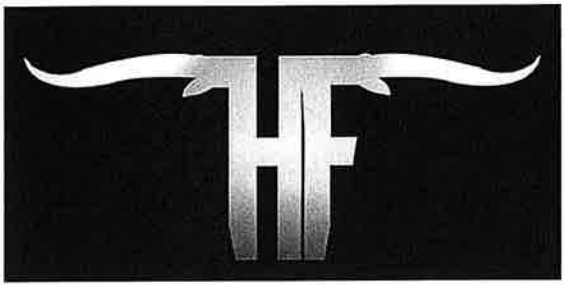
Hamshire-Fannett Independent School District



Accountability Rating: B

2026-2027 District Improvement Plan

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Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Summary

Hamshire-Fannett ISD is a **4A public school district** serving approximately 1,924 students across the rural and suburban communities of Cheek, Fannett, Hamshire, LaBelle, and the City of Taylor Landing. As a close-knit community, the district is committed to maintaining a strong standard of excellence and providing quality educational opportunities for every student.

With more than 250 dedicated administrators, teachers, and support staff, HFISD focuses on meeting the unique needs of its students through four campuses serving different grade levels.

The following information provides a demographic overview of Hamshire-Fannett ISD's four campuses, based on Texas Academic Performance Reports (TAPR) and Public Education Information Management System (PEIMS) data.

Category	25-26	24-25	23-24	22-23	21-22	20-21	19-20
Enrollment	1959	2000	2040	2060	1953	1893	1895
African American	9.95	10.4	10.4	9.8	10.0	9.5	9.1
Hispanic	23.48	22.3	21.4	21.0	20.6	19.3	16.4
White	62.43	63.1	64.5	65.5	65.5	67.2	70.4
Eco Dis.	36.19	35.3	47.4	44.7	38.2	35.6	58.7
EB	5.92	6.5	7.3	7	5.8	5.2	5.0
Out of District Transfers		146	155	151	131	103	61
Attendance	94.2	92.69	94.45	93.8	93.4	94.6	95.3
At Risk	44.0	41.4	42.3	43.5	42.3	35.4	60
Special Education	18.43	17.1	13.7	11.9	11.2	9.7	

Teachers	24-25	23-24	22-23	21-22	20-21	19-20
Beginning	0	7.2	7.7	9	7.7	12.4
1-5	46.9	38.7	43.4	36.5	35.3	28.6
6-10	19.7	18.3	10.1	13.4	14.3	16.1
11-20	15.9	18.9	22.9	21.9	22.1	21.2
Over 20	17.4	16.8	11.9	14.4	14.2	21.7

Student Attendance Percentage

	1st 6 Weeks	2nd 6 Weeks	3rd Six Weeks	4th Six Weeks	5th Six Weeks	6th Six Weeks
Overall	96.107%	95.210%	93.141%	94.391%	93.828%	92.768%

	EE	PK	KG	1ST	2ND	3RD	4TH	5TH	Summary
1st 6 Weeks	95.031	96.209	96.579	96.521	96.682	96.763	96.245	97.009	96.379875
2nd 6 Weeks	94.643	95.226	95.706	95.546	95.188	96.582	95.085	95.765	95.467625
3rd 6 Weeks	92.989	91.146	93.243	94.074	94.715	92.793	91.22	94.193	93.046625

	EE	PK	KG	1ST	2ND	3RD	4TH	5TH	Summary
4th 6 Weeks	96.678	94.958	95.321	96.212	95.854	95.204	95.768	95.45	95.680625
5th 6 Weeks	95.089	93.647	94.76	94.755	95.481	94.595	95.343	92.848	94.56475
6th 6 Weeks	88.378	90.625	94.316	91.57	94.135	92.668	93.529	92.162	92.172875

	6th	7th	8th	9th	10th	11th	12th	Summary
1st 6 Weeks	95.461	94.923	95.657	96.133	96.161	95.865	95.655	95.69357143
2nd 6 Weeks	94.568	94.348	94.118	95.264	94.985	95.453	95.468	94.88628571
3rd 6 Weeks	93.575	93.897	90.963	94.007	92.997	95.815	92.882	93.448
4th 6 Weeks	93.31	93.444	92.559	94.434	93.403	94.311	92.288	93.39271429
5th 6 Weeks	93.77	93.252	92.284	93.629	94.831	93.753	90.709	93.17542857
6th 6 Weeks	92.509	90.936	91.321	93.872	94.169	94.299	91.419	92.64642857

