Hamshire-Fannett Independent School District

Hamshire-Fannett Intermediate School

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Hamshire-Fannett Intermediate School is to ensure all students learn.

Vision

Our vision is to grow greatness together through exceptional learning experiences and authentic relationships.

Value Statement

Campus Values

Great Teaching- Foster student curiosity, interest, and motivation

Engagement- Be prepared, passionate, responsive, and fun

Real-ationships- Develop authentic relationships with our students

Table of Contents

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
2021-2022	305	22	2
2022-2023	297	22	2
2023-2024	286	22	2
2024-2025	271	21	2

*The added position in 2021-2022, 2022-2023, 2023-2024 is paid for by ESSER funds to provide additional intervention to students due to HB 4545 requirements. The position is only funded for 3 years.

Demographics Strengths

The Intermediate campus is becoming more diverse each year and our class sizes are small.

Student Learning

Student Learning Summary

2024 STAAR Assessment

May 2024 STAAR Reading Language Arts, Grade 4					
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	131	61.54%	90.08%	67.94%	38.93%
Economic Disadvantage	37	54.78%	83.78%	56.76%	24.32%
American Indian/Alaskan Native	1	73.08%	100%	100%	100%
Black/African American	13	51.63%	100%	46.15%	23.08%
Hispanic	26	55.62%	80.77%	57.69%	23.08%
Two or More Races	7	69.23%	100%	85.71%	71.43%
White	84	64.13%	90.48%	72.62%	42.86%
Currently Emergent Bilingual	8	38.46%	62.50%	12.50%	0%
Special Ed Indicator	30	45.13%	70%	33.33%	16.67%

May 2024 STAAR Mathematics, Grade 4					
	Total Students	Percent Score	Approaches	Meets	Masters

May 2024 STAAR Mathematics, Grade 4

Intermediate School	131	56.56%	81.68%	51.14%	13.74%
Economic Disadvantage	37	52.91%	78.38%	45.95%	8.11%
American Indian/Alaskan Native	1	57.50%	100%	100%	0%
Black/African American	13	45.19%	61.54%	30.77%	0%
Hispanic	26	51.73%	69.23%	38.46%	7.69%
Two or More Races	7	64.29%	85.71%	57.14%	28.57%
White	84	59.17%	88.10%	57.14%	16.67%
Currently Emergent Bilingual	8	44.06%	75%	12.50%	0%
Special Ed Indicator	30	47%	60%	30%	10%

May 2024 STAAR Reading Language Arts, Grade 5

	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	131	54.61%	84.73%	52.67%	21.37%
Economic Disadvantage	66	49.71%	81.82%	40.91%	12.12%
American Indian/Alaskan Native	1	55.77%	100%	100%	0%
Asian	1	92.31%	100%	100%	100%
Black/African American	13	47.78%	69.23%	23.08%	15.38%

May 2024 STAAR Reading Language Arts, Grade 5					
Hispanic	33	50.52%	84.85%	39.39%	9.09%
Native Hawaiian/Pacific Islander	1	94.23%	100%	100%	100%
Two or More Races	3	42.31%	66.67%	33.33%	0%
White	79	56.91%	87.34%	62.03%	26.58%
Currently Emergent Bilingual	11	43.36%	72.73%	27.27%	0%
First Year of Monitoring	6	59.62%	100%	50%	33.33%
Special Ed Indicator	20	42.31%	60%	30%	5%

May 2024 STAAR Mathematics, Grade 5					
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	131	57.47%	88.55%	54.20%	11.45%
Economic Disadvantage	66	54.08%	86.36%	48.48%	6.06%
American Indian/Alaskan Native	1	66.67%	100%	100%	0%
Asian	1	88.10%	100%	100%	100%
Black/African American	13	51.28%	76.92%	38.46%	15.38%
Hispanic	33	55.77%	87.88%	60.61%	6.06%
Native Hawaiian/Pacific Islander	1	100%	100%	100%	100%
Two or More Races	3	50.79%	66.67%	33.33%	33.33%
White	79	58.41%	91.14%	53.16%	10.13%
Currently Emergent Bilingual	11	54.55%	81.82%	54.55%	9.09%

