and campus administrators				

Strategy 3 Details	Reviews			
Strategy 3: Meet with campus principals to address any safety concerns from each campus in the district.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Compliance with mandates Address safety concerns **Staff Responsible for Monitoring:** Campus principals Teachers District Adm. Safety and Security Coordinator				

Strategy 4 Details	Reviews			
Strategy 4: The new safety and security coordinator to ensure the district complies with all state safety and security laws.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Compliance with mandates address safety concerns **Staff Responsible for Monitoring:** Safety and Security Coordinator, Superintendent				

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

Performance Objective 2: By June of 2025, the number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use will be reduced by as measured by PEIMS and number of discipline referrals

    Evaluation Data Sources: Sign in sheets, PEIMS data, Skyward data

Strategy 1 Details		Reviews		
Strategy 1: Train all discipline coordinators on Skyward data input		**Formative**		**Summative**
Strategy's Expected Result/Impact: Ensure accurate data is being documented correctly	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District and campus principals				

Strategy 2 Details		Reviews		
Strategy 2: Utilize Crimestopper App to encourage and increase reporting of possible or potential helpful information to prevent violent incidents and or drug use on campus		**Formative**		**Summative**
Strategy's Expected Result/Impact: decrease incidents of violence on school campuses	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District and Campus adminstration				

Strategy 3 Details		Reviews		
Strategy 3: Increase presence of law enforcement agencies/officers on the campus at both predictable and unpredictable times/days.		**Formative**		**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: reduce number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use as measured by PEIMS and number of discipline referrals **Staff Responsible for Monitoring:** District and Campus Administration				

Strategy 4 Details		Reviews		
Strategy 4: Inhibit dating violence along with all other types of harassment for students and employees by training teachers annually to recognize these issues.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Maintain low incidence of dating violence; increase awareness of dating violence issues; reduce harassment issues and increase feeling of safety by students and employees	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District and Campus Administration				

Strategy 5 Details	**Reviews**			
Strategy 5: Use the CKH process to help facilitate and promote positive actions and better choices	**Formative**			**Summative**
Strategy's Expected Result/Impact: number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use will be reduced by 3% as measured by PEIMS and number of discipline referrals **Staff Responsible for Monitoring:** HS/MS campus administration	**Oct**	**Jan**	**Mar**	**June**

Strategy 6 Details	**Reviews**			
Strategy 6: Assess and reflect on data to analyze needs, problems, and possible strategies to align programs	**Formative**			**Summative**
Strategy's Expected Result/Impact: Number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use will be reduced by as measured by PEIMS and number of discipline referrals **Staff Responsible for Monitoring:** District and Campus Adminstrators	**Oct**	**Jan**	**Mar**	**June**

Strategy 7 Details	**Reviews**			
Strategy 7: DAEP staff will meet to review the DAEP handbook and ensure the contents are being implemented in the DAEP classroom	**Formative**			**Summative**
Strategy's Expected Result/Impact: More efficient DAEP. Lower the number of DAEP referrals **Staff Responsible for Monitoring:** DAEP Director, Campus Principals	**Oct**	**Jan**	**Mar**	**June**

Strategy 8 Details	**Reviews**			
Strategy 8: Hamshire-Fannett ISD will provide a safe environment for its students by sending SRO's to training each summer before the school year starts.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Hamshire-Fannett ISD will decrease the number of violent incidences by May 2025 **Staff Responsible for Monitoring:** SRO, Principals, District Adm. **Funding Sources:** - 265 - Title IV, Part A	**Oct**	**Jan**	**Mar**	**June**

Strategy 9 Details	**Reviews**			
Strategy 9: Hamshire-Fannett ISD will purchase E-Hall Pass to help the district monitor vaping and discipline issues that may take place in unsupervised areas.	**Formative**			**Summative**
Strategy's Expected Result/Impact: By May 2024, using discipline and counseling data, identifying 10% more students who may need help with counseling or law enforcement intervention. **Staff Responsible for Monitoring:** Campus Principals, District Adm., Teachers **Funding Sources:** - 265 - Title IV, Part A	**Oct**	**Jan**	**Mar**	**June**

Strategy 10 Details	Reviews			
Strategy 10: Hamshire-Fannett will purchase vape detectors to help reduce vaping incidents in the district by 15 percent based on PEIMS data from previous year.	Formative			Summative
	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Reduce vaping incidents which will help improve school conditions for student learning **Staff Responsible for Monitoring:** High School adm., District adm. **Funding Sources:** - 265 - Title IV, Part A				