Strengths

- Special Education and Student Achievement: An increasing number of students are being identified with specific learning disabilities, leading to the implementation of more specialized instructional strategies and individualized supports to help students achieve their highest academic potential.
- Increasing Student Diversity: HFISD continues to serve an increasingly diverse student population, creating opportunities to strengthen instructional practices and ensure that all students have access to the resources and support needed to succeed.
- Out-of-District Transfers: HFISD has experienced growth in the number of students enrolling through out-of-district transfers, reflecting the district's ability to attract students from surrounding communities.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Strengthen teacher recruitment, retention, and professional development systems. The teacher experience data show variation across experience categories over time. For example, the percentage of teachers with 1-5 years of experience increased from 28.6% in 2019-2020 to 46.9% in 2024-2025. This may indicate a need to examine early-career teacher retention, mentoring, and instructional support.	HFISD must continue to strengthen teacher recruitment and retention efforts while ensuring teachers at all experience levels receive the mentoring, professional development, and instructional coaching necessary to support effective classroom instruction and student achievement.
2	Enrollment declined from 2,060 students in 2022-2023 to 1,959 students in 2025-2026, a decrease of 101 students, or approximately 4.9%.	HFISD has experienced a decline in student enrollment since 2022-2023. The district should examine enrollment trends by campus, grade level, attendance zone, and transfer status to identify contributing factors and use the findings to guide staffing, resource allocation, and long-term planning.
3 ★	Attendance rate for the district was below 95% for the 25-26 school year.	Although HFISD maintained attendance above 92% during the reporting periods provided, district attendance declined as the school year progressed. The district must strengthen attendance monitoring, identify the causes of chronic absenteeism, and implement targeted interventions to improve student attendance and engagement across all campuses and grade levels.
4	Strengthen academic interventions and progress monitoring for students identified as at risk. The percentage of students identified as at risk increased from 35.4% in 2020-2021 to 44.0% in 2025-2026. This represents an increase of 8.6 percentage points over the period shown.	The percentage of HFISD students identified as at risk has increased over time, reaching 44.0% in 2025-2026. The district must ensure that students identified as at risk receive timely, targeted, and evidence-based academic interventions, with consistent progress monitoring to evaluate student growth and the effectiveness of instructional supports.

5 Ensure instructional practices and support systems meet the needs of students receiving special education services. The reported percentage of students receiving special education services increased from 9.7% in 2020-2021 to 18.43% in 2025-2026. This represents an increase of 8.73 percentage points.

The percentage of students receiving special education services has increased substantially over the period reported. HFISD must continue to evaluate the effectiveness of special education service delivery, ensure appropriate instructional supports and accommodations are implemented, and monitor academic progress and outcomes for students receiving special education services.

★ = Priority

Student Learning

Summary

Approaches			
	HF	Region 5	State
3rd Reading	84%	70%	74%
4th Reading	83%	73%	78%
5th Reading	90%	73%	79%
3rd Math	75%	62%	67%
4th Math	63%	60%	68%
5th Math	83%	66%	75%

Meets			
	HF	Region 5	State
3rd Reading	57%	45%	52%
4th Reading	52%	45%	53%
5th Reading	60%	51%	59%
3rd Math	50%	38%	44%
4th Math	29%	39%	50%
5th Math	49%	37%	47%

Masters			
	HF	Region 5	State
3rd Reading	25%	19%	26%
4th Reading	20%	17%	24%
5th Reading	27%	26%	35%
3rd Math	21%	16%	22%
4th Math	5%	17%	25%
5th Math	19%	14%	20%

Approaches			
	HF	Region 5	State
6th Reading	79%	69%	73%
7th Reading	81%	72%	77%
8th Reading	91%	80%	83%
6th Math	75%	68%	73%
7th Math	44%	45%	48%
8th Math	84%	64%	73%
Algebra 1	97%	80%	82%
8th Social Studies	65%	51%	57%

Meets

Approaches			
	HF	Region 5	State
6th Reading	55%	47%	55%
7th Reading	55%	47%	54%
8th Reading	59%	52%	59%
6th Math	34%	32%	39%
7th Math	21%	25%	30%
8th Math	50%	37%	47%
Algebra 1	70%	48%	54%
8th Social Studies	38%	26%	31%

Masters			
	HF	Region 5	State
6th Reading	25%	21%	30%
7th Reading	28%	23%	31%
8th Reading	31%	26%	32%
6th Math	9%	10%	15%
7th Math	0%	5%	9%
8th Math	4%	9%	16%
Algebra 1	44%	22%	30%
8th Social Studies	17%	12%	16%

Approaches			
	HF	Region 5	State
English I	84%	70%	71%
English II	85%	70%	72%
Algebra I	89%	80%	82%
US History	98%	93%	93%
Biology	100%	92%	93%

Meets			
	HF	Region 5	State
English I	65%	51%	55%
English II	75%	57%	60%
Algebra I	50%	48%	54%
US History	74%	66%	70%
Biology	81%	65%	71%

Masters			
	HF	Region 5	State
English I	12%	9%	13%
English II	10%	7%	9%
Algebra I	20%	22%	30%
US History	37%	32%	37%
Biology	31%	26%	35%

