Hamshire-Fannett Independent School District Hamshire-Fannett High School 2024-2025 Campus Improvement Plan



Mission Statement

It is the mission of HFHS to create an inclusive, collaborative school culture that focuses on problem-solving strategies, promotes integrity, mutual accountability, and intellectual curiosity in order to help our students find success in the classroom and beyond.

Vision

We believe that the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community. We envision a school in which staff:

Collaborates to achieve student growth.

Models academic and personal integrity to our students.

Welcomes all students and responds to their needs.

Inspires intellectual curiosity.

Holds themselves and their students accountable to the values of the campus.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2021-2022 school year, Hamshire-Fannett High School housed about 604 students and 58 staff members. Information is based on the last four years of TAPR reports. The current enrollment for the 2023-2024 school year is 623

	2022-2023 *report not released	2021-2022	2020-2021	2019-2020	2018-2019
Student Enrollment		604	582	577	557
African American		11.6%	10.8%	11.4%	7.7%
Hispanic		19.5%	17.7%	17.2%	17.4%
White		65.6%	68.0%	67.8%	71.3%
Eco. Dis.		32.3%	31.4%	54.6%	46.3%
EL		1.7%	2.2%	2.1%	1.6%
At-Risk		49.5%	43.5%	62.9%	52.4%
Sp. Ed.		6.8%	5.8%	5.9%	7.5%

Teacher Experience	2022-2023 *report not released	2021-2022	2020-2021	2019-2020	2018-2019
Beginning Teachers		6.0%	6.2%	15.0%	9.2%
1-5 Years		43.4%	42.4%	35.0%	40.2%
6-10 Years		9.5%	12.6%	14.3%	13.8%
11-20 Years		16.3%	13.0%	8.6%	9.2%
Over 20 Years		14.5%	25.9%	27.2%	27.6%

Hamshire-Fannett High School while showing steady growth has been consistent in	enrollment numbers and percentages of differ	ent subgroup populations for the last three years.
Hamshire-Fannett High School Generated by Plan4I earning com	5 of 44	October 30, 2024 9:44 PM

Student Learning

Student Learning Summary

Percent of Students Approaching Grade Level

EOC Test	Campus 2022	Campus 2021	Campus 2019	Campus 2018	State 2022	State 2021	State 2019	State 2018
English 1	69%	74%	78%	70%	65%	67%	68%	65%
English 2	75%	77%	70%	78%	72%	71%	68%	67%
Algebra 1	83%	61%	82%	90%	76%	73%	85%	83%
Biology	91%	89%	89%	88%	83%	82%	88%	87%
US History	90%	90%	90%	93%	89%	88%	93%	92%

Percent of Students Approaching/Meeting/Mastering Grade Level

2023 EOC Test	Campus Approaches	State Approaches	Campus Meets	State Meets	Campus Masters	State Masters
English 1	78%	71%	61%	40%	11%	14%
English 2	82%	74%	32%	47%	10%	9%
Algebra 1	61%	78%	14%	45%	3%	24%
Biology	95%	89%	62%	35%	20%	22%
US History	97%	95%	54%	32%	17%	39%

	Campus Class of	Campus	Campus	Campus	Campus	State	State	State	State	
	2022 *Report	Campus Class of 2021	Class of	Class of						
	not released	2021	2020	2019	2018	2017	2020	2019	2018	2017
Graduated										
4-Yr Rate		96.9%	94.8%	95.3%	96.7%	96.2%	90.3%	90.0%	90.0%	90.1%
Longitudinal										
FHSP, Recommended										
or Distinguished		96.7%	98.4%	95.9%	97.4%	89.6%	87.8%	87.6%	86.8%	88.5%
Plan Graduates										
College-Ready										
Graduates		51.2%	62.9%	70.2%	73.3%	57.9%	59.7%	60.7%	58.2%	53.2%
ELA										
College-Ready										
Graduates		31.2%	28.8%	49.2%	50.0%	40.5%	47.9%	48.6%	46.0%	42.0%
Mathematics										
Postsecondary										
Credit		19.2%	27.3%	33.9%	30.2%	29.4%	24.6%	23.1%	20.7%	19.9%
9+ Hours										
CTE Coherent										
Sequence		40%	N/A	N/A	78.4%	55.6%	N/A	N/A	38.7%	50.5%
Graduate										
Average										
SAT Score		971	1018	1067	1073	1022	1019	1027	1036	1019
All Subjects										

	Campus Class of 2022 *Report	Campus Class of 2021	Campus Class of	Campus Class of	Campus Class of	Campus Class of	State Class of	State Class of	State Class of	State Class of
	not released		2020	2019	2018	2017	2020	2019	2018	2017
Average										
SAT Score		500	527	546	546	520	513	517	521	512
ELA										
Average										
SAT Score		471	492	521	527	502	506	510	515	507
Mathematics										
Average										
ACT Score		22	20.8	21.7	22.5	20.5	20.2	20.6	20.6	20.3
All Subjects										
Average										
ACT Score		22.9	21.0	21.8	22.4	20.3	19.9	20.3	20.3	19.9
ELA										
Average										
ACT Score		20.9	19.2	21.0	21.7	20.2	20.1	20.4	20.6	20.4
Mathematics										
Average										
ACT Score		22	21.3	21.6	22.9	20.9	20.5	20.8	20.9	20.6
Science										

The SAT is not required for college entrance. This criterion was removed during the COVID-19 pandemic and has not returned as a requirement.