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

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

Performance Objective 1: Goal: LEADERSHIP: Hamshire-Fannett ISD will establish a positive district culture by increasing positive parent perception of bullying measures at all campuses by 10% over the prior year

 Evaluation Data Sources: School survey data, PEIMS data of reports

Strategy 1 Details	Reviews			
Strategy 1: A bullying reporting form is placed on the district's website for anonymous reporting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: increased awareness of student behavior and feeling of safety at the school by students and parents as indicated on the community survey given each spring **Staff Responsible for Monitoring:** Technology staff and school administration	**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Continue to offer Teen leadership classes	**Formative**			**Summative**
Strategy's Expected Result/Impact: number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use will be reduced by 3% as measured by PEIMS and number of discipline referrals **Staff Responsible for Monitoring:** Curriculum department and campus administration	**Oct**	**Jan**	**Mar**	**June**
Strategy 3 Details	**Reviews**			
Strategy 3: Staff will receive Capturing Kids Hearts training	**Formative**			**Summative**
Strategy's Expected Result/Impact: number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use will be reduced by 3% as measured by PEIMS and number of discipline referrals **Staff Responsible for Monitoring:** school administration	**Oct**	**Jan**	**Mar**	**June**
Strategy 4 Details	**Reviews**			
Strategy 4: Bring in anti-bullying programs during Bullying prevention month in October including speakers	**Formative**			**Summative**
Strategy's Expected Result/Impact: PEIMS data Parent survey **Staff Responsible for Monitoring:** Campus and District Administration **Funding Sources:** - 265 - Title IV, Part A - $2,500	**Oct**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Adminstrators will use the bullying forms provided by the Walsh Anderson Law Firm to guide their decision-making process and determine whether the evidence supports or negates bullying claims.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: PEIMS data Parent Survey **Staff Responsible for Monitoring:** District Adm. Campus Administrators				

Strategy 6 Details	Reviews			
Strategy 6: Promote Crimestoppers App to make anonymous reports for school staff to investigate.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student's perception of their safety and security at school.	**Oct**	**Jan**	**Mar**	**June**

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

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

Performance Objective 2: By October 2024, Hamshire-Fannett ISD will have an EL community/parent outreach night for district EL parents and students.

Evaluation Data Sources: Sign in Sheets, School Surveys

Strategy 1 Details	Reviews			
Strategy 1: HFISD will host an EL parent night for district English Learners and parents to accommodate EL's on the resources they need to succeed when navigating through the school district.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Better communication with EL parents Compliance with Title 3 mandates **Staff Responsible for Monitoring:** Campus Principals EL staff District Adm.	**Oct**	**Jan**	**Mar**	**June**

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

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

Performance Objective 3: By October 2024, HFISD Title 1 campuses will update their parental involvement and procedures document and conduct required individual parent meetings.

Evaluation Data Sources: New Parental Involvement and Procedures Document

Strategy 1 Details		Reviews			
Strategy 1: Have campus based parental involvement committees that meet to update our parental involvement procedures		**Formative**			**Summative**
Strategy's Expected Result/Impact: Updated Parental Involvement document Compliance with ESSA **Staff Responsible for Monitoring:** Campus principals District Administrators		**Oct**	**Jan**	**Mar**	**June**
Strategy 2 Details		Reviews			
Strategy 2: Include a staff development day where all campuses can contact parents along with Elementary and Intermediate campuses having their required individual parent meetings.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

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

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

Performance Objective 4: By May 2025, Hamshire-Fannett will increase the staff quality, recruitment, and retention of teachers

    Evaluation Data Sources: TAPR, TTESS, State assessment results

Strategy 1 Details		Reviews			
Strategy 1: Continue with longevity pay for teachers and all staff		**Formative**			**Summative**
Strategy's Expected Result/Impact: Retention, recruitment, and support of teachers		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Administrators					
Funding Sources: - 199 - General Fund: Local - $55,000					

Strategy 2 Details		Reviews			
Strategy 2: Encourage attendance of professional development trainings and pay for teachers to continue to learn refine their skills and increase their knowledge in best instructional practices.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Retention and support of teacher, TAPR, TTESS		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Administrators					
Funding Sources: - 199 - General Fund: Local - $48,000					

Strategy 3 Details		Reviews			
Strategy 3: Continue to give raises to teachers each year if our budget allows		**Formative**			**Summative**
Strategy's Expected Result/Impact: Retention, recruitment, and support of teachers		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District Administrators					