Historical Data for the past 5 years

Subject	Approache HF	Approache State	Approache Region	Meets HF	Meets State	Meets Region	Masters HF	Masters State	Masters Region
English I 25-26	84	71	70	65	55	51	12	13	9
English 1 24-25	80	67	63	67	52	46	17	16	11
English1 23-24	79	77	75	63	54	49	16	17	12
English 1 22-23	78	71	68	62	40	40	11	14	9
English 1 21-22	69	65	59	52	47	40	8	11	7
Subject	Approaches HF	Approaches State	Approaches Region	Meets HF	Meets State	Meets Region	Masters HF	Masters State	Masters Region
English 2 25-26	85	72	70	75	60	57	10	9	7
English 2 24-25	83	71	69	71	57	52	7	9	6
English 2 23-24	84	74	71	73	60	54	8	9	5
English 2 22-23	84	74	73	63	47	47	10	9	6
English 2 21-22	76	72	66	56	55	49	5	11	8
Algebra 25-26	89	82	80	50	54	48	20	30	22
Algebra 24-25	83	76	74	53	47	39	25	29	20
Algebra 1 23-24	88	79	76	35	45	36	10	25	16
Algebra 22-23	82	78	77	32	45	22	9	24	17
Algebra 21-22	84	76	68	37	43	35	19	27	20
Biology 25-26	100	93	92	81	71	65	31	35	26
Biology 24-25	95	91	89	77	62	44	22	21	13
Biology 23-24	95	91	89	66	58	51	20	19	12
Biology 22-23	95	89	88	62	35	38	20	22	13
Biology 21-22	92	83	79	64	55	46	29	21	13
US History 25-26	98	93	93	74	66	70	37	37	32

US History 24-25	96	94	92	63	69	60	26	38	30
US History 23-24	95	95	94	57	69	62	19	37	29
US History 22-23	97	95	92	54	32	39	17	39	29
US History 21-22	90	89	81	66	68	56	23	42	30
3rd Grade Math 25-26	82	70	64	43	45	37	14	19	13
3rd Grade Math 23-24	83	69	61	53	41	33	20	15	10
3rd Grade Math 22-23	86	72	68	50	43	24	20	19	12
3rd Grade Math 21-22	89	71	64	58	43	35	24	21	15
3rd Grade Reading 25-26	84	74	79	57	52	45	25	26	19
3rd Grade Reading 24-25	87	82	84	54	52	45	15	23	15
3rd Grade Reading 23-24	90	74	68	61	49	39	23	21	13
3rd Grade Reading 22-23	94	77	73	67	50	29	26	20	15
3rd Grade Reading 21-22	90	76	71	59	51	44	34	30	24
Subject	**Approache HF**	**Approache State**	**Approache Region**	**Meets HF**	**Meets State**	**Meets Region**	**Masters HF**	**Masters State**	**Masters Region**
4th Grade Math 25-26	**63**	68	**60**	**29**	50	39	**05**	25	17
4th Grade Math 24-25	88	68	61	56	46	36	22	24	16
4th Grade Math 23-24	80	68	61	51	45	36	14	21	13
4th Grade Math 22-23	85	70	62	65	47	22	28	22	15
4th Grade Math 21-22	79	70	64	49	43	36	25	23	18
4th Grade Reading 25-26	83	78	73	52	53	45	20	24	17

4th Grade Reading 24-25	94	79	77	59	54	55	26	24	16
4th Grade Reading 23-24	90	81	78	66	51	42	37	23	16
4th Grade Reading 22-23	89	78	72	52	47	24	23	21	14
4th Grade Reading 21-22	82	77	73	56	54	37	29	28	22
5th Grade Math 25-26	83	75	66	49	47	37	19	20	14
5th Grade Math 24-25	77	73	68	45	46	38	16	22	15
5th Grade Math 23-24	88	76	69	53	49	39	11	19	11
5th Grade Math 22-23	85	79	74	53	50	28	22	21	14
5th Grade Math 21-22	80	77	70	47	48	38	24	25	16
5th Grade Reading 25-26	90	79	73	60	59	51	27	35	26
5th Grade Reading 24-25	80	77	72	61	58	50	34	30	22
5th Grade Reading 23-24	84	78	73	51	54	45	20	29	20
5th Grade Reading 22-23	84	81	76	59	56	27	26	28	20
5th Grade Reading 21-22	82	81	75	58	50	45	26	36	28
5th Grade Science 25-26	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE	NSE
5th Grade Science 24-25	75	64	60	39	29	25	9	13	9
5th Grade Science 23-24	64	57	52	25	26	21	7	11	7