May 2024 STAAR Mathematics, Grade 5					
First Year of Monitoring	6	58.73%	83.33%	66.67%	16.67%
Special Ed Indicator	20	45.71%	65%	25%	5%

May 2024 STAAR Science, Grade 5							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Middle School	131	20	3726	51.28%	64.89%	25.19%	6.87%
Economic Disadvantage	66	18	3621	47.36%	54.55%	16.67%	1.52%
American Indian/Alaskan Native	1	29	4331	74.36%	100%	100%	0%
Asian	1	19	3675	48.72%	100%	0%	0%
Black/African American	13	19	3636	47.73%	53.85%	23.08%	7.69%
Hispanic	33	19	3626	47.55%	54.55%	15.15%	0%
Native Hawaiian/Pacific Islander	1	30	4380	76.92%	100%	100%	100%
Two or More Races	3	15	3310	38.46%	33.33%	0%	0%
White	79	21	3783	53.33%	70.89%	29.11%	8.86%
Currently Emergent Bilingual	11	17	3540	44.06%	36.36%	9.09%	0%
First Year of Monitoring	6	20	3726	50.85%	66.67%	0%	0%
Special Ed Indicator	20	16	3418	40.13%	40%	10%	0%

2023 STAAR Assessment

	May 2023 STAAR Reading Language Arts, Grade 4				
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	131	53.96%	87.79%	52.67%	22.90%
Economic Disadvantage	74	48.52%	79.73%	43.24%	16.22%
American Indian/Alaskan Native	1	65.38%	100%	100%	0%
Asian	1	78.85%	100%	100%	100%
Black/African American	10	50.96%	80%	40%	20%
Hispanic	31	51.74%	83.87%	51.61%	22.58%
Native Hawaiian/Pacific Islander	1	82.69%	100%	100%	100%
Two or More Races	3	46.79%	66.67%	66.67%	0%
White	84	54.62%	90.48%	52.38%	22.62%
Currently Emergent Bilingual	16	45.55%	75%	37.50%	12.50%
Special Ed Indicator	17	38.35%	58.82%	17.65%	5.88%

	May 2023 STAAR Mathematics, Grade 4				
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	131	62.67%	83.97%	65.65%	27.48%
Economic Disadvantage	74	58.28%	79.73%	59.46%	14.86%
American Indian/Alaskan Native	1	75%	100%	100%	0%
Asian	1	82.50%	100%	100%	100%
Black/African American	10	58.50%	70%	70%	30%
Hispanic	31	58.71%	83.87%	58.06%	16.13%
Native Hawaiian/Pacific Islander	1	100%	100%	100%	100%
Two or More Races	3	52.50%	66.67%	33.33%	0%
White	84	64.17%	85.71%	67.86%	30.95%
Currently Emergent Bilingual	16	50.31%	68.75%	37.50%	6.25%
Special Ed Indicator	17	46.62%	47.06%	29.41%	11.76%

	May 2023 STAAR Reading Language Arts, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters
Middle School	145	61.30%	88.28%	60%	26.90%

	May 2023 STAAR Reading Language Arts, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters
Economic Disadvantage	66	58.30%	87.88%	53.03%	18.18%
Asian	3	69.87%	100%	66.67%	33.33%
Black/African American	15	55.38%	73.33%	40%	26.67%
Hispanic	27	58.05%	85.19%	55.56%	11.11%
Two or More Races	4	71.63%	100%	100%	50%
White	96	62.44%	90.62%	62.50%	30.21%
Currently Emergent Bilingual	6	56.09%	83.33%	66.67%	0%
Special Ed Indicator	25	46.54%	60%	28%	4%

	May 2023 STAAR Mathematics, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	152	58.36%	84.87%	53.29%	21.71%
Economic Disadvantage	72	52.12%	79.17%	40.28%	13.89%