Strategy 4 Details		Reviews			
Strategy 4: Ongoing mentoring, support, and alignment opportunities for teachers in new positions		**Formative**			**Summative**
Strategy's Expected Result/Impact: Retention, support of teachers. TAPR, TTESS		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District and Campus Administrators, Lead teachers					

Strategy 5 Details	Reviews			
Strategy 5: District administrators attend job fairs to attract high quality teachers	Formative			Summative
Strategy's Expected Result/Impact: Recruiting high quality teachers	Oct	Jan	Mar	June
Staff Responsible for Monitoring: District Administration **Funding Sources:** - 199 - General Fund: Local - $1,000				

Strategy 6 Details	Reviews			
Strategy 6: Increased new teacher orientation from 2 days to 3 days to help them transition more smoothly into the school year.	Formative			Summative
Strategy's Expected Result/Impact: Retaining new teachers	Oct	Jan	Mar	June
Staff Responsible for Monitoring: District Administration				

Strategy 7 Details	Reviews			
Strategy 7: Teachers that retire will receive a home sports pass to attend all HFISD sporting events for free.	Formative			Summative
Strategy's Expected Result/Impact: Staff morale and appreciation	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principals and District administrators Superintendent secretary				

Strategy 8 Details	Reviews			
Strategy 8: HFISD will implement the HF/LU Teacher Residency Partnership to recruit students directly from college.	Formative			Summative
Strategy's Expected Result/Impact: Residents will fill open positions with high quality training to be successful during their novice years of teaching.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principals, Assistant Superintendent, Superintendent, Director of Special Services, Director of Finance				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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

Performance Objective 5: By June 2025 , Hamshire-Fannett ISD will increase communication to parents, staff and community members concerning school events, grading periods, positive notifications, and all pertinent information.

Evaluation Data Sources: School surveys, Less discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Each campus will acknowledge positive behaviors interventions and supports to acknowledge positive behaviors on campus	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Culture of campus, **Staff Responsible for Monitoring:** Principals, Teachers,				
0% No Progress 100% Accomplished ➡ Continue/Modify ❌ Discontinue				

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: Increase the participation of students in all Academic UIL activities

    Evaluation Data Sources: Members of UIL academic teams

Strategy 1 Details				Reviews			
Strategy 1: Request that all teachers advocate for the program, encourage participation, and secure as many sponsors for as many events as possible				**Formative**			**Summative**
Strategy's Expected Result/Impact: More participation in UIL events. UIL district, regional, state				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus and District Administrators, teachers, UIL department head							

Strategy 2 Details				Reviews			
Strategy 2: Employ more sponsors to lighten the load on those who are doing multiple events.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase more students advancing and winning during UIL Academic comptetitions.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus and District Administrators, teachers							

Strategy 3 Details				Reviews			
Strategy 3: Classroom teachers encourage students to help with recruiting.				**Formative**			**Summative**
Strategy's Expected Result/Impact: More participation in UIL events. UIL district, regional, state				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus and District Administrators, teachers. UIL department head							

Strategy 4 Details				Reviews			
Strategy 4: Work with professional communication and teen leadership teachers to identify good candidates				**Formative**			**Summative**
Strategy's Expected Result/Impact: Higher numbers of students in debate and public speaking contest				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: UIL coordinator							

Strategy 5 Details		Reviews			
Strategy 5: Have more students participate in the on-line competitions held in the Fall and Spring . (Texas and Virtual Challenge).		**Formative**			**Summative**
Strategy's Expected Result/Impact: More participation **Staff Responsible for Monitoring:** UIL coordinator		Oct	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Make sure students are aware that they can qualify for TILF scholarships if they make it to State level competition.		**Formative**			**Summative**
Strategy's Expected Result/Impact: More participation More regional and state qualifiers **Staff Responsible for Monitoring:** UIL Coordinator		Oct	Jan	Mar	June

Strategy 7 Details		Reviews			
Strategy 7: Stress the "TEAM" concept		**Formative**			**Summative**
Strategy's Expected Result/Impact: More participation **Staff Responsible for Monitoring:** UIL Coordinator		Oct	Jan	Mar	June

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

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 students advancing to Academic UIL regional and state competition by 10% by June of 2025

Strategy 1 Details				Reviews			
Strategy 1: Require that all sponsors keep a log of practice days, time spent, and who attended along with scheduling during flextime and afterschool. Requiring accountability should increase practice times and result in more success. **Staff Responsible for Monitoring:** Campus administrators, UIL academic department head				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**