5th Grade Science 22-23	72	81	57	40	34	17	12	15	10
5th Grade Science 21-22	70	66	59	38	38	31	16	18	13
6th Grade Math 25-26	75	73	68	34	39	32	09	15	10
6th Grade Math 24-25	76	72	69	38	37	29	5	15	9
6th Grade Math 23-24	70	70	67	26	37	28	4	13	7
6th Grade Math 22-23	74	74	68	27	37	20	4	15	9
6th Grade Math 21-22	72	73	67	29	39	31	6	16	11
6th Grade Reading 25-26	79	73	69	55	55	47	25	30	21
6th Grade Reading 24-25	86	76	71	56	54	45	30	28	19
6th Grade Reading 23-24	77	75	69	52	55	45	16	25	16
6th Grade Reading 22-23	78	75	72	43	50	28	16	22	14
6th Grade Reading 21-22	70	70	65	46	43	37	27	23	17
	Approache HF	**Approache State**	**Approache Region**	**Meets HF**	**Meets State**	**Meets Region**	**Masters HF**	**Masters State**	**Masters Region**
7th Grade Math 25-26	**44**	48	45	**21**	30	**25**	**0**	9	6
7th Grade Math 24-25	52	52	46	24	32	23	2	11	5
7th Grade Math 23-24	34	53	46	13	32	24	0	10	5
7th Grade Math 22-23	63	61	58	26	35	23	2	10	7
7th Grade Math 21-22	50	61	55	11	31	26	0	12	8
7th Grade Reading 25-26	81	77	72	55	54	47	28	31	23

7th Grade Reading 24-25	80	76	69	50	52	44	20	27	19
7th Grade Reading 23-24	73	72	68	46	52	45	25	28	20
7th Grade Reading 22-23	82	77	74	63	52	27	26	26	21
7th Grade Reading 21-22	78	80	76	49	56	50	33	37	31
8th Grade Math 25-26	84	73	64	50	47	37	4	16	9
8th Grade Math 24-25	66	69	63	40	44	38	9	17	12
8th Grade Math 23-24	71	70	63	37	40	32	8	15	8
8th Grade Math 22-23	75	74	70	39	44	27	7	16	9
8th Grade Math 21-22	66	71	64	21	40	31	23	36	34
8th Grade Reading 25-26	91	83	80	59	59	52	31	32	26
8th Grade Reading 24-25	79	80	77	52	57	50	29	31	24
8th Grade Reading 23-24	80	79	75	55	54	49	32	28	23
8th Grade Reading 22-23	89	82	80	63	56	29	35	27	22
8th Grade Reading 21-22	85	83	79	61	58	51	41	37	31
8th Grade Science 25-26	89			62			32		
8th Grade Science 24-25	73	72	67	41	46	39	13	18	12
8th Grade Science 23-24	68	68	62	32	42	33	5	16	9
8th Grade Science 22-23	71	72	68	41	45	28	10	16	10

8th Grade Science 21-22	77	74	67	41	45	35	16	24	14
8th Grade Social Studies 25-26	65	57	51	38	31	26	17	16	12
8th Grade Social Studies 24-25	70	66	49	33	30	23	20	16	11
8th Grade Social Studies 23-24	72	57	51	40	31	23	16	16	10
8th Grade Social Studies 22-23	72	60	54	41	31	14	23	15	10
8th Grade Social Studies 21-22	56	61	51	30	31	22	16	24	14

HAMSHIRE-FANNETT ISD

STAAR Spring 2026

Strengths & Areas for Improvement

Grades 3–8 + High School · All Tested Subjects · vs. Region 5 & State · 5-Year Trend Analysis

CAMPUS SNAPSHOT — KEY HIGHLIGHTS

ABOVE State in Approaches	CRITICAL FLAG	Top Performer	Biggest 1-Yr Meets Gain
14/18	**4th Math**	**Biology**	**US Hist**
courses with current data	29% Meets — 21 pts below state	100% Approaches / 81% Meets	74% Meets ▲ +11 pts vs 24-25

How to Read This Report: Each section compares HF to Region 5 and State. Trend arrows show change vs. prior year: ▲ = gained 3+ pts, ▼ = lost 3+ pts, → = stable (within ±2 pts). Highlighted cells flag notable gaps. All data from TEA official reports.

SECTION 1 — SPRING 2026 PERFORMANCE vs. STATE & REGION 5

Elementary (Grades 3–5) — Approaches, Meets, Masters

Subject	HF App%	State App%	R5 App%	vs State	HF Meets%	State Meets%	R5 Meets%	vs State	HF Masters%	State Masters%	vs State	1-Yr Meets Trend
3rd Reading	**84%**	74%	70%	**▲ + 10 pts**	**57%**	52%	45%	**▲ + 5 pts**	25%	26%	**▲ + 3**	
4th Reading	**83%**	78%	73%	**▲ + 5 pts**	**52%**	53%	45%	**▼ -1 pts**	20%	24%	**▼ -7**	
5th Reading	**90%**	79%	73%	**▲ + 11 pts**	**60%**	59%	51%	**▲ + 1 pts**	27%	35%	→ -1	
3rd Math	**75%**	67%	62%	**▲ + 8 pts**	**50%**	44%	38%	**▲ + 6 pts**	21%	22%	**▲ + 7**	
4th Math	**63%**	68%	60%	**▼ -5 pts**	**29%**	50%	39%	**▼ -21 pts**	5%	25%	**▼ -27**	
5th Math	**83%**	75%	66%	**▲ + 8 pts**	**49%**	47%	37%	**▲ + 2 pts**	19%	20%	**▲ + 4**	

Middle School (Grades 6–8 + Algebra I) — Approaches, Meets, Masters

Subject	HF App%	State App%	R5 App%	vs State	HF Meets%	State Meets%	R5 Meets%	vs State	HF Masters%	State Masters%	vs State	1-Yr Meets Trend
6th Reading	**79%**	73%	69%	**▲ + 6 pts**	**55%**	55%	47%	= 0 pts	25%	30%	→ -1	
7th Reading	**81%**	77%	72%	**▲ + 4 pts**	**55%**	54%	47%	**▲ + 1 pts**	28%	31%	**▲ + 5**	
8th Reading	**91%**	83%	80%	**▲ + 8 pts**	**59%**	59%	52%	= 0 pts	31%	32%	**▲ + 7**	
6th Math	**75%**	73%	68%	**▲ + 2 pts**	**34%**	39%	32%	**▼ -5 pts**	9%	15%	**▼ -4**	
7th Math	**44%**	48%	45%	**▼ -4 pts**	**21%**	30%	25%	**▼ -9 pts**	0%	9%	**▼ -3**	
8th Math	**84%**	73%	64%	**▲ + 11 pts**	**50%**	47%	37%	**▲ + 3 pts**	4%	16%	**▲ + 10**	
Algebra 1	**97%**	82%	80%	**▲ + 15 pts**	**70%**	54%	48%	**▲ + 16 pts**	44%	30%	**▲ + 17**	
8th SS	**65%**	57%	51%	**▲ + 8 pts**	**38%**	31%	26%	**▲ + 7 pts**	17%	16%	**▲ + 5**	

High School — Approaches, Meets, Masters

Subject	HF App%	State App%	R5 App%	vs State	HF Meets%	State Meets%	R5 Meets%	vs State	HF Masters%	State Masters%	vs State	1-Yr Meets Trend
English I	84%	71%	70%	▲ +13 pts	65%	55%	51%	▲ +10 pts	12%	13%	→ -2	
English II	85%	72%	70%	▲ +13 pts	75%	60%	57%	▲ +15 pts	10%	9%	▲ +4	
HS Algebra I	89%	82%	80%	▲ +7 pts	50%	54%	48%	▼ -4 pts	20%	30%	▼ -3	
US History	98%	93%	93%	▲ +5 pts	74%	70%	66%	▲ +4 pts	37%	37%	▲ +11	
Biology	100%	93%	92%	▲ +7 pts	81%	71%	65%	▲ +10 pts	31%	35%	▲ +4	

SECTION 2 — 5-YEAR MEETS TREND (2021–22 through 2025–26)

Meets% is the primary accountability metric. Shaded cells show ▲ improvement or ▼ decline of 5+ points vs. prior year.

Subject / Meets %	21-22	22-23	23-24	24-25	25-26	5-Yr Change
English I (Meets)	52%	62%	63%	67%	65%	▲ +13
English II (Meets)	56%	63%	73%	71%	75%	▲ +19
HS Algebra (Meets)	37%	32%	35%	53%	50%	▲ +13
US History (Meets)	66%	54%	57%	63%	74%	▲ +8
Biology (Meets)	64%	62%	66%	77%	—	▲ +13
3rd Reading (Meets)	59%	67%	61%	54%	57%	→ -2
4th Reading (Meets)	56%	52%	66%	59%	52%	→ -4
5th Reading (Meets)	58%	59%	51%	61%	60%	→ 2
3rd Math (Meets)	58%	50%	53%	43%	50%	▼ -8
4th Math (Meets)	49%	65%	51%	56%	29%	▼ -20
5th Math (Meets)	47%	53%	53%	45%	49%	→ 2
6th Reading (Meets)	46%	43%	52%	56%	55%	▲ +9
7th Reading (Meets)	49%	63%	46%	50%	55%	▲ +6
8th Reading (Meets)	61%	63%	55%	52%	59%	→ -2
6th Math (Meets)	29%	27%	26%	38%	34%	▲ +5
7th Math (Meets)	11%	26%	13%	24%	21%	▲ +10
8th Math (Meets)	21%	39%	37%	40%	50%	▲ +29
8th SS (Meets)	30%	41%	40%	33%	38%	▲ +8

SECTION 3 — IDENTIFIED STRENGTHS

STRENGTH 1 — High School: Biology & US History Outperform State

ABOVE STATE	Biology 25-26: 100% Approaches / 81% Meets / 31% Masters — all three levels above state (93% / 71% / 35%). Meets is +10 pts above state. US History 25-26: 98% Approaches / 74% Meets / 37% Masters — Meets jumped +11 pts from 24-25 (63%) to 74%, now +4 pts above state (70%). US History 5-year meets trend: 66% (21-22) → 54% (22-23) → 57% (23-24) → 63% (24-25) → 74% (25-26). A clear upward arc — strongest single-year gain on campus. Biology Approaches has been 92-100% for five consecutive years. Instructional consistency is producing reliable outcomes. Both subjects exceed Region 5 by double digits at the Meets level (Biology +16 pts, US History +8 pts).

STRENGTH 2 — English II: Meets at 75% — Best HS ELA Result in 5 Years

BEST IN 5 YRS	English II Meets: 56% (21-22) → 63% (22-23) → 73% (23-24) → 71% (24-25) → 75% (25-26). A steady 5-year climb of +19 total points. 75% Meets is +15 pts above state (60%) and +18 pts above Region 5 (57%) — the largest positive Meets gap for any ELA course. English I shows the same upward pattern: 52% → 62% → 63% → 67% → 65% (25-26 slight dip but 10 pts above state). Both English courses exceed state and region at every performance level — a sustained multi-year ELA strength worth studying for instructional practices.

STRENGTH 3 — Algebra I: 97% Approaches & 44% Masters — Well Above State

▲ +14 vs State Masters	Algebra I (middle school cohort): 97% Approaches (+15 vs state), 70% Meets (+16 vs state), 44% Masters (+14 vs state) — most dominant vs-state performance on campus. High school Algebra I: 89% Approaches / 50% Meets / 20% Masters — still above state on Approaches (+7) and competitive at Meets (−4 pts, near parity). The middle school Algebra I pipeline is clearly well-supported; this course is a signature strength that should be examined for instructional model transfer. Masters growth: middle Algebra I jumped from 25% (24-25) to 44% (25-26) — a +19-point single-year masters gain, most impressive on campus.

STRENGTH 4 — Grade 8 Reading: 91% Approaches / 59% Meets — Best Middle RLA

TOP MIDDLE ELA	91% Approaches (+8 vs state 83%) — highest approaches rate of any core subject in grades 6–8. 59% Meets matches state exactly; +7 pts above Region 5 (52%). Masters at 31% is within 1 pt of state. Trend: 61% → 63% → 55% → 52% (24-25) → 59% (25-26). A recovery year after two years of decline. 5-year meets range: 52–63%. The dip in 23-24 and 24-25 appears corrected; monitoring is still advisable.

STRENGTH 5 — Elementary: 5th Reading at Parity with State; 3rd Math Above State

ABOVE STATE ELEM	5th Reading: 90% Approaches (+11), 60% Meets (+1, at state parity), 27% Masters — within 8 pts of state on masters. 3rd Reading: 84% Approaches (+10 vs state), 57% Meets (+5 vs state 52%) — a positive anchor for the elementary RLA pipeline. 3rd Math: 75% Approaches (+8 vs state 67%), 50% Meets (+6 vs state 44%), 21% Masters at parity. A strong 3rd-grade foundation. 5th Math: 83% Approaches (+8 vs state), 49% Meets (+2 vs state) — above state on both Approaches and Meets. 3rd and 5th Math and 3rd and 5th Reading are all above state on Approaches and at or above state on Meets — positive elementary signals.

SECTION 4 — AREAS FOR IMPROVEMENT

CRITICAL CONCERN 1 — 4th Grade Math: 29% Meets — 21 Points Below State

▼ −21 vs State Meets	29% Meets in 25-26 — the largest below-state Meets gap (−21 pts vs state 50%) of any course on campus. Also −10 pts below Region 5 (39%) — this is not a regional phenomenon; it is a campus-specific issue. Masters at 5% vs. state 25% — a −20-point masters gap. The top of the performance distribution has collapsed. Trend: 49% (21-22) → 65% (22-23) → 51% (23-24) → 56% (24-25) → 29% (25-26). A catastrophic 27-point single-year drop from 56% to 29%. Approaches at 63% is still above Region 5 (60%) — students are not failing; they are stuck at approaches and not advancing. URGENT: This cohort feeds into 5th and 6th grade math. Without intervention, the pipeline impact will compound over the next 2–3 years.

CRITICAL CONCERN 2 — 7th Grade Math: 44% Approaches / 21% Meets / 0% Masters

0% MASTERS	Only 44% Approaches — the only course on campus where fewer than half of students reach approaches grade level. −4 pts below state (48%). 21% Meets vs. state 30% (−9 pts) and Region 5 25% (−4 pts). Zero students achieved Masters (state = 9%). 5-year meets: 11% (21-22) → 26% (22-23) → 13% (23-24) → 24% (24-25) → 21% (25-26). Chronically low and volatile — never above 26%. Pattern of stagnation: despite brief improvements (22-23, 24-25), results regress the following year, indicating no durable instructional fix has taken hold. 7th Math is a multi-year structural problem, not a one-year anomaly. Systemic curricular and instructional changes are required. This cohort feeds directly into 8th Math, where meets is 50% — the current 8th grade surge may erode as the struggling 7th grade cohort advances.

CONCERN 3 — 6th Grade Math: 34% Meets / 9% Masters — Below State All 5 Years

BELOW STATE 5 YRS	34% Meets vs. state 39% (−5 pts) and Region 5 32% (+2 pts). 9% Masters vs. state 15% (−6 pts). 5-year meets: 29% (21-22) → 27% (22-23) → 26% (23-24) → 38% (24-25) → 34% (25-26). Improvement in 24-25 reversed in 25-26. HF 6th Math meets has not reached state average in any of the last 5 years — a persistent below-state trend. Pipeline concern: students who score "Approaches" in 6th Math (75% this year) must advance to Meets in 7th — but 7th Math meets is only 21%. The gap is not closing. Masters at 9% is critically low for a feeder into Algebra I — students who do not master 6th-grade math rarely succeed in advanced courses without intensive support.

CONCERN 4 — Masters Rates: Campus-Wide Gap vs. State in Math, Reading

MASTERS GAP	5th Reading Masters: 27% HF vs. 35% state (−8 pts). 4th Reading: 20% vs. 24% state (−4 pts). 6th Reading: 25% vs. 30% (−5 pts). HS Algebra I Masters: 20% vs. 30% state (−10 pts). HS English I: 12% vs. 13% state (near parity but declining from 17% in 24-25). 8th Math Masters: 4% vs. 16% state (−12 pts). 7th Math: 0% vs. 9% state. 6th Math: 9% vs. 15% (−6 pts). The pattern is consistent: HF produces solid Approaches rates (often above state) but does not advance students into top-level mastery at the same rate as state peers. Exception: US History Masters (37%, at state parity) and Algebra I middle school (44%, well above state 30%) show that Masters growth is achievable. Closing the Masters gap is the #1 lever for district grade/rating improvement without sacrificing the Approaches strength.

CONCERN 5 — 4th Grade Reading: Below State on Meets & Masters; Declining Trend

▼ −1 vs State Meets	52% Meets vs. state 53% (−1 pt, just below parity). Masters at 20% vs. 24% state (−4 pts). 5-year meets: 56% → 52% → 66% → 59% → 52%. Volatile pattern; current score is the second lowest in 5 years. The drop from 59% (24-25) to 52% (25-26) is a 7-point decline. The 66% in 22-23 shows this cohort can achieve much more. Critically, this is the cohort that scored well in 3rd Reading (57% Meets, +5 above state). The dip in 4th grade represents a transition-year regression that should be addressed structurally. Region 5 (45%) is well below HF, so this remains above region — but the state comparison and declining trend warrant close monitoring.

CONCERN 6 — 8th Social Studies & HS English I Masters: Declining or Lagging

WATCH ITEMS	8th SS Meets: 38% (25-26) vs. state 31% (+7, above state) — but down from 40% in 23-24. Approaches dropped from 70% to 65%. 8th SS Masters: 17% — above state 16% by 1 pt, but the 5-year range (16–23%) shows inconsistency. Masters peaked at 23% in 22-23. HS English I Masters: 17% (24-25) → 12% (25-26) — a 5-point drop. Now below state (13%) for the first time since 21-22. HS English I Meets also dipped: 67% (24-25) → 65% (25-26). Still +10 pts above state, but a two-year consecutive decline from the 67% peak warrants attention. These are "watch" items — not yet crises — but each shows a trajectory that could become a concern by 26-27 if not addressed.

SECTION 5 — PRIORITY ACTION MATRIX

Priority	Course / Area	Issue	vs State (Meets)	5-Yr Trend	Action Level
CRITICAL	4th Grade Math	29% Meets — 27-pt single-year drop	**▼ −21 pts**	**▼ Collapsed**	Immediate curriculum audit + intervention
CRITICAL	7th Grade Math	0% Masters; 44% Approaches; chronically low	**▼ −9 pts**	**▼ 5-yr never above 26%**	Systemic instructional overhaul required
HIGH	6th Grade Math	34% Meets; 9% Masters; below state all 5 yrs	▼ −5 pts	→ Stagnant / unstable	Pipeline intervention & RC-targeted support
HIGH	Masters Gap (Math)	8th Math 4% vs 16% state; 6th 9% vs 15%	▼ −12 pts (8th)	▼ Consistently below	DOK 3–4 tasks; enrichment for near-masters
MEDIUM	4th Grade Reading	52% Meets; 7-pt drop from 24-25; volatile trend	▼ −1 pt	→ Volatile	Monitor; stabilize transition Gr 3→4
MEDIUM	HS English I Masters	12%; dropped 5 pts from 24-25; now below state	▼ −1 pt	▼ 2nd consecutive drop	Increase complex text & writing at DOK 3
WATCH	8th SS & HS English I	Meets above state but approaches declining	▲ +7 / +10	→ Softening	Protect gains; address approaches erosion
SUSTAIN	Biology / US History	Both above state; US History +11 meets gain	**▲ +10 / +4**	**▲ Sustained**	Document instructional model; replicate
SUSTAIN	English II / MS Algebra I	Best 5-yr meets in ELA; Algebra I +16 vs state	**▲ +15 / +16**	**▲ Improving**	Maintain staffing; study for transfer

SECTION 6 — KEY TAKEAWAYS FOR CAMPUS LEADERSHIP

WHAT IS WORKING	**HF consistently leads Region 5 across nearly all subjects and performance levels — a regional strength that should be celebrated and communicated to stakeholders.** **High school Science and Social Studies are multi-year success stories. Biology (5 years at 92-100% Approaches) and US History (sustained meets growth to 74%) reflect strong, stable instruction.** **English II's 5-year climb to 75% Meets is the most impressive ELA trend on campus — whatever instructional practices are in place should be documented and shared.** **Middle school Algebra I's 44% Masters (+14 vs state) is exceptional and demonstrates that advanced-level achievement is attainable at this campus.** **3rd Grade serves as a solid foundation: both Reading and Math are above state on Approaches and Meets, giving the pipeline a strong start.**
WHAT NEEDS ACTION	**4th Grade Math's 27-point single-year meets collapse (56%→29%) is the most urgent issue on campus. A root-cause analysis is needed immediately: Was this a cohort issue, instructional change, or staffing transition?** **7th Grade Math has been chronically low for 5 years (range: 11–26%). This is not a one-year problem — it requires structural, sustained intervention, not a single-year fix.** **The Math pipeline is broken in the middle: 6th Math below state for 5 years, 7th Math chronically low, 4th Math collapsed. If not addressed now, this will appear in 8th and HS Math results within 2–3 years.** **Masters rates are a campus-wide gap. The district reaches Approaches (often above state) but does not convert students to top-level mastery. Building DOK 3–4 instructional routines across all content areas is the highest-leverage academic improvement lever available.** **4th Reading's transition-year regression (3rd→4th) suggests an alignment gap between 3rd and 4th grade reading instruction. The curriculum and pacing between these grade levels should be audited.**

Strengths

Student Learning Strengths

1. **Overall Growth in Secondary EOC Performance**
    - *English I and English II* scores remain consistently above state and regional averages at all performance levels.
    - English I *Meets* performance increased from 52% in 2021–2022 to **67% in 2024–2025**, and *Masters* increased from 8% to **17%**.
    - Algebra I *Meets* jumped from 35% (2023–2024) to **53% (2024–2025)** — an 18-point gain, showing strong recovery after COVID-related dips.
    - Biology *Meets* increased from 62% to **77%**, with *Masters* up from 20% to **22%**, far exceeding state and regional averages.
    - U.S. History maintained high performance, with *Approaches* consistently at or above **95%**, demonstrating strong instructional alignment.

2. 3rd Grade (specifically reviewed as part of HB 3 requirements)

- *3rd Grade Reading* and *3rd Grade Math* consistently outperform state and regional averages in all three performance levels.
- Reading *Approaches* stayed above **85%**, and Math *Approaches* remained between **82–89%**, showing strong foundational

instruction in primary grades.

3. 4th Grade Gains in Reading and Math

- *4th Grade Math Meets* rose from 51% (2023–2024) to **56% (2024–2025)**, and *Masters* increased from 14% to **22%**.
- *4th Grade Reading Approaches* increased from 90% to **94%**, with strong *Meets* and *Masters* levels above state and regional benchmarks.

4. Science Achievement Above State and Regional Averages

- *5th Grade Science Approaches* increased from 64% to **75%**, and *Meets* improved 14 points to **39%** in 2024–2025.
- *8th Grade Science* shows solid recovery, rising from 68% to **73% Approaches** and from 32% to **41% Meets**, surpassing state averages.
- **Biology EOC performance remains a district strength**, maintaining *Approaches* at **95% or higher** for the past three years and increasing *Meets* from **62% to 77%**. The *Masters* level also improved from **20% to 22%**, placing HFISD well above state and regional averages.

5. Reading Growth in Middle Grades

- *6th Grade Reading* improved at all levels from 2023–2024 to 2024–2025, with *Approaches* rising from 77% to **86%** and *Masters* doubling from 16% to **30%**.
- *7th Grade Reading* sustained growth, moving from 73% to **80% Approaches** and maintaining strong *Meets* performance above regional levels.

6. Consistent Performance Exceeding State and Region in Multiple Subjects

- Across grades 3–8, **HFISD exceeded state and regional averages in 11 of 14 tested areas (79%)**, highlighting consistent instructional rigor and student growth results strengths in **Reading and Science**, reflecting consistent instructional rigor and student growth.
- EOC data shows HFISD students outperforming the state in all core content areas except a 4% variation in the *Master's* level in Algebra I, indicating strong secondary instruction and alignment.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Math performance in grades 3, 5, and 6-8 remains below state and regional averages at the Meets and Masters grade level standards, with 4th grade performance only slightly below the state average in Masters but above in Meets.	Teacher turnover. STAAR rigor is inconsistently implemented into daily lessons, and curriculum resources are not aligned with those of other campuses.
2	Science scores show improvement in grades 5 and 8. Student performance at the Meets and Master's level remains below regional averages.	Students' scores reveal a limited mastery of higher-order scientific reasoning and application skills. Inconsistent teaching at STAAR rigor levels.
3	US History EOC is below Meets and Masters than the region and the state.	Inconsistent alignment between regular U.S. History course instruction and the rigor of STAAR assessