

Hamshire-Fannett Independent School District

Hamshire-Fannett Middle School

2024-2025 Campus Improvement Plan

Accountability Rating: Not Rated



Board Approval Date: September 30, 2024
Public Presentation Date: September 30, 2024

Mission Statement

Hamshire-Fannett Middle School educates all students to the highest level of academic achievement and prepares them to become productive, responsible, ethical, creative and compassionate members of society.

Vision

Hamshire-Fannett Middle School will become an exemplar Professional Learning Community(PLC) campus by continuously collaborating to perfect the PLC process.

Core Beliefs

Safe, Secure Environment,

Academics,

Social,

Emotional,

Physical Health

Productive Citizen and 21st Century Learners

Table of Contents

Comprehensive Needs Assessment 4

Demographics 4

Student Learning 7

School Processes & Programs 9

Perceptions 10

Priority Problem Statements 11

Comprehensive Needs Assessment Data Documentation 12

Goals 13

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett campuses will obtain ratings of a "B" or higher. 13

Goal 2: Hamshire Fannett Middle School will increase its technology integration level 10% above the 2024-2025 baseline as measured by SAMR. 24

Goal 3: OPERATIONAL: Hamshire-Fannett ISD will provide a safe and secure environment for all students and staff. 25

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. 30

Goal 5: Hamshire Fannett Middle School will establish a positive school culture. 35

CKH Process Champions 38

Guiding Coalition 39

Site-Based Decision Making Committee 40

Campus Based Leadership Team 41

Campus Admin Team 42

Comprehensive Needs Assessment

Demographics

Demographics Summary

Hamshire Fannett Middle School is located at 11375 Dugat Rd in Fannett, TX. The campus currently serves 468 students, grades six thru eight. Enrollment has decreased by approximately 7% percent this school year because of a smaller incoming six grade class. Although enrollment decrease there were slight increases in Economically Disadvantaged and AT Risk. (See **Demographics Data Chart available in the Data Documentation section**). Daily average attendance is 94%, with not much variation for attendance between grade levels. We accepted six transfers outside of HFISD School District.

The following is a breakdown of our student population for the 2024-2025 School Year:

All groups have remained relatively unchanged with slight increases in the Hispanic population, as well as economically disadvantaged, at risk and GT populations. (See trends below)

Category	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment	469	503	489	464	466	466	303	292	286	274	259
Attendance	95%	94%	94%	93%	93.0%	96.5%	96.7%	95.4%	95.4%	95.6%	96%
WHITE	61%	62%	56%	56%	61%	72%	65.3%	72.9%	77.3%	76.6%	78.8%
HISPANIC	24%	21%	19%	20%	17%	15.4%	18.2%	16.1%	14%	15%	15.8%
AFRICAN AMERICAN	12%	13%	9.2%	10%	9.0%	8.0%	11.9%	6.8%	4.9%	4.7%	3.1%
ASIAN	1.3%	1.3%	1.5%	1.7%	1.5%	0.08%					
AMERICAN INDIAN	.2%	.2%	.4%	.2%	0.2%	1.0%					
MULTI-RACE	2%	2%	3%	1.5%	1.9%	1.7%					
ECO. DIS.	44%	41%	46%	38%	67%	53.8%	48.8%	26.7%	22%	24.8%	30.2%
At-Risk	37%	31%	38%	40%	40%	57%	52.5%	37.7%	33.9%	33.9%	32%
SPED	15%	15%	11%	9.2%	8.0%	6.4%	5.5%	5.5	7.7	7.7	5.4
504	10%	12%	13%								
G/T	9%	7%	5%	5.4%	7.0%	10%					
EL	5%	6%	7%	6.4%	5.0%	5.3%	3.3%	2.7%	1.4%	5.5%	4.2%

Demographics Strengths

1. Many families have move into the area or seek special enrollment to enroll their students in HFISD.
2. The school's PTA Board is in its second year of existence and has increased membership.
3. Volunteers from various church communities help at the school daily.
4. Local businesses donate school supplies every year.
5. Parents and local businesses donate refreshments and snacks for staff.
5. 45% of staff attended school in Hamshire-School ISD or have children who currently attends school in the District and has a strong sense of ownership in the school.
6. The teaching staff at Hamshire Fannett Middle School are highly qualified and 99% of our teachers hold a Bachelors or Masters degree from an accredited college or university.
7. The teaching staff at Hamshire Fannett Middle School represents the diversity of the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Retention of certified instructional personnel. **Root Cause:** National and state shortage of certified instructional personnel and competitive salaries.

Student Learning

Student Learning Summary

The second year for the new STAAR Redesign Assessments were administered for the 2023-24 School Year. There is no accountability rating for the 2023-2024 School Year due to a coalition of school districts suing over the accountability system being invalid and an order temporarily blocking school rating.

Our School's SMART Goal is that all students demonstrate mastery of their coursework essential standards by the end of the 2024-2025 School Year. PIC Teams have created SMART Goal Setting Plans to address learning gaps for each of the core subjects and to mitigate low math scores from last school year's state assessments. Teachers collaborate weekly to identify and unpack Essential Standards, analyze Common Formative and weekly assessments and share best practices. Students are also being taught to set academic goals and monitor their progress for each grading period. Two CTE technology prerequisite courses have been added to the middle school to encourage student interests in the technology program.

Student Learning Strengths

- * Above the region and the state in Approaches, Meets and Masters for 6th and 8th Grade Reading, and Approaches for 7th Grade Reading.
- * Above the Region in Approaches for 6th, 7th, and 8th Grade Math
- * Above the Region and the State in Approaches for 8th Grade Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: RLA: 45% of our sixth grade students did not score at the Meets category on the 2023-2024 STAAR. **Root Cause:** There is a need to increase accountability for rigorous quality work and provide more opportunities for intentional targeted individualized intervention.

Problem Statement 2: Math: 73% of our sixth grade students did not score at the Meets category on the 2023-2024 STAAR. **Root Cause:** There is a need to increase accountability for rigorous quality work and provide more opportunities for intentional targeted individualized instruction.

Problem Statement 3: RLA: 53% of our seventh grade students did not score at the Meets category on the 2023-2024 STAAR. **Root Cause:** There is a need to increase accountability for rigorous quality work and provide more opportunities for intentional individualized intervention.

Problem Statement 4: Math: 88% of our seventh grade students did not score at the Meets category on the 2023-2024 STAAR. **Root Cause:** There is a need to increase accountability for rigorous quality work and provide more opportunities for intentional targeted individualized instruction.

Problem Statement 5: RLA: 47% of our incoming sixth grade students did not score at the Meets category on the 2023-2024 STAAR. **Root Cause:** There is a need to close the gap by providing more targeted support and intentional individualized instruction.

Problem Statement 6: Math: 46% of our incoming sixth grade students did not score at the Meets category on the 2023-2024 STAAR. **Root Cause:** There is a need to close the gap by providing more targeted support and intentional individualized instruction.

Problem Statement 7: RLA: 85% of our SPED students did not score at the Meets category on the 2023-2024 STAAR. **Root Cause:** There is a need to close the gap by providing more targeted support and intentional Tier 3 intervention.

Problem Statement 8: RLA: 60% of our EB/EL students did not score at the Meets category on the 2023-2024 STAAR. **Root Cause:** There is a need to close the gap by providing more targeted support and intentional Tier 3 intervention.

Problem Statement 9: Professional Learning Communities: PLCs need more practice to share high yield practices on questions three and four of the PLC process: **Root Cause:** More attention is needed to intentionally answer questions three and four of the PLC process and Tier 3 intervention.

School Processes & Programs

School Processes & Programs Summary

Please See Addendum Titled School Processes and Programs

School Processes & Programs Strengths

- * Provides a framework for high expectations for students and staff.
- * Daily Intervention Period utilizes the multi-tiered support system to address gaps in learning.
- * Capturing Kids Hearts helps to establish a positive climate and culture.
- * Curriculum and Instruction meet the academic needs of all students.

Perceptions

Perceptions Summary

Families and staff are proud of our District and school. The overall culture and climate is a committed to making improvements to address the academic, social and emotional needs of the students. Students and staff have access to additional support when needed and feel valued by the community. The school is also committed to operating as a Professional Learning Community and doing whatever is necessary to provide an excellent learning and safe environment for our students. Parents from other school districts seek to enroll their children in HFISD and employees also seek to work in HFISD. Employees' perception is that it is a great place to work.

Perceptions Strengths

- * High Quality Academic Program
- * District Pride
- * District Activities
- * A great place to work
- * Communication of District policies
- * School Communication
- * Technology
- * Safety
- * Positive Culture and Climate

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Student Data: Assessments

- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Employee Data

- Professional learning communities (PLC) data

Goals

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

Performance Objective 1: By the end of the school year, all student groups will score at the Approaches /Meets or above grade level standards as measured by the 2025 STAAR Math assessment.

High Priority

Evaluation Data Sources: IXL BOY, MOY and EOY Data CFAs, Accountability Data, STAAR reports

Strategy 1 Details	Reviews			
Strategy 1: Professional Learning Communities will analyze 2024 STAAR to identify instructional gaps in math. Strategy's Expected Result/Impact: Identify individual learning gaps for all students and the need for specific high yield strategies. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
Strategy 2: Implement a school wide Tier 2 and Tier 3 math plus time for intervention/enrichment during the instructional day, using IXL, a personalized learning program. Strategy's Expected Result/Impact: Promote student progress as indicated on BOY, MOY and EOY assessments. Staff Responsible for Monitoring: Campus Admin, Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
Strategy 3: Math teachers will implement Tier 3 intervention at least twice a week during instructional time maximizing effective use of independent practice. Strategy's Expected Result/Impact: Academic progress as indicated on CFAs and daily formative assessments. Meet or exceed Closing the Gap targets. Staff Responsible for Monitoring: Campus Admin and Instructional Coach, PLC team leaders Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Utilize Educational Service Centers(ESC) to provide training designed to equip novice and veteran math teachers with researched-based high yield instructional strategies. Strategy's Expected Result/Impact: CFAs will reflect at least a 10% increase each six weeks, impacting academic growth on STAAR. Staff Responsible for Monitoring: Campus Admin, Math PLC team leader, Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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

Performance Objective 2: By the end of the school year all eight grade student groups will score at the Approaches/Meets level or above grade level standards as measured by the 2025 STAAR Science assessment.

Evaluation Data Sources: CFAs, Accountability Data, STAAR reports

Strategy 1 Details	Reviews			
Strategy 1: Implement the new Science adoption, Savvas a personalized interactive science program for all grade levels. Strategy's Expected Result/Impact: Engages students in real-world phenomena and project-based problems., allowing for differentiated instruction and learning styles. Impact growth on CFAs and formative assessments. Meet or exceed Closing the Gaps targets. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coach, PLC Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize Lowman Education daily Warm Ups, Exit Passes and STAAR Blitz to improve the 2025 state assessment by 10%. Strategy's Expected Result/Impact: Progress growth on CFA and formative assessments. Meet or exceed targets on state assessments. Staff Responsible for Monitoring: Campus Admin, Instructional Coach, PLC Team Members Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Continue to implement ELAR cross curricular strategies such as RAPCC(Constructed Response Format). Strategy's Expected Result/Impact: Students will be able to answer constructed response on state assessments. Promote academic growth on STAAR. Staff Responsible for Monitoring: Campus Admin, ELAR department, Instructional Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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

Performance Objective 3: By the end of the school year, all eight grade student groups will score at the Approaches/Meets level or above grade level standards as measured by the 2025 STAAR Social Studies Assessment.

Evaluation Data Sources: CFA, Accountability Data, STAAR Reports





Strategy 1 Details	Reviews			
Strategy 1: Continue to supplement Houghton, Mifflin, and Harcourt with Lowman Education resources to improve 2025 state assessment by 10%.. Strategy's Expected Result/Impact: Allows for differentiated instruction and various learning styles. Progress CFA and daily formative assessment scores each grading period. Staff Responsible for Monitoring: Social Studies PLC Team, Campus Admin, Instructional Coach Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to implement ELAR cross curricular strategies such as RAPCC(Constructed Response Format). Strategy's Expected Result/Impact: Students will be able to answer constructed response on state assessments. Promote academic growth on STAAR. Staff Responsible for Monitoring: Social Studies PLC team, Principal, Assistant Principal and Instructional Coach. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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

Performance Objective 4: By the end of the school year, all student groups will score at the Approaches/Meets level or above grade level as measured by the 2025 STAAR ELAR assessment.

Evaluation Data Sources: IXL BOY, MOY, and EOY Data, CFAs, Accountability Data, STAAR reports

Strategy 1 Details	Reviews			
Strategy 1: ELAR teams will increase writing opportunities across Science and Social Studies curriculum utilizing Constructed Response format and UNWRAP strategies to prepare for STAAR. Strategy's Expected Result/Impact: All students will meet or exceed a three sentence response to an open ended prompt in any course. Staff Responsible for Monitoring: PLC teams in all content areas, Principal, Assistant Principal, Instructional Coach Title I: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities at least twice a month for the Reading and ELA teams to collaborate on high yield strategies to ensure alignment across curriculum Strategy's Expected Result/Impact: The quality of writing will improve by 10%. Lesson plans will include differentiated writing instruction. Meet or exceed targets for student groups. Staff Responsible for Monitoring: ELAR PLC teams, Principal, Assistant Principal, Instructional Coach Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement a school wide Tier 2 and Tier 3 ELAR plus time for intervention/enrichment during the instructional day, using IXL, a personalized learning program Strategy's Expected Result/Impact: Promote student progress as indicated on BOY, MOY and EOY assessments. Staff Responsible for Monitoring: Campus Admin, Instructional Coach	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Continue to implement the STAR Renaissance Accelerated Reader program for all grade levels. Strategy's Expected Result/Impact: Reading motivation and increase reading volume and stamina, word recognition and language comprehension skills. Impacting progress on state assessments. Staff Responsible for Monitoring: Campus Admin, ELAR teams, Instructional Coach	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: By the end of the 2025 school year, Professional Learning Communities will become more efficient in answering the questions:
How do we respond when students do not learn and How do we respond when they have already learned?

High Priority

Evaluation Data Sources: IXL Data, CFA/STAAR Data

Strategy 1 Details	Reviews			
Strategy 1: Continue to utilize the Teacher Assessment Reflection document self-reflection document for deep dive analysis. Strategy's Expected Result/Impact: Determined what standards were mastered and non-mastered. Share and collaborate instructional strategies to reteach non-mastered standards. Staff Responsible for Monitoring: Campus Administrators, PLC, Instructional Coach 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	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide a common planning time for Professional Learning Communities. Strategy's Expected Result/Impact: Promote collaboration and teacher leadership. Staff Responsible for Monitoring: Campus Administrators/Instructional Coach	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Assign mentor teachers to novice teachers and teachers new to the school campus. Strategy's Expected Result/Impact: Retention and longevity of teachers. Develop teacher leaders. Staff Responsible for Monitoring: Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

Performance Objective 6: Provide opportunities during the 2025 school year for professional development and growth for math and ELAR teachers.

High Priority

Evaluation Data Sources: Record of staff developments, feedback from walkthroughs, lesson plans evaluations.

Strategy 1 Details	Reviews			
Strategy 1: Continue to utilize the Texas Instructional Leadership program Waterfall document for walkthroughs. Strategy's Expected Result/Impact: Build capacity of teachers, create effective teachers, improve instruction, empower teacher leaders, improved academic progress. Staff Responsible for Monitoring: District and campus administration, instructional coach TEA Priorities: Recruit, support, retain teachers and principals, 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	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide immediate feedback from daily walkthroughs to foster a culture of continuous improvement. Strategy's Expected Result/Impact: Ensure teachers are meeting state standards. Identify training and support needs, and build relationships between administrators and teachers. Staff Responsible for Monitoring: Campus administrators, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div><div></div></div><div>100%</div></div>Accomplished</div> <div><div><div><div></div></div><div></div></div>Continue/Modify</div> <div><div><div><div></div></div><div></div></div>Discontinue</div>				

Goal 2: Hamshire Fannett Middle School will increase its technology integration level 10% above the 2024-2025 baseline as measured by SAMR.

Performance Objective 1: 100% of teachers will integrate technology during instruction moving from no technology to Substitute/Augmentation levels in the SAMR Model.

Evaluation Data Sources: Google Suite, Walkthroughs, T-TESS Evaluations

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide teachers with ESC, District, and campus staff developments throughout the school year and during the summer to increase their ability to effectively integrate various technologies with instruction. Strategy's Expected Result/Impact: Technology integration enable teachers to design, develop, and integrate digital learning experiences that utilize moving technology from teacher led (Substitution, Augmentation) to student centered (Modification and Redefinition). Will impact formative and state assessments. Staff Responsible for Monitoring: Principal , Assistant Principal, Instructional Coach Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide new technology resources monthly to supplement the Learning Management System. . Strategy's Expected Result/Impact: Provide differentiated technology instruction to meet the learning needs of all students. Staff Responsible for Monitoring: Campus Administration, Instructional Coach Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

Goal 3: OPERATIONAL: Hamshire-Fannett ISD will provide a safe and secure environment for all students and staff.

Performance Objective 1: By the end of the 2024-2025 School Year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of staff developments , safety drills and required safety actions in Raptor.

Strategy 1 Details	Reviews			
Strategy 1: Campus administrators and staff complete a Emergency Operation Procedure(EOP) training facilitated by the District. Strategy's Expected Result/Impact: Staff is provided training to include Stop the Bleed, Standard Response Protocols, and ICS to provide maximum school safety. Staff Responsible for Monitoring: District and Campus Administrators, School Resource Officer, Director of Maintenance ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to conduct Standard Response Protocol drills(fire, shelter in place, intruder, crisis, evacuation) monthly throughout the school year. Strategy's Expected Result/Impact: Teachers and students will know expectations for an actual emergency/crisis. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Randomly check all work space doors to include classrooms, offices, storage spaces, exit and entry doors throughout the school day. Strategy's Expected Result/Impact: Ensure that staff and students are following safety protocols regarding locked doors. First line of defense for intruders. Staff Responsible for Monitoring: Campus Admin, Instructional Coach ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Continue to train campus personnel in CPR and First Aid within the first six weeks of school. Strategy's Expected Result/Impact: Provide knowledge and training to quickly respond to unforeseen emergency situations. Staff Responsible for Monitoring: District and Campus Administrators. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 3: OPERATIONAL: Hamshire-Fannett ISD will provide a safe and secure environment for all students and staff.

Performance Objective 2: By the end of the 2024- 2025 School Year, the number of incidents involving violence, tobacco, alcohol and other drug use will be reduced by 3%,

Evaluation Data Sources: PEIMS data, Skyward data

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide safety awareness presentations to students, staff, and parents, regarding bullying, vaping, alcohol, drug use, weapons, etc throughout the school year. Strategy's Expected Result/Impact: Increase awareness and feeling of safety. Decrease the number of incidents of fighting, vaping, bullying, etc on the school campus comparative to the 2023-2024 School Year. Staff Responsible for Monitoring: Campus Administration and Counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Continue to use the Crimestoppers App to establish a line of anonymous communication between school administration and students. Strategy's Expected Result/Impact: Encourage reporting of possible incidents. Prevention of possible incidents , and decrease the number of incidents of fighting, vaping, bullying, etc on the school campus comparative to the 2023-2024 School Year. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Increase the presence of law enforcement agencies/officers on the campus at predictable and unpredictable times/days. Strategy's Expected Result/Impact: Decrease the number of incidents of violence , tobacco, alcohol and other drug use as measured by PEIMS and comparative to the 2023-2024 School Year. Staff Responsible for Monitoring: Campus administration, Instructional Coach. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: OPERATIONAL: Hamshire-Fannett ISD will provide a safe and secure environment for all students and staff.

Performance Objective 3: By the end of the 2024-2025 School Year, discipline referrals will be reduced by 10% compared to the previous school year.

Evaluation Data Sources: PEIMS reports, discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement the Capturing Kids Heart (CKH) with campus-wide fidelity, specifically focusing on student-teacher connectedness and empowerment for self-managing classrooms and clarity with our discipline process. Strategy's Expected Result/Impact: Build a social emotional learning foundation for sustainable transformation by building meaningful productive relationships between students and staff. Create a positive school culture. Reduce number of discipline infractions and referrals. Staff Responsible for Monitoring: Campus Admin, Staff ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Award students monthly using the CKH Award of Excellence recognition program. Strategy's Expected Result/Impact: Building a culture of excellence among students and staff. Staff Responsible for Monitoring: Campus Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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: Maintain 100% participation of students in all Academic UIL activities and ranking of Academic Champion for the 2024-2025 School Year.

Evaluation Data Sources: PEIMS Data, Competition results for the 2024-2025 School Year.

Strategy 1 Details	Reviews			
Strategy 1: Create awareness by providing Academic (UIL) benefits to students, teachers and parents in relationship to citizenship, character building and good sportsmanship. Strategy's Expected Result/Impact: Increase participation in UIL events at the district, regional, and state level. Staff Responsible for Monitoring: Principal, Assistant Principal, UIL Sponsors Title I: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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

Performance Objective 2: Increase participation rates of students by 10% in all Athletic UIL activities by the end of the 2024-2025 School Year.

Evaluation Data Sources: PEIMS Data, Competition results for the 2024-2025 School Year.

Strategy 1 Details	Reviews			
Strategy 1: Continue to offer athletic summer programs to encourage student involvement for the upcoming school year. Strategy's Expected Result/Impact: Increased participation in all athletic events comparative to the 2023-2024 School Year. Staff Responsible for Monitoring: Athletic director and Coaches ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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 the number of CTE class participants by the end of the 2024-2025 School Year.

Evaluation Data Sources: PIEMS Data

Strategy 1 Details	Reviews			
Strategy 1: Provide funding for competitive events to include travel and entry expenses. Strategy's Expected Result/Impact: Increase student opportunities for college and career readiness, personal growth and career success. Staff Responsible for Monitoring: Campus administration, CTE teachers. TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Add seventh and eighth grade CTE Technology courses that will align to high school courses and earn high school credit. Strategy's Expected Result/Impact: Encourage interest in real world technology courses and improve CCMR accountability. Staff Responsible for Monitoring: High School Technology Department Leader, Campus Admin, Instructional Coach TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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: Increase the participation rate by 10% of MS band members during 2024-2025 School Year.

Evaluation Data Sources: Band Enrollment Rosters, PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Continue to create opportunities for the Middle School band to participate in high school events. Strategy's Expected Result/Impact: Improve marching skills, increase band enrollment that will allow more competition at UIL events, and build band members retention rates from year to year, transitioning into high school. Staff Responsible for Monitoring: Director and band teachers and directors, Campus Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Maintain officers and leadership positions within the band to increase student involvement and ownership. Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year. Staff Responsible for Monitoring: Band teachers and directors, Campus Administration ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Middle School performances at the Intermediate and Elementary campuses at least twice a year. Strategy's Expected Result/Impact: Encourage interest in the Middle School band and increase band membership. Staff Responsible for Monitoring: Band Director and Teacher TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

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

Performance Objective 5: Continue to increase the participation rate of the choir members by the end of the 2024-2025 School Year.





Evaluation Data Sources: PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Continue to provide performance opportunities in the school and community to highlight performances and accomplishments. Strategy's Expected Result/Impact: Builds competency in skills and performance. Offer new opportunities and encourages student engagement, and promotes civic engagement. Staff Responsible for Monitoring: Choir Teacher, Fine Arts Director, Campus Admin ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 5: Hamshire Fannett Middle School will establish a positive school culture.

Performance Objective 1: Decrease the number of teacher and student absences, referrals, and infractions compared to the 2024-2025 School Year.

Strategy 1 Details	Reviews			
Strategy 1: Increase recognition and encouragement of students and staff weekly through CKH announcements. Brag Boards, affirmations and incentives. Strategy's Expected Result/Impact: Promote positive morale. Staff Responsible for Monitoring: Campus Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Recognize Red Ribbon Week with guest presentations and daily promotional activities for students and staff. Strategy's Expected Result/Impact: Bullying, drugs and vape awareness Staff Responsible for Monitoring: Campus Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide connectedness activities such as monthly staff luncheons, ice cream socials, Kona Ice, coffee days, birthday recognitions and dessert days. Strategy's Expected Result/Impact: Promote staff morale. Staff Responsible for Monitoring: Campus Admin, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Conduct grade level presentations on procedures and expectations at the beginning of the first and second semesters. Strategy's Expected Result/Impact: School culture awareness. Reduction in infractions and referrals. Staff Responsible for Monitoring: Campus Admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Goal 5: Hamshire Fannett Middle School will establish a positive school culture.

Performance Objective 2: Create a collegial work environment that promotes leadership and collaboration.

Evaluation Data Sources: Staff Surveys

Strategy 1 Details	Reviews			
Strategy 1: Invite teacher voice that will promote teacher leadership and school ownership. Strategy's Expected Result/Impact: Create teacher leaders through leadership roles that guide effective instruction, promote a positive culture, and and a safe and secure school. Staff Responsible for Monitoring: Campus Admin, Instructional Coach TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

CKH Process Champions

Committee Role	Name	Position
Administrator	Cynthia Jackson	Principal
Classroom Teacher	Peter Stewart	Member
Classroom Teacher	Erin Welborn	Member
Classroom Teacher	Breanna Ross	Member
Classroom Teacher	Cathleen Paredes	Member

Guiding Coalition

Committee Role	Name	Position
Classroom Teacher	Kerry Overton	Member
Classroom Teacher	Vicki Williams	Member
Classroom Teacher	Candace Abshier	Member

Site-Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Debbie Henry	Classroom Teacher
Classroom Teacher	Peter Stewart	Classroom Teacher
Counselor	Faye Guillory	Counselor
Administrator	Christy Jones	Asst. Principal
Administrator	Cynthia Jackson	Principal

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Christy Jones	Assistant Principal
Classroom Teacher	Cathleen Paredes	Math Department Head
Classroom Teacher	Kerry Overton	Reading Department Head
Classroom Teacher	Norma Files	Special Education Department Head
Counselor	Fay Guillory	Counselor
Classroom Teacher	Chad Carter	Athletic Coordinator
Classroom Teacher	Vicki Williams	Science Dept. Head
Classroom Teacher	Candace Abshier	Social Studies Dept.Head
Classroom Teacher	Emma Miguez	English Dept. Head
Administrator	Cynthia Jackson	Principal

Campus Admin Team

Committee Role	Name	Position
Non-classroom Professional	Marcy Bellanger	Diagnostician
Non-classroom Professional	Stacey Day	Instructional Coach
Counselor	Fay Guillory	Counselor
Administrator	Christy Jones	Assistant Principal
Administrator	Cynthia Jackson	Principal