Strategy 2 Details				Reviews			
Strategy 2: Make sure all students are aware that they will qualify to apply for TILF Scholarships only if they make it to the State level of competition. **Staff Responsible for Monitoring:** Campus administrators, UIL academic department head				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**

Strategy 3 Details				Reviews			

Strategy 3: Fill all events with the maximum number of participants.
    Strategy's Expected Result/Impact: More students will participate in more events and earn more points at competitions.
    Staff Responsible for Monitoring: Campus administrators, UIL academic department head
				Formative			**Summative**

				Oct	**Jan**	**Mar**	**June**

Strategy 4 Details				Reviews			

Strategy 4: Use "crowdfunding" online fundraiser app to help raise money since our district will not be able to host a meet this year
    Strategy's Expected Result/Impact: Increased Funding
    More participation
    Staff Responsible for Monitoring: Academic UIL Sponsor
				Formative			**Summative**

				Oct	**Jan**	**Mar**	**June**

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

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 3: Increase participation rates of students in all Athletic UIL activities by by June 2025

    Evaluation Data Sources: Member of UIL sports teams

Strategy 1 Details				Reviews			
Strategy 1: Continue to offer summer programs to keep students involved around the school setting and the coaches				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased participation in all athletic events				Oct	Jan	Mar	June
Staff Responsible for Monitoring: Athletic Director Coaches							

Strategy 2 Details				Reviews			
Strategy 2: Middle school coaches will encourage and motivate students to participate in multiple sports				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased participation in all athletic events				Oct	Jan	Mar	June
Staff Responsible for Monitoring: Middle School coaches Athletic Director							

Strategy 3 Details				Reviews			
Strategy 3: Recruit the hallways and promote sports through social media and local media..				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased participation and enthusiasm for our sports teams				Oct	Jan	Mar	June
Staff Responsible for Monitoring: Athletic Director Coaches Administrators							

    0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

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 4: Identify and increase the number of co-curricular opportunities of CTE organizations available for at least 4 CTE clusters.

    Evaluation Data Sources: Number of co-curricular activites/field trips/practicums

Strategy 1 Details		Reviews			
Strategy 1: Provide stipends for teacher and co-sponsors involved with CTSOs and competitive events and funding for membership dues		**Formative**			**Summative**

Strategy's Expected Result/Impact: Increase student opportunities in CTSOs
 	
Adding CTSO's for Business, Education, and Health Science
    Staff Responsible for Monitoring: District and campus administration, CTE teachers
 	
    Funding Sources: - 199 - CTE: State - $12,000
		Oct	**Jan**	**Mar**	**June**

Strategy 2 Details		Reviews			
Strategy 2: Provide funding for competitive events to include travel and entry expenses		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student opportunities for college and career readiness, person/growth and career success		**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: District and campus administration, CTE teachers **Funding Sources:** - 199 - CTE: State - $11,500					

Strategy 3 Details		Reviews			
Strategy 3: Provide membership for Teacher/CTSOs sponsor to professional educator organizations related to their assignment		**Formative**			**Summative**
Strategy's Expected Result/Impact:		**Oct**	**Jan**	**Mar**	**June**

Provide teachers with information and tools for success in promoting leadership and career opportunities through CTSOs
    Staff Responsible for Monitoring: District and campus administration, CTE teachers
 	
    Funding Sources: - 199 - CTE: State - $1,500					

Strategy 4 Details	Reviews			
Strategy 4: Provide funding for CTSOs conferences, workshops and conventions	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student knowledge, leadership opportunities within the CTSOs **Staff Responsible for Monitoring:** District and campus administration, CTE teachers **Funding Sources:** - 199 - CTE: State	**Oct**	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Provide funding for Teacher/sponsor to attend district, area and state in-service related to their teaching assignments and CTSOs	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Provide professional development for training dedicated, enthusiastic CTSO sponsors **Staff Responsible for Monitoring:** District and campus administration, CTE teachers **Funding Sources:** - 199 - CTE: State - $3,800				

0% No Progress   100% Accomplished   Continue/Modify   Discontinue

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 5: Increase the participation rate of the band on all campuses by June 2024

    Evaluation Data Sources: Class Rosters

Strategy 1 Details				Reviews			

Strategy 1: Recruiting by performing for the 5th grade classes, hosting a "Petting Zoo" of instruments, and visiting the 5th grade classes monthly. We will also, audition every 5th grader on every instrument before the end of the year.
    Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.
    Staff Responsible for Monitoring: All band teachers and directors, Campus principals, District Administrators
				Formative			**Summative**

				Oct	**Jan**	**Mar**	**June**

Strategy 2 Details				Reviews			

Strategy 2: Work on increasing budget so that we can make yearly purchase of instruments to replace and increase inventory to be able to have more to offer for the disadvantaged in our community so that anyone can be in band if the so desire.
    Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.
    Staff Responsible for Monitoring: All band teachers and directors, Campus principals, District Administrators
				Formative			**Summative**

				Oct	**Jan**	**Mar**	**June**

Strategy 3 Details				Reviews			

Strategy 3: Work on increasing the bands knowledge of intonation, balance and precision so that they can attain the goals they set as individuals as well as a group. This will also spark more interest to join band to be a part of an award winning organization.
    Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.
    Staff Responsible for Monitoring: All band teachers and directors, Campus principals, District Administrators
				Formative			**Summative**

				Oct	**Jan**	**Mar**	**June**

Strategy 4 Details				Reviews			

Strategy 4: Work on increasing knowledge about band scholarships in college and how to attain them. Help build repertoire needed for auditions and how to get the most amount for their efforts so everyone can better opportunities for a higher education after graduation.
    Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.
    Staff Responsible for Monitoring: All band teachers and directors, Campus principals, District Administrators
				Formative			**Summative**

				Oct	**Jan**	**Mar**	**June**

Strategy 5 Details		**Reviews**		
Strategy 5: Have more involvement in ATSSB, TMEA and UIL Solo and Ensemble Contest	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All band teachers and directors, Campus principals, District Administrators				

Strategy 6 Details		**Reviews**		
Strategy 6: Find workshops and concert/clinics for students to participate in.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All band teachers and directors,				

Strategy 7 Details		**Reviews**		
Strategy 7: Attend a music festival in the Spring time as an educational trip	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All band teachers and directors,				

Strategy 8 Details		**Reviews**		
Strategy 8: Attend a couple of Pre-UIL events to help better prepare for actual UIL comptetition	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All band teachers and directors,				

Strategy 9 Details		**Reviews**		
Strategy 9: Involve the Middle School band in some high school activities such at football games, pep rallys	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All band teachers and directors,				

Strategy 10 Details		**Reviews**		
Strategy 10: Offer students the ability to earn band graduation honor cords as an incentive to be involved in more activities and help student retainment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: All band teachers and directors,				

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

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 6: Hamshire-Fannett will increase the participation rate of the choir on all campuses by June 2025

Evaluation Data Sources: Class Rosters

Strategy 1 Details	Reviews			
Strategy 1: Recruiting by having current participants bring in friends to visit the choir room and meet the director, building relationships and recruiting students to the program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students participating in choir. UIL events **Staff Responsible for Monitoring:** Choir teacher, Campus administrators	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Provide ample performance opportunities in the school and community where students can see and hear how the choir is doing and answer any questions that students may have about the program.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased number of students participating in choir. UIL events **Staff Responsible for Monitoring:** Choir teacher, Campus administrators	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Hamshire-Fannett ISD will provide well-rounded educational opportunities for students by purchasing supplemental equipment for its music and theatre arts programs by May 2025.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will have increased opportunity for independent practice to build skills and promote confidence. **Staff Responsible for Monitoring:** Choir teachers, Theatre Arts teachers, Principal **Funding Sources:** - 265 - Title IV, Part A	Oct	Jan	Mar	June

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

District Funding Summary

199 - General Fund: Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	4	1			$55,000.00
3	4	2			$48,000.00
3	4	5			$1,000.00
				Sub-Total	$104,000.00

199 - CTE: State					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	4	1			$12,000.00
4	4	2			$11,500.00
4	4	3			$1,500.00
4	4	4			$0.00
4	4	5			$3,800.00
				Sub-Total	$28,800.00

199 - State Compensatory Ed (SCE): State					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2			$0.00
1	7	1		6100	$16,300.00
1	7	5		6100	$57,000.00
1	7	7		6100	$2,000.00
1	7	8		6100	$792,980.00
1	7	9			$21,200.00
1	7	10		6300	$28,955.00
				Sub-Total	$918,435.00

255 - Title II - Part A Training and Recruiting					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2		255 E 13 6411 00 999 2 24 0 00	$13,000.00
1	6	3		255 E 6411 00 999 2 24 0 00	$13,000.00

255 - Title II - Part A Training and Recruiting					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$26,000.00

265 - Title IV, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	2			$0.00
1	6	3			$0.00
2	2	8			$0.00
2	2	9			$0.00
2	2	10			$0.00
3	1	4			$2,500.00
4	6	3			$0.00
				Sub-Total	$2,500.00