	Campus Class of 2021 *will be released with the 22-23 TAPR report	Campus Class of 2020	_	Campus Class of 2018	Closs	Campus Class of 2016	State Class of 2019	State Class of 2018	State Class of 2017	State Class of 2016
Graduates Enrolled in TX Institution of Higher Ed.		63.6%	66.9%	62.9%	63.5%	56.4%	52.6%	53.4%	54.6	54.7 %
Graduates Enrolled in TX IHE Completing One Year Without Remediation		N/A	45.2%	64.8%	55.3%	62.7%	42.2%	60.7%	59.2	55.7

Student Learning Strengths

- Graduation 4-year longitudinal rate for the class of 2021 improved since 2020 to was 96.9% (6 points above state average)
- The 2023 STAAR scores improved in 4 of the 5 test from the previous year.
 2021 graduated 61 senior identified as at-risk students, which was almost half of the graduating class

School Processes & Programs

School Processes & Programs Summary

Hamshire-Fannett High School curriculum is aligned with the Texas State Standards and 21st Century Learning requirements. Teachers are expected to to have all lesson plans on Eduphoria or google documents that use scope and sequence, common vocabulary, technology, real world analogies, and additional research based lessons. Teachers work collaboratively with their departments to vertically align courses, share educational resources, and exchange ideas on best practices for delivery of instruction.

Our district provides excellent support for special needs students and related services, such as physical therapy, occupational therapy, auditory impairment services, vision impairment services, speech therapy, and special education counseling. Parents of special needs students are provided access to materials and parent training seminars at no cost. We continue to provide targeted staff development in many areas, including autism, ADHD, discipline, ESL, and GT. Dyslexic students are serviced by a trained dyslexic teacher. 504 services and accommodations are provided to students who meet 504 criteria. A select group of teachers are also part of our Instructional Coaching program and work closely with our instructional coach to learn and refine the use of their instructional strategies to address the rigor in their area as well as classroom management techniques to ensure students are in an engaging, safe, and productive learning environment.

The district uses the TalentED recruiting program to advertise personnel openings. This is a web based program allowing people inside and outside of our area to review available positions and apply if interested. In addition to this program the campus and district uses Region 4 and Region 5 websites to review teachers that have applied through their system and contact them if they meet the certification requirements for open positions. The district and the campus principals attend area job fairs to find qualified teachers.

All new teachers to the campus are assigned a mentor teacher for support in the areas of discipline, academics and campus procedures. In addition, all teachers are expected to attend all district/campus staff development days during the school year. The campus uses outside resources, such as Region 5, when teachers have requested or are required to attend additional training.

Hamshire-Fannett ISD is committed to integrating Chromebooks and Google devices into the classroom. A Chromebook allows our students access to Google Apps for Education, Google Classroom, and many other web-based educational tools. In the 2018-2019 school year, the high school became a one-to-one campus with every student and teacher being issued a Chromebook to be used for instructional purposes including the use of digital textbooks. Additional training for staff has been conducted and will continue so teachers can effectively integrate technology into their lessons. The teachers have access to an instructional strategies library for teachers to gain professional development at their own convenience and pace.

School Processes & Programs Strengths

- TalentED recruiting program for application and staffing management.
- Strong CTE participation by students including adding 2 CTE organizations: TAFE & HOSA
- Mentor teacher program for new teachers.
- One-to-one student Chromebook distribution.
- Teacher Instructional Leadership program implemented with support from Region 5 in 2022. Moving forward, the instructional coach and principal will support teachers enrolled in the program by providing feedback to teachers in the TIL program based on the instructional framework designed by the service center.

Perceptions

Perceptions Summary

A district wide survey was available to staff members as well as parents of students. A survey was not conducted for the spring of 2020, 2021, 2022 nor 2023.

- The Survey was conducted in late spring of 2019.
- Staff and community members received a survey invitation via email, which contained a unique access code. Each access code could only be used once to take the survey.

Perceptions Strengths

Parent survey:

- 89% of parents agree that the district uses technology effectively to support teaching
- 96% of parents agree that their child has a good relationship with at least one adult at school
- 88% of parents agree that parent-teacher conferences provide productive communication
- 81% of parents agree that their child feels safe at school

Staff survey:

- 88% of staff believe that learning targets and curriculum objectives for their job assignment are clear
- 81% of staff think the district offers high quality academic programs
- 91% of staff are proud of our district
- 91% of staff enjoy being involved in District affiliated activities outside the normal day
- 92% of staff fell they have the flexibility to do their job the way they think is most effective

*The department chairs and site-base members believe the communication goal is no longer needed. This goal was achieved by the principal utilizing a campus Remind to send text to the entire staff, group message with campus admin & department chairs on campus operations, six weeks newsletter to families, and Marla's Monday Message with key campus/staff information.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- · HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- · Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- · 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
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett High School will obtain a rating of "B" or higher on state accountability reporting and increase the percentage of graduates that meet the criteria for CCMR to 88% by August 2025

Performance Objective 1: 60% of students score at the "Meets Grade Level" or higher on all STAAR/EOC assessments in high school.

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

Strategy 1 Details		Rev	views		
Strategy 1: Identify Essential Standards using the R.E.A.L (Readiness, Endurance, Assessed, Leverage) Method. Use		Formative		Summative	
CFA's to identify strengths and weakness to identify areas that need to be addressed and celebrated. PLC agenda's will focus on the driving questions: 1. What do we want our students to be able to know and do (learn)? 2. How will we know they learned it? 3. What do we do when they don't? 4. What do we do when they do?	Oct	Jan	Mar	June	
Strategy's Expected Result/Impact: STAAR reports, CFA's, TAPR, State and Federal report cards Staff Responsible for Monitoring: Core Area Teachers Counselor Administration Funding Sources: - 199 - State Compensatory Ed (SCE): State					
Strategy 2 Details	Reviews				
Strategy 2: Use Regional Service Centers (4 and 5) to train teachers in research based strategies for the classroom.		Summative			
Strategy's Expected Result/Impact: STAAR reports, CFA's, TAPR, State and Federal report cards Staff Responsible for Monitoring: Administrators Teachers Department Heads	Oct	Jan	Mar	June	
Strategy 3 Details		Rev	views		
Strategy 3: Continue sending AP and Honors teachers along with other core area teachers by rotation to AP-training to		Formative		Summative	
Strategy's Expected Result/Impact: STAAR reports, CFA's, TAPR, State and Federal report cards, state accountability index reports Staff Responsible for Monitoring: Administration Higher Ed Coordinator Counselors		Jan	Mar	June	
Hamshira Fannatt High School					

Strategy 4 Details		Reviews			
Strategy 4: The math department has identified 23 essential math concepts that students must master. The department is		Formative		Summative	
spiraling these concepts using weekly assessments to track their growth. Students will also be required to do these without a calculator due to calculator restrictions on the TSI and SAT exams. Strategy's Expected Result/Impact: Higher meets percentage on STAAR, increase college readiness on TSI math scores, increase SAT math scores.	Formative		Mar	ar June	
No Progress Continue/Modify	X Discon	tinue			

Performance Objective 2: Maintain the 4 year Longitudinal Graduation Rate at 100%.

Evaluation Data Sources: TAPR, State Accountability

Strategy 1 Details	Reviews			
Strategy 1: Offer tutorials, remediation classes and credit recovery.		Summative		
Strategy's Expected Result/Impact: State reports, Accountability reports, Distinctions Staff Responsible for Monitoring: Administration Teachers Counselor	Oct	Jan	Mar	June
Strategy 2 Details		Rev	iews	
Strategy 2: Market CTE programs and certification for students' varied interest.		Formative		Summative
Strategy's Expected Result/Impact: State reports, distractions, accountability reports	Oct	Jan	Mar	June
Staff Responsible for Monitoring: CTE teachers \Administration Counselor Higher Ed Coordinator				
Strategy 3 Details		Rev	iews	•
Strategy 3: Teacher/Parent/Administrator conferences with parents whose students are absent more than 10% of a semester.		Formative		Summative
Strategy's Expected Result/Impact: State reports, accountability reports	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administration Attendance Clerk Attendance committee Counselor				

Strategy 4 Details		Reviews				
Strategy 4: Identify and enroll at-risk students in Teen Leadership class. Train all staff on Capturing Kids Hearts to use the		Formative		Summative		
EXCEL model in class. Strategy's Expected Result/Impact: TAPR, State Accountability Reports Staff Responsible for Monitoring: Teachers Counselors Administration	Oct	Jan	Mar	June		
Strategy 5 Details						
Strategy 5: Continue providing Teen Leadership classes for At -Risk students at the high school campus.		Formative		Summative		
	Oct	Jan	Mar	June		
Strategy's Expected Result/Impact: At-risk students will maintain engagement. Staff Responsible for Monitoring: Principal,	Oct					

Performance Objective 3: Maintain the Foundation High School Plan with Endorsement/Distinguished Graduation Plan annual rate of at least 95%.

Evaluation Data Sources: TAPR, State Accountability

Strategy 1 Details		Reviews			
Strategy 1: Counselor and Higher Ed. Coordinator will monitor students' progress toward Distinguished Graduation Plan		Formative			
each year from 9th through 12th grade. Strategy's Expected Result/Impact: State Accountability report Staff Responsible for Monitoring: Higher Ed Coordinator Counselor Teachers	Oct	Jan	Mar	June	
Strategy 2 Details		Rev	views	'	
Strategy 2: Continue to require all students to take Algebra II as part of the graduation plan.		Formative		Summative	
Strategy's Expected Result/Impact: State Accountability Report Staff Responsible for Monitoring: Administration Teachers Counselor Higher Ed Coordinator	Oct	Jan	Mar	June	
Strategy 3 Details		Rev	views	•	
Strategy 3: Continue MTSS (Multi-Tiered Systems of Support) training for teachers to help remediation of students who		Formative	Summativ		
are struggling with a specific course. Strategy's Expected Result/Impact: State Accountability Report Staff Responsible for Monitoring: Administration Teachers Counselor	Oct	Jan	Mar	June	
No Progress Accomplished — Continue/Modify	X Discon	tinue	•		

Performance Objective 4: Increase the percent of advanced placement tests student score of 3 or higher.

Evaluation Data Sources: TAPR, State Accountability

Strategy 1 Details		Reviews			
Strategy 1: Continue to offer AP classes to meet the needs of all students.		Formative			
Strategy's Expected Result/Impact: State Accountability Reports	Oct	Jan	Mar	June	
Staff Responsible for Monitoring: Administration					
Teachers					
Counselors High on Fil Counting to a					
Higher Ed Coordinator					
Strategy 2 Details	Reviews			1	
Strategy 2: All AP/Honors Teachers will attend advanced training to increase the rigor taught in the curriculum about		Formative		Summative	
research based instruction.	Oct	Jan	Mar	June	
Strategy's Expected Result/Impact: State Accountability Report					
Staff Responsible for Monitoring: Administration					
Teachers					
Counselor Higher Ed Coordinator					
riigher Ed Coordinator					
Strategy 3 Details		Rev	iews	<u>'</u>	
Strategy 3: Use the Regional Service Centers to increase training for teachers for best practices and researched based		Formative	ormative Summative	Summative	
instruction.	Oct	Jan	Mar	June	
Strategy's Expected Result/Impact: State Accountability Report					
Staff Responsible for Monitoring: Administration					
High Ed Coordinator					
Counselor					
No Progress Accomplished Continue/Modify	X Discon	tinue			
110 110 gress 1100 mpmshed Continue/Wouldy	Discon				

Performance Objective 5: Increase the percentage of college and career-ready graduates by meeting at least one of the seven criteria.

High Priority

Evaluation Data Sources: TAPR, State Accountability reports

Strategy 1 Details		Reviews			
Strategy 1: Give the TSI to all students before graduation to help met college ready standard in all subjects.		Formative		Summative	
Strategy's Expected Result/Impact: State Accountability Report Staff Responsible for Monitoring: Administrators Counselor Higher Ed Coordinator	Oct	Jan	Mar	June	
Strategy 2 Details	Reviews				
Strategy 2: Ensure students are aware of the SAT/ACT resources that are free including Khan Academy allowing students	Formative			Summative	
to have personalized instructional practice.	Oct	Jan	Mar	June	
Strategy's Expected Result/Impact: SAT/ACT 3 % above state average and 6% above regional average Staff Responsible for Monitoring: Administration Counselor Higher Ed Coordinator					
Strategy 3 Details		Rev	iews	•	
Strategy 3: Administer the SAT through SAT School Day to all juniors and provide SAT/ACT dates and deadlines along	Formative			Summative	
with other opportunities in the Longhorn Lookout, social media, Facebook page, Twitter and Class Google Classrooms. Strategy's Expected Result/Impact: Avg SAT/ACT scores Staff Responsible for Monitoring: Administration Higher Ed Coordinator Counselor	Oct	Jan	Mar	June	

Strategy 4 Details		Reviews			
Strategy 4: Continuing to offer and pay for the PSAT to 10th and 11th graders to show growth as they prepare for the SAT.		Formative		Summative	
Strategy's Expected Result/Impact: Avg SAT/ACT scores	Oct	Jan	Mar	June	
Staff Responsible for Monitoring: Higher Ed Coordinator					
Counselor					
Administration					
Strategy 5 Details		Rev	views		
Strategy 5: Utilize College Bridge in Statistics and English 4 courses to improve scores in TSI. Juniors will do a TSI prep	Formative			Summative	
Boot Camp in English 3 and Algebra 2 before taking the TSI.	Oct	Jan	Mar	June	
Strategy's Expected Result/Impact: Increase 5%-10% in College Ready Graduates					
Staff Responsible for Monitoring: Higher Ed Coordinator					
Counselor Administration					
Administration					
Strategy 6 Details		Rev	views		
Strategy 6: Honors Algebra 2 students will enroll in Tarleton State dual enrollment for College Algebra credit		Formative		Summative	
Strategy's Expected Result/Impact: By increasing the expectations and rigor of courses, students' understanding and knowledge of the content will improve.	ng and Oct Jan Ma	Mar	ır June		
Staff Responsible for Monitoring: Honors Algebra 2 teachers					
Math department chair					
Instructional coach					
Counselor Higher Ed Coordinator					
Administration					
7 Killiniistaaton					
Strategy 7 Details		•			
Strategy 7: Continue to offer Program of Study courses aligned to an industry-based certification based on the approved list		Formative			
by TEA.	Oct	Jan	Mar	June	
Strategy's Expected Result/Impact: A higher number of students completing POS to take the certification tests and earn the CCMR point.					
Staff Responsible for Monitoring: Higher Education Coordinator, Counselor, Principal					
TEA Priorities:					
Connect high school to career and college		1	1	1	