		May 2023 STAAR Mathematics, Grade 5			
	Total Students	Percent Score	Approaches	Meets	Masters
Asian	3	71.43%	100%	66.67%	66.67%
Black/African American	17	54.90%	76.47%	47.06%	23.53%
Hispanic	28	53.23%	82.14%	42.86%	10.71%
Two or More Races	4	66.07%	100%	75%	50%
White	100	59.69%	86%	56%	22%
Currently Emergent Bilingual	6	44.44%	83.33%	16.67%	0%
Special Ed Indicator	25	43.33%	60%	16%	4%

		May 2023 STAAR Science, Grade 5			
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	152	56.12%	72.37%	40.13%	11.84%
Economic Disadvantage	72	49.96%	58.33%	27.78%	6.94%
Asian	3	60.68%	100%	33.33%	0%
Black/African American	17	46%	41.18%	23.53%	11.76%

	May 2023 STAAR Science, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters
Hispanic	28	50.73%	64.29%	25%	10.71%
Two or More Races	4	55.13%	50%	50%	0%
White	100	59.26%	80%	47%	13%
Currently Emergent Bilingual	6	38.89%	33.33%	0%	0%
Special Ed Indicator	25	44.51%	44%	20%	0%

2022 STAAR Assessment

	May 2022 STAAR Mathematics, Grade 4			
	Total Students	Approaches	Meets	Masters
Intermediate School	153	76.47%	46.41%	24.18%
Economic Disadvantage	58	63.79%	31.03%	10.34%
Asian	3	100%	100%	33.33%
Black/African American	17	70.59%	29.41%	11.76%
Hispanic	28	53.57%	25%	17.86%
Two or More Races	4	75%	75%	50%
White	101	83.17%	52.48%	26.73%

	May 2022 STAAR Mathematics, Grade 4			
	Total Students	Approaches	Meets	Masters
Currently Emergent Bilingual	8	25%	0%	0%
Special Ed Indicator	21	33.33%	9.52%	4.76%

	May 2022 STAAR Reading, Grade 4			
	Total Students	Approaches	Meets	Masters
Intermediate School	153	81.05%	54.90%	27.45%
Economic Disadvantage	58	74.14%	34.48%	12.07%
Asian	3	100%	100%	66.67%
Black/African American	17	70.59%	29.41%	5.88%
Hispanic	28	78.57%	42.86%	17.86%
Two or More Races	4	100%	50%	25%
White	101	82.18%	61.39%	32.67%
Currently Emergent Bilingual	8	75%	25%	0%
Special Ed Indicator	21	61.90%	33.33%	19.05%

	May 2022 STAAR Mathematics, Grade 5			
	Total Students	Approaches	Meets	Masters
Intermediate School	143	79.72%	46.15%	22.38%
Economic Disadvantage	73	78.08%	43.84%	19.18%
Asian	2	100%	100%	100%
Black/African American	12	66.67%	33.33%	0%
Hispanic	33	78.79%	39.39%	15.15%

	May 2022 STAAR Mathematics, Grade 5			
	Total Students	Approaches	Meets	Masters
Two or More Races	2	100%	100%	50%
White	94	80.85%	47.87%	25.53%
Currently Emergent Bilingual	10	100%	70%	30%
Special Ed Indicator	25	44%	16%	4%

	May 2022 STAAR Reading, Grade 5			
	Total Students	Approaches	Meets	Masters
Intermediate School	144	81.25%	43.75%	25%
Economic Disadvantage	74	72.97%	31.08%	16.22%
Asian	2	100%	50%	0%
Black/African American	12	66.67%	8.33%	0%
Hispanic	33	78.79%	33.33%	9.09%
Two or More Races	2	100%	50%	50%
White	95	83.16%	51.58%	33.68%
Currently Emergent Bilingual	10	70%	30%	0%
Special Ed Indicator	25	36%	12%	0%

	May 2022 STAAR Science, Grade 5			
	Total Students	Approaches	Meets	Masters
Intermediate School	144	68.75%	36.11%	15.28%
Economic Disadvantage	74	59.46%	29.73%	10.81%
Asian	2	100%	50%	50%
Black/African American	12	25%	16.67%	8.33%

	May 2022 STAAR Science, Grade 5			
	Total Students	**Approaches**	**Meets**	**Masters**
Hispanic	33	60.61%	12.12%	6.06%
Two or More Races	2	100%	50%	0%
White	95	75.79%	46.32%	18.95%
Currently Emergent Bilingual	10	70%	10%	10%
Special Ed Indicator	25	28%	8%	4%

2021 STAAR Assessment

	May 2021 STAAR Mathematics, Grade 4			
	Total Students	**Approaches**	**Meets**	**Masters**
Intermediate School	123	62.60%	30.89%	16.26%
Economic Disadvantage	55	50.91%	25.45%	12.73%
Asian	2	50%	50%	50%
Black/African American	8	62.50%	25%	0%
Hispanic	27	44.44%	7.41%	7.41%
Two or More Races	2	100%	0%	0%
White	84	67.86%	39.29%	20.24%
LEP	8	25%	0%	0%
Second Year of Monitoring	2	50%	0%	0%
Special Ed Indicator	20	30%	10%	10%
	May 2021 STAAR Reading, Grade 4			
	Total Students	Approaches	Meets	Masters

	May 2021 STAAR Mathematics, Grade 4			
	Total Students	**Approaches**	**Meets**	**Masters**
Intermediate School	126	63.49%	38.89%	16.67%
Economic Disadvantage	56	53.57%	33.93%	12.50%
Asian	1	100%	100%	0%
Black/African American	8	62.50%	25%	0%
Hispanic	27	44.44%	14.81%	3.70%
Two or More Races	2	100%	50%	50%
White	88	68.18%	46.59%	21.59%
LEP	6	33.33%	16.67%	0%
Second Year of Monitoring	2	50%	0%	0%
Special Ed Indicator	20	35%	10%	5%

	May 2021 STAAR Writing, Grade 4			
	Total Students	Approaches	Meets	Masters
Intermediate School	124	56.45%	26.61%	16.13%
Economic Disadvantage	56	46.43%	19.64%	12.50%
Asian	1	100%	100%	100%
Black/African American	8	50%	0%	0%
Hispanic	26	34.62%	7.69%	3.85%
Two or More Races	2	50%	0%	0%
White	87	63.22%	34.48%	20.69%
LEP	7	14.29%	0%	0%
Second Year of Monitoring	2	50%	0%	0%
Special Ed Indicator	22	18.18%	9.09%	9.09%

	May 2021 STAAR Mathematics, Grade 5			
	Total Students	Approaches	Meets	Masters
Intermediate School	147	79.59%	45.58%	18.37%
Economic Disadvantage	59	71.19%	27.12%	8.47%
Asian	1	100%	100%	100%
Black/African American	16	56.25%	18.75%	6.25%
Hispanic	34	73.53%	38.24%	11.76%
Two or More Races	2	100%	0%	0%
White	94	85.11%	53.19%	22.34%
LEP	11	45.45%	9.09%	9.09%
Second Year of Monitoring	1	0%	0%	0%
Special Ed Indicator	17	41.18%	5.88%	0%

	May 2021 STAAR Reading, Grade 5			
	Total Students	Approaches	Meets	Masters
Intermediate School	133	78.95%	47.37%	28.57%
Economic Disadvantage	52	71.15%	30.77%	19.23%
Asian	1	100%	100%	0%
Black/African American	13	69.23%	30.77%	23.08%
Hispanic	28	60.71%	25%	17.86%
Two or More Races	2	100%	0%	0%
White	89	85.39%	57.30%	33.71%
LEP	9	22.22%	11.11%	0%
Special Ed Indicator	15	40%	6.67%	0%
	May 2021 STAAR Science, Grade 5			
	Total Students	Approaches	Meets	Masters
Intermediate School	133	69.92%	33.08%	9.77%
Economic Disadvantage	52	48.08%	23.08%	3.85%
Asian	1	100%	0%	0%
Black/African American	13	69.23%	23.08%	0%
Hispanic	28	60.71%	21.43%	7.14%
Two or More Races	2	50%	0%	0%
White	89	73.03%	39.33%	12.36%
LEP	9	11.11%	0%	0%
Special Ed Indicator	15	26.67%	6.67%	0%

Student Learning Strengths

- Scored higher in 4th and 5th grade math on Approaches and Meets than the region and state.

- Scored higher in 4th RLA and on Approaches, Meets, and Masters than the region and state.
- Scored high in 5th RLA on Approaches, Meets, and Masters than the region and Approaches than the state.
- Scored higher in 5th grade science on Approaches, Meets, and Masters than the region.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The Intermediate will close the gaps in all of our student groups, specifically in reading, by reaching 100% of the targets in the TEA Accountability Rating report under Close the Gaps. **Root Cause:** The need to align curriculum vertically and monitor student groups for effective differentiation and rigor.

Problem Statement 2 (Prioritized): The Intermediate will close the gaps in all of our student groups, specifically in math, by reaching 100% of the targets in the TEA Accountability Rating report under Close the Gaps. **Root Cause:** The need to align curriculum vertically and monitor student groups for effective differentiation and rigor.

Problem Statement 3 (Prioritized): The Intermediate will continue bullying awareness and social-emotional learning to at least 80% by May 2025. **Root Cause:** The classroom and campus activities should be more consistently integrated across the entire campus and continuously communicated to the school community. The month of October will focus on initiatives to increase bullying awareness.

Problem Statement 4 (Prioritized): The Intermediate campus will increase the English Language Proficiency Status to meet the target of at least 45% by May 2025. **Root Cause:** Continue ELPS training and continue for reading, math and science teachers to earn their ESL certification.

Problem Statement 5 (Prioritized): The Intermediate STAAR science scores are 64% Approaches, 25% Meets, 7% Masters. **Root Cause:** There have also been no consistent teachers in 50% of the science department for the past 4 years. Current teachers are new to the profession and the content area. There is a lack of training and experience regarding rigor and pedagogy for the science classroom.

School Processes & Programs

School Processes & Programs Summary

Hamshire-Fannett Intermediate departmentalized (math, English language arts, science and social studies). Each department meets weekly in PLCs 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 IXL reports, Renaissance Star math and reading reports. The campus is also utilizing IXL to progress monitor 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 during a "DRIP" Rally during the last day of the 6 weeks. This rally is meant to encourage students to achieve great behavior and ownership of the school. 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.

Students are participating in Capturing Kids Hearts lesson on a weekly basis. Each month a different character trait is the focus. Capturing Kids Hearts focuses on promoting and recognizing character daily.

HFI has created a student council/student ambassadors which are responsible for following through with CKH initiatives within the classroom and heading up SEL initiatives throughout the school year.

- District provided professional development days including time to contact parents and hold face-to-face meetings.
- District provided curriculum collaboration days.
- The campus provides instructional rounds for new teachers
- Administrative PLC meetings
- Campus PLC meetings.
- Campus Grade Level Chairs and mentor teachers for support.
- Mentor program for new teachers and new hires to the district. Includes six weeks of tasks, observations by the mentor and mentee, discussion points centered around strengths and areas of improvement, six weeks meetings with the Principal, resources in a Mentor Google Classroom to access at all times.
- Texas Instructional Leadership: Observation and Feedback coaching for 8 teachers, assistant principal, principal and instructional coach.
- Capturing Kids Hearts weekly lessons
- Monthly Grade Level Chair Meetings and Faculty Meetings.
- Weekly campus staff newsletter that includes upcoming information, Principal's Monday Message.
- Six Weeks Family videos are available on social media.

School Processes & Programs Strengths

Students are welcome to try out to join the UIL teams to get involved. Students will also have the opportunity to join our robotics club.

Students are encouraged to conduct their behavior as Longhorn Leaders. These qualities reflect the community's campus values and moral ethics. This is awarded each six weeks. Longhorn Strong awards are as daily incentives to encourage and reinforce positive behavior. Longhorn Strong students earn recognition by showing: Courage, Respect, Perseverance, Gratitude, Honesty, Kindness, Empathy, Responsibility, Cooperation, and Creativity.

Students interested in robotics will be able to join the after-school club.

4th and 5th grade TCEA Robotics Competitive Team

HFI has created a student council/student ambassadors which are responsible for following through with CKH initiatives within the classroom and heading up SEL initiatives throughout the school year.

- Eight teachers are in the Texas Instructional Leadership program. This coaching program uses bi-weekly observations and feedback to grow educators and improve instruction.
- Instructional Rounds to help teachers learn from other teachers.
- PLC collaborative meetings foster teacher input by making data-driven decisions to increase student achievement.
- Encourage 100% participation in all UIL teams

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The Intermediate will close the gaps in all of our student groups, specifically in reading, by reaching 100% of the targets in the TEA Accountability Rating report under Close the Gaps. **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 45% by May 2025. **Root Cause:** Continue ELPS training and continue for reading, math and science teachers to earn their ESL certification.

Problem Statement 3 (Prioritized): The Intermediate will close the gaps in all of our student groups, specifically in math, by reaching 100% of the targets in the TEA Accountability Rating report under Close the Gaps. **Root Cause:** The need to align curriculum vertically and monitor student groups for effective differentiation and rigor.

Problem Statement 4 (Prioritized): The Intermediate STAAR science scores are 64% Approaches, 25% Meets, 7% Masters. **Root Cause:** There have also been no consistent teachers in 50% of the science department for the past 4 years. Current teachers are new to the profession and the content area. There is a lack of training and experience regarding rigor and pedagogy for the science classroom.

Perceptions

Perceptions Summary

Intermediate Parent Survey

Item	2019 % Strongly agree/ Agree	2019 (n)	2018	Difference
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 % Strongly agree/ Agree	2019 (n)	2018	Difference
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

Item	2019 % Strongly agree/ Agree	2019 (n)	2018	Difference
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 % Strongly agree/ Agree	2019 (n)	2018	Difference
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.

Mission: We ensure that all children learn.

Vision: Growing greatness together through exceptional learning experiences and authentic relationships.

Values: Great Teaching, Engagement, Real-ationships

Perceptions Strengths

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

Students feel like that are familiar with the CKH (Capturing Kids Hearts Program) and their teacher implements social contracts in the classroom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The Intermediate will continue bullying awareness and social-emotional learning to at least 80% by May 2025.   **Root Cause:** The classroom and campus activities should be more consistently integrated across the entire campus and continuously communicated to the school community. The month of October will focus on initiatives to increase bullying awareness.

Priority Problem Statements

Problem Statement 1: The Intermediate will close the gaps in all of our student groups, specifically in reading, by reaching 100% of the targets in the TEA Accountability Rating report under Close the Gaps.

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 close the gaps in all of our student groups, specifically in math, by reaching 100% of the targets in the TEA Accountability Rating report under Close the Gaps.

Root Cause 2: The need to align curriculum vertically and monitor student groups for effective differentiation and rigor.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Problem Statement 3: The Intermediate will continue bullying awareness and social-emotional learning to at least 80% by May 2025.

Root Cause 3: The classroom and campus activities should be more consistently integrated across the entire campus and continuously communicated to the school community. The month of October will focus on initiatives to increase bullying awareness.

Problem Statement 3 Areas: Student Learning - Perceptions

Problem Statement 4: The Intermediate campus will increase the English Language Proficiency Status to meet the target of at least 45% by May 2025.

Root Cause 4: Continue ELPS training and continue for reading, math and science teachers to earn their ESL certification.

Problem Statement 4 Areas: Student Learning - School Processes & Programs

Problem Statement 5: The Intermediate STAAR science scores are 64% Approaches, 25% Meets, 7% Masters.

Root Cause 5: There have also been no consistent teachers in 50% of the science department for the past 4 years. Current teachers are new to the profession and the content area. There is a lack of training and experience regarding rigor and pedagogy for the science classroom.

Problem Statement 5 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
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data

- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

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 2024-2025 school year.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: District documented PLC time for vertical alignment, curriculum adjustments that include rigor, and Common Formative Assessment analysis and adjustments accordingly.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: To challenge each student to achieve meets grade level or higher. **Staff Responsible for Monitoring:** District Administration Campus Principals All Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** **Funding Sources:** Solution Tree - 199 - State Compensatory Ed (SCE): State, Solution Tree - 199 - General Fund: Local				

Strategy 2 Details	Reviews			
Strategy 2: Intervention periods are embedded in the schedule to help struggling learners.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To optimize student performance on standardized tests.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus admin. and all teachers **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Renaissance Star 360 Reading, Math - 211 - Title I, Part A Improving Basic Program - $9,000, IXL Reading, Math, Science - 211 - Title I, Part A Improving Basic Program - $7,000				

Strategy 3 Details	Reviews			
Strategy 3: STAAR Deployment Days for reading and math to help all students succeed including struggling learners. Math tutorials are provided by extra support staff within the school day.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To optimize individual learning styles and increase student performance.on standardized test	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus admin. and all teachers **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Teachers Teaching Tutorials - 199 - State Compensatory Ed (SCE): State - $7,000				

Strategy 4 Details	Reviews			
Strategy 4: Utilize the counselor to help struggling/new students adjust to campus and become successful students	**Formative**			**Summative**
Strategy's Expected Result/Impact: STAAR CFA's Grade promotion	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Counselor Campus Principal Teacher **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

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: Increase campus attendance rate to 97% for the 2024-2025 school year.

    Evaluation Data Sources: TAPR, State Accountability Reports

Strategy 1 Details	Reviews			
Strategy 1: To communicate between school and home to reinforce the importance of attendance.	**Formative**			**Summative**
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:** 4.1 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture **- Targeted Support Strategy**	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Acknowledge and reward students who maintain perfect attendance for the first and/or second semester.	**Formative**			**Summative**
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. **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** Incentives, Field Trips, and Awards - 461 - Campus Activity Fund	**Oct**	**Jan**	**Mar**	**June**

Strategy 3 Details	**Reviews**			
Strategy 3: Students with perfect attendance for the entire year will be recognized at awards program and taken on a field trip.	**Formative**			**Summative**
	Oct	Jan	Mar	June
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. **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Funding Sources:** - 461 - Campus Activity Fund				

Strategy 4 Details	**Reviews**			
Strategy 4: Implement extended day program for students that need to make-up absences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: To ensure student success and achievement of credit for course.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Campus Principals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Funding Sources:** - 199 - State Compensatory Ed (SCE): State - $7,000				

Strategy 5 Details	**Reviews**			
Strategy 5: Report truancy to local authorities.	**Formative**			**Summative**
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.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Campus Principals Attendance Clerk **ESF Levers:** Lever 1: Strong School Leadership and Planning				

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 June, 2025.

    Evaluation Data Sources: Sign- sheets, Texas School Safety trainings, drills

Strategy 1 Details				Reviews			
Strategy 1: Provide initial and ongoing training for faculty and staff over Raptor in a variety of emergency situations.				**Formative**			**Summative**
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				**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 2: HFI will be a safe, positive learning environment where all students achieve their maximum potential in the 2024-2025 school year.

    Evaluation Data Sources: PEIMS reports, discipline referrals, parent surveys, CKH survey data

Strategy 1 Details	Reviews			
Strategy 1: To reduce the number of office discipline referrals by 10%.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Implement CKH with campus-wide fidelity, specifically focusing on student-teacher connectedness and empowerment for self-managing classrooms and clarity with our tiered discipline process (discipline ladder). **Staff Responsible for Monitoring:** Campus Principals All Teachers **ESF Levers:** Lever 3: Positive School Culture	**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Longhorn Leader Program: Reward students that display Longhorn Leader qualities:	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

*Academic achievement or progress.
* Exemplary personal and social qualities.
*Love to learn and engage in the total Longhorn learning experience.
 **Good Attendance
 **Punctuality
 **Good Discipline
 **Respectful
 **A Longhorn Role Model for others to see.
 	
Longhorn Strong Program - daily recognition and incentive program to reinforce positive behavior including courage, respect, perseverance, gratitude, honesty, kindness, empathy, responsibility, cooperation, and creativity.
    Strategy's Expected Result/Impact: To help teach students of the importance of having good character and what it looks like in each of the traits listed.
    Staff Responsible for Monitoring: Campus Principals
All Teachers
 	
    ESF Levers:
    Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: All staff will attend CRASE and SRP (Standard Response Protocol) training.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff understands their responsibility during SRPs. **Staff Responsible for Monitoring:** Campus Principals All Staff **ESF Levers:** Lever 3: Positive School Culture	**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 1: By May 2025, HFI will continue 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 and Twitter, Blackboard Mass Communication emails/texts/phone calls, and notes that go home with students DoJo messages to parents by teachers.

Strategy 1 Details				Reviews			
Strategy 1: Use the Intermediate web page, Blackboard Mass text/email messages, Facebook page, and Twitter to communicate campus events and other important information for parents and their students.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide current information for all community stakeholders with internet access.				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principals Office staff Teachers							

Strategy 2 Details				Reviews			
Strategy 2: Utilize the classroom teacher DoJo (communication tools) for campus updates and clear communication.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase efforts to provide clear and effective communication				**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principals Teachers Office Staff							

Strategy 3 Details				Reviews			
Strategy 3: Continue to utilize email for parents to stay informed about assignments and to ask questions concerning their student.				**Formative**			**Summative**
				Oct	**Jan**	**Mar**	**June**
Google classroom to communicate class information weekly, notes sent home and Blackboard messages. **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							

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

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

Performance Objective 2: HFIS will continue a positive parent perception of bullying awareness and social-emotional learning by May 2025.

Evaluation Data Sources: Discipline reports, bullying reports, bullying month lessons, kindness challenges, Longhorn Leaders Awards, and social-emotional learning lessons integrated into special programs (PE, Library, Digital Learning).

Strategy 1 Details	Reviews			
Strategy 1: Campus wide participation in Bully Awareness Month (October).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn how to address bullying in a positive way.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal				
Counselor				
Teachers				
ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture **Funding Sources:** Incentive awards - 461 - Campus Activity Fund - $200				

Strategy 2 Details	Reviews			
Strategy 2: Implement Capturing Kids Hearts strategies into daily behavior routines.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will learn how to communicate with peers positively.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Principal				
Counselor				
Teachers				
ESF Levers: Lever 3: Positive School Culture				

Strategy 3 Details	Reviews			
Strategy 3: Social-emotional learning lessons are integrated into reading HFIFs and special program lessons (PE, Library)	**Formative**			**Summative**
Strategy's Expected Result/Impact: It will become a habit and routine when students continuously discuss how to treat themselves and others. Students will be aware of how to interact positively with peers. **Staff Responsible for Monitoring:** All teachers Principals Counselor	**Oct**	**Jan**	**Mar**	**June**

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

Goal 4: LEADERSHIP: Hamshire-Fannett ISD will increase the quantity of student-led leadership and extra/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

Strategy 1 Details		Reviews			
Strategy 1: Teachers will all students to try out for teams and a parent-letter will be sent home explaining what UIL is and what events are offered. **Strategy's Expected Result/Impact:** HFI will continue to fill all teams.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**

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

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

Performance Objective 2: HFI will continue the robotics program.

    Evaluation Data Sources: Members of robotics program

Strategy 1 Details			Reviews		
Strategy 1: Teachers will integrate STEAM lessons into all content area lessons to inspire and gain interest in the robotics program.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue						

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

Performance Objective 3: HFI will create a student-led student council/CKH Ambassador program.

    Evaluation Data Sources: Members of HFI Student Council

Campus Funding Summary

			199 - General Fund: Local		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Solution Tree		$0.00
				Sub-Total	$0.00

			199 - State Compensatory Ed (SCE): State		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Solution Tree		$0.00
1	1	3	Teachers Teaching Tutorials		$7,000.00
1	2	4			$7,000.00
				Sub-Total	$14,000.00

			211 - Title I, Part A Improving Basic Program		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Renaissance Star 360 Reading, Math		$9,000.00
1	1	2	IXL Reading, Math, Science		$7,000.00
				Sub-Total	$16,000.00

			461 - Campus Activity Fund		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Incentives, Field Trips, and Awards		$0.00
1	2	3			$0.00
3	2	1	Incentive awards		$200.00
				Sub-Total	$200.00