Strategy 8 Details		Rev	views			
Strategy 8: Partner with military representatives to allow them to come to campus to speak with students and collaborate to		Formative		Summative		
gain information. Strategy's Expected Result/Impact: Students will be more informed on career options after graduation in regards to the military branches. Staff Responsible for Monitoring: Higher Education Coordinator, Counselor, Principal	Oct	Jan	Mar	June		
TEA Priorities: Connect high school to career and college						
Strategy 9 Details		Rev	views			
Strategy 9: Increase the percentage of students who complete 9 or more hours of post-secondary credit, or 3 hours in math		Formative		Summative		
or English of post-secondary credit. Strategy's Expected Result/Impact: Students will earn a CCMR point by taking dual credit courses.	Oct	Jan	Mar	June		
TEA Priorities: Connect high school to career and college						
Strategy 10 Details		Rev	views			
Strategy 10: Use Region 5 personnel for training, information and updates. Continue to investigate and research other		Formative		Summative		
schools with higher IBC's. Strategy's Expected Result/Impact: Staying current with allowable IBCs by TEA will help the campus take the approved certification tests to earn CCMR credit. Visiting other schools will provide ideas for refining and improving our CTE department. Staff Responsible for Monitoring: Higher Education Coordinator, Counselor, CTE department chair, CTE teachers, Principal TEA Priorities: Connect high school to exceed and college.	Oct	Jan	Mar	June		
Connect high school to career and college						
Strategy 11 Details	Reviews					
Strategy 11: Offer student incentives and rewards for earning CCMR points (grad cords)	Formative Sumi					
Strategy's Expected Result/Impact: Students will want graduation cords and take appropriate steps to ensure they earn them. Staff Responsible for Monitoring: Higher Education Coordinator, Counselor, Principal, CTE department chair, CTE teachers	Oct	Jan	Mar	June		
TEA Priorities: Connect high school to career and college						

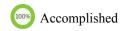
Strategy 12 Details			Reviews			
Strategy 12: Juniors and seniors will have the opportunity to take the ASVAB at least tw	wice a year.		Formative		Summative	
Strategy's Expected Result/Impact: Students will learn about their strengths and	help them determine a career.	Oct	Jan	Mar	June	
Staff Responsible for Monitoring: Higher Education Coordinator, Counselor						
No Progress Accomplished	Continue/Modify	X Discor	ntinue			
No Flogress Accomplished	Continue/Woung	Discoi	itiliue			

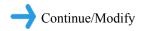
Performance Objective 6: Increase high school attendance rate to 96% or higher for the school year.

Evaluation Data Sources: TAPR, State Accountability Reports

Strategy 1 Details		Reviews			
Strategy 1: Implement New Truancy laws		Formative		Summative	
Strategy's Expected Result/Impact: TAPR, State Accountability reports	Oct	Jan	Mar	June	
Staff Responsible for Monitoring: Administration					
Strategy 2 Details		Rev	iews	•	
Strategy 2: Continue and increase parent involvement with conferences and send home attendance letters to discuss		Formative			
student(s) who are continually absent.	Oct	Jan	Mar	June	
Strategy's Expected Result/Impact: TAPR, State Accountability reports Staff Responsible for Monitoring: Administration					
Strategy 3 Details		Reviews			
Strategy 3: Implemented higher criteria to meet the exam exemption incentives for high school students that meet the		Formative		Summative	
campus attendance and academic guidelines for exemptions.	Oct	Jan	Mar	June	
Strategy's Expected Result/Impact: TAPR, State Accountability					
Staff Responsible for Monitoring: Administration Teachers					
Strategy 4 Details		Rev	iews		
Strategy 4: Immediate parent notifications of students who are absent and tardy receive an email from Skyward.		Formative		Summative	
Strategy's Expected Result/Impact: Increasing school and parent communication will prompt better student behavior when both are involved.	Oct	Jan	Mar	June	
Staff Responsible for Monitoring: Attendance Clerk					
Counselor					
Administration					
ESF Levers:					
Lever 3: Positive School Culture, Lever 5: Effective Instruction					









Goal 2: OPERATIONAL: Hamshire-Fannett High School 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.

Evaluation Data Sources: Sign- sheets, certificates,

Strategy 1 Details		Reviews			
Strategy 1: Plan Staff Development Days to reinforce EOP procedures and process at the high school campus.		Formative			
Strategy's Expected Result/Impact: Staff morale will increase as a result of clear expectations in possible crisis.	Oct	Jan	Jan Mar June	June	
Staff Responsible for Monitoring: Administration					
Strategy 2 Details		Rev	iews		
Strategy 2: Include local law enforcement when training for EOP.		Formative		Summative	
Strategy's Expected Result/Impact: Cooperation will extend feeling of preparedness which makes people feel safe and prepared for a situation.	Oct	Jan	Mar	June	
Staff Responsible for Monitoring: Administration					
Strategy 3 Details	Reviews				
Strategy 3: Implemented interior door directive to keep classroom doors locked. This is above the state requirement of		Formative		Summative	
keeping exterior doors locked.	Oct	Jan	Mar	June	
Strategy's Expected Result/Impact: Safer campus					
Staff Responsible for Monitoring: All Campus Staff					
Strategy 4 Details		Rev	iews		
Strategy 4: Implemented and trained staff on our silent panic alert technology program, RAPTOR.		Formative		Summative	
Strategy's Expected Result/Impact: Improved, clear and concise communication as a campus to provide a more safe campus.	Oct	Jan	Mar	June	
Staff Responsible for Monitoring: All Campus Staff					
No Progress Continue/Modify	X Discon	tinue		•	

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

Performance Objective 2: The 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.

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

Strategy 1 Details		Rev	views		
Strategy 1: Provide training for faculty in the areas of how to recognize potentially violent situations and procedures to		Formative		Summative	
follow to prevent violence. Strategy's Expected Result/Impact: Decrease incidents of violence on school campuses Staff Responsible for Monitoring: Superintendent Campus Principals	Oct	Jan	Mar	June	
Strategy 2 Details		Rev	views	•	
Strategy 2: Establish line of communication between the school administration and students to encourage reporting of		Formative		Summative	
possible or potential helpful information to prevent violent incidents. P3 TIPS is our Crime Stoppers App for students or parents to make reports.	Oct	Jan	Mar	June	
Strategy's Expected Result/Impact: Decrease incidents of violence on school campuses Staff Responsible for Monitoring: School administration					
Strategy 3 Details		Rev	views		
Strategy 3: Increase presence of law enforcement agencies/officers on campus at both predictable and unpredictable days		Formative		Summative	
and events. Strategy's Expected Result/Impact: Reduce the number of incidents involving violence to include even Dating	Oct	Jan	Mar	June	
Violence, tobacco, Alcohol, and Other Drug use as measured by PEIMS and number of discipline referrals. Staff Responsible for Monitoring: School Administration					
Strategy 4 Details	Reviews				
Strategy 4: Enforce HFISD policy FFH (local) that prohibits dating violence along with other types of harassment for	Formative S			Summative	
students and employees.	Oct	Jan	Mar	June	
Strategy's Expected Result/Impact: Maintain low incidence of dating violence, increase awareness of dating violence issues, reduce harassment issues and increase the feeling of safety by the students.					

Strategy 5 Details	Reviews			
Strategy 5: Students caught with tobacco and illegal substances assigned to DAEP will complete the Catch My Breath	Formative			Summative
course in Google Classroom. This course was designed by the Texas School Safety Center and personalized for HFHS students.	Oct	Jan M	Mar	June
Strategy's Expected Result/Impact: Students will receive substance abuse coursework to understand the effects of substance abuse. Students will discontinue use.				
Staff Responsible for Monitoring: DAEP Teacher HS Administration				
No Progress Continue/Modify	X Discon	tinue		1

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

Performance Objective 3: Incidences of bullying will continue to decrease. Utilize the bullying forms provided by Walsh Anderson Law Firm.

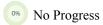
Evaluation Data Sources: PEIMS reports, discipline referrals

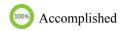
Strategy 1 Details		Reviews			
Strategy 1: A bullying report form will be placed on the HF school website.		Formative		Summative	
Strategy's Expected Result/Impact: Increase awareness of student behavior and feeling of safety at the school by students and parents as indicated on Spring community survey.	Oct	Jan	Mar	June	
Staff Responsible for Monitoring: Administration					
Technology					
Strategy 2 Details		Rev	iews		
Strategy 2: Continue Teen Leadership classes.		Formative		Summative	
Strategy's Expected Result/Impact: Number of incidents involving violence including dating violence, tobacco, alcohol, and other drug use will be reduced by 3% as measured by the PEIMS report along with discipline referral.	Oct	Jan	Mar	June	
Staff Responsible for Monitoring: Curriculum department					
Administration					
Strategy 3 Details	Reviews				
Strategy 3: Bring in anti-bulling programs to help reduce the number of incidents involving violence including dating		Formative		Summative	
violence, tobacco, alcohol, and other drug use. Strategy's Expected Result/Impact: Number of incidents involving violence including dating violence, tobacco,	Oct	Jan	Mar	June	
alcohol, and other drug use will be reduced by 3% as measured by the PEIMS report along with discipline referral.					
Staff Responsible for Monitoring: Administration					
Strategy 4 Details		Reviews			
Strategy 4: Utilizing the P3 Crimestoppers app to anonymously report bullying and/or other substance abuse or violence on		Formative		Summative	
campus.	Oct	Jan	Mar	June	
Strategy's Expected Result/Impact: Investigating reports will help address problems on campus. Staff Responsible for Monitoring: Principal, Assistant Principal					
No Progress Continue/Modify	X Discor	itinue			

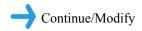
Performance Objective 1: Hamshire-Fannett HS will increase the email and electronic communications to parents, staff and community members concerning school events, grading periods, positive notifications, and all pertinent information.

Evaluation Data Sources: Keep log of Blackboard messages, campus & district Facebook, and the number of parents that ask to be removed from the list.

R		Reviews	
Formativ	ar activities involving the	Summative	
Jan	Strategy's Expected Result/Impact: Increase communication with parents, staff, and community members which will better results on next year survey. Increase participation at all events at the high school. Staff Responsible for Monitoring: Administration	Jan Mar	June
R		Reviews	
Formativ	Strategy 2: Recognize teams, organizations and groups for their achievements on the school website, Facebook, Twitter and instagram.		Summative
Jan .	studente Incorce noment	Jan Mar	June
	Strategy's Expected Result/Impact: Increase pride and tradition in our school and with our students. Increase parent, staff, and student participation in these events. Build positive connections with community members. Staff Responsible for Monitoring: Administration Sponsors of organizations, teams, and groups. Strategy 3 Details		
R		Reviews	
Formativ	nunity, parents, and	Formative	Summative
i Jan	. Increase parent, staff,	Jan Mar	June
R		Reviews	
Formativ	Longhorn Minutes, which	Summative	
Jan	irricular achievements.	Jan Mar	June
	Longhorn Minutes, which irricular achievements.		Formative









Performance Objective 2: A majority of HFHS staff will have a positive view on how discipline is handled on campus.

Evaluation Data Sources: District staff survey data.

Strategy 1 Details		Reviews		
Strategy 1: Student discipline will be addressed in a consistent manner taking into account the specific details of each		Formative		
discipline infraction. Strategy's Expected Result/Impact: Staff survey perception will improve. Staff Responsible for Monitoring: Principal Assistant Principal	Oct	Jan	Mar	June
Strategy 2 Details		Rev	iews	
Strategy 2: Staff were trained on how to enter discipline referrals in Skyward to address behaviors more timely. Parents can	Formative			Summative
also see discipline notes to support efforts to reduce behaviors. Strategy's Expected Result/Impact: Improved classroom behaviors	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Teachers Administration				
Strategy 3 Details		Rev	iews	•
Strategy 3: Staff receive monthly campus discipline reports to inform them of behaviors being seen and addressed on		Formative		Summative
campus. Strategy's Expected Result/Impact: Staff will feel supported in administration efforts to decrease classroom disruptions. Staff Responsible for Monitoring: Principal, Assistant Principal ESF Levers: Lever 3: Positive School Culture	Oct	Jan	Mar	June
No Progress Continue/Modify	X Discon	tinue		

Performance Objective 3: HFHS will increase the staff quality, recruitment, and retention of teachers.

Evaluation Data Sources: TAPR report, T-TESS, State assessment results

Strategy 1 Details		Reviews		
Strategy 1: Pay for professional development opportunities for staff members.		Formative		
Strategy's Expected Result/Impact: TAPR, T-Tess, retention and support of staff	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administration				
Strategy 2 Details	Reviews			
Strategy 2: Mentor and support new staff members at HFHS.	Formative			Summative
Strategy's Expected Result/Impact: TAPR, T-Tess, Mentoring Guidelines	Oct Jan Mar			June
Staff Responsible for Monitoring: Administration Higher Ed Coordinator Counselor				
Strategy 3 Details		Rev	iews	
Strategy 3: High school administration will attend job fairs to recruit certified and highly qualified teachers.		Formative		Summative
Strategy's Expected Result/Impact: recruit and maintain \certified teachers and staff	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administration				
No Progress Continue/Modify	X Discon	tinue		

Performance Objective 4: Implement tier 1 social-emotional learning program, Capturing Kids Hearts.

Evaluation Data Sources: Office referrals

Strategy 1 Details		Reviews		
Strategy 1: Classroom walkthroughs will ensure the SEL program is implemented with fidelity.	Formative			Summative
Strategy's Expected Result/Impact: Continuous administration seen in the classroom will increase the use of CKH strategies and teacher accountability of using the program.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers				
ESF Levers: Lever 3: Positive School Culture				
No Progress Continue/Modify	X Discon	tinue		

Performance Objective 1: Continue to increase the participation of students in all Academic UIL activities.

Evaluation Data Sources: Members of UIL academic teams

Strategy 1 Details		Rev	iews	
Strategy 1: Advocate for the various programs and encourage participation.		Formative		Summative
Strategy's Expected Result/Impact: More participation in UIL events- UIL district, regionals and state competition	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administration Teachers UIL Sponsors UIL Department head				
No Progress Continue/Modify	X Discontinue			

Performance Objective 2: Continue to increase participation rates of students in all Athletic UIL.

Evaluation Data Sources: Member of UIL sports teams

Strategy 1 Details		Reviews		
Strategy 1: Continue to offer summer programs to keep athletes around the campus during the summer and involved with	Formative			Summative
the coaching staff.	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increased participation in all athletic events. Staff Responsible for Monitoring: Athletic Director Coaching Staff				
No Progress Accomplished — Continue/Modify	X Discontinue			

Performance Objective 3: Continue to increase students advancing to various regional and state competition.

Strategy 1 Details		Rev	views	
Strategy 1: Provide opportunities for more students to participate in competitions held in the fall and spring.		Formative		
Strategy's Expected Result/Impact: There will be students who participate in the actual events on UIL competition days. Staff Responsible for Monitoring: Administration Teachers UIL Sponsors UIL Department head Various sponsors	Oct	Jan	Mar	June
Strategy 2 Details		Rev	views	•
Strategy 2: Make all students aware that they will qualify to apply for TILF Scholarships only if they qualify at the state		Formative		Summative
level of UIL.	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: There will be students who participate in the actual events on UIL competition days. Staff Responsible for Monitoring: Administration Teachers UIL Sponsors UIL Department head Various sponsors				
No Progress Continue/Modify	X Discon	ntinue		

Performance Objective 4: Continue to increase participation in CTE organizations throughout the campuses.

Evaluation Data Sources: Number of students in each CTE organization

Strategy 1 Details		Reviews		
Strategy 1: Continue to provide funding for competitive events to include travel and entry expenses.		Formative		Summative
Strategy's Expected Result/Impact: Increase student opportunities for CTSOs.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administration CTE teachers				
Strategy 2 Details	Reviews			
Strategy 2: Continue to provide memberships for teachers/ sponsors for professional educator organizations related to their	Formative			Summative
assignments. Strategy's Expected Result/Impact: Increase student opportunities for college and career readiness, personal growth, and career success.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administration CTE teachers				
Strategy 3 Details		Rev	iews	
Strategy 3: Continue to provide funding for CTSOs conferences, workshops and conventions.	Formative			Summative
Strategy's Expected Result/Impact: Increase student opportunities for CTSOs.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Administration CTE teachers				
Strategy 4 Details	Reviews			•
Strategy 4: Continue to provide funding for teacher/sponsors to attend district, area, and state in-service related to their		Formative		Summative
teaching assignment and CTSOs.	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Provide professional development for training dedicated, enthusiastic CTSO sponsors. Staff Responsible for Monitoring: Administration				
CTE teachers				

Strategy 5 Details		Reviews		
Strategy 5: Continue to provide funding for certification fees for students		Formative		
Strategy's Expected Result/Impact: Higher number of certification test.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: CTE Sponsors			†	
Principal				
District Adm				
TEA Priorities:				
Connect high school to career and college				
No Progress Continue/Modify	X Discor	ntinue		

Performance Objective 5: Continue to increase the participation rate in band on campus.

Strategy 1 Details		Reviews			
Strategy 1: Work on increasing the band's knowledge of intonation, balance, and precision so that they can attain the goals	Formative			Summative	
that they set as individuals along with the group. This will spark more interest to join the HFHS band to be part of an award-winning organization.	Oct	Jan	Mar	June	
Strategy's Expected Result/Impact: Increase in band enrollment and the retention for year after year.					
Staff Responsible for Monitoring: Band director Band teacher Principal					
Strategy 2 Details	Reviews				
Strategy 2: Maintain the band budget so that we can make yearly purchases of instruments to replace and increase	Formative			Summative	
inventory to be able to have more and offer students who are not able to purchase an instrument one to use during the school vear.	Oct	Jan	Mar	June	
Strategy's Expected Result/Impact: Increase in band enrollment and the retention for year after year. Staff Responsible for Monitoring: Band director Band teacher Principal					
Strategy 3 Details		Rev	views		
Strategy 3: Work on increasing knowledge about band scholarships opportunities in college and how to obtain them. Help	Formative Summ			Summative	
build rapport that is needed for auditions and how to get the most amount for the effort so everyone has a better opportunity for higher education after graduation.	Oct	Jan	Mar	June	
Strategy's Expected Result/Impact: Increase in band enrollment and the retention for year after year.					
Staff Responsible for Monitoring: Band director					
Band teacher					
Principal					

Strategy 4 Details		Reviews		
rategy 4: Continue band officers and leadership positions within the band to create more student involvement and mership of the band. Strategy's Expected Result/Impact: Increase in band enrollment and the retention for year after year. Staff Responsible for Monitoring: Band director Band teacher Principal		Formative Oct Jan Mar		
Strategy 5 Details			views	1
Strategy 5: Locate workshops and clinics for band members to participate in to increase participation in ATSSB,TMEA, and UIL events.		Formative		Summative
Strategy's Expected Result/Impact: Increase in band enrollment and the retention for year after year. Staff Responsible for Monitoring: Band director Band teacher Principal	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify	X Discor	ntinue		

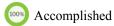
Performance Objective 6: Continue to increase the participation rate in choir on campus.

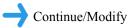
Strategy 1 Details		Reviews		
Strategy 1: Recruit by performing for intermediate and middle schools to show the types of music learned in choir class and		Formative		Summative
have members of the class answer questions to learn more about the choir. Strategy's Expected Result/Impact: Increase in choir enrollment and the retention for year after year. Staff Responsible for Monitoring: Administration Choir director/teacher	Oct	Jan	Mar	June
Strategy 2 Details		Rev	iews	•
Strategy 2: Provide ample opportunities of performances at school and in the community where students can see and hear		Formative		
the choir.	Oct	Jan	Mar	June
Strategy's Expected Result/Impact: Increase in choir enrollment and the retention year after year along with UIL events and community performances. Staff Responsible for Monitoring: Administration Choir director/teacher				
Strategy 3 Details		Rev	iews	
Strategy 3: Place fliers and signs around the campus for maximum exposure.		Formative		Summative
Strategy's Expected Result/Impact: More participation in UIL events- UIL district, regionals and state competition. Staff Responsible for Monitoring: Administration Teachers UIL Sponsors UIL Department head Various sponsors	Oct	Jan	Mar	June

Strategy 4 Details		Reviews			
Strategy 4: Encourage students to help with recruiting at events.		Formative			
Strategy's Expected Result/Impact: More participation in UIL events. UIL district, regionals and state competition	Oct	Jan	Mar	June	
Staff Responsible for Monitoring: Administration Teachers UIL Sponsors UIL Department head					
Various sponsors					



No Progress







Campus Funding Summary

	199 - State Compensatory Ed (SCE): State							
Goal	Objective	Strategy	Resources Needed	Account Code	Amount			
1	1	1			\$0.00			
Sub-Total					\$0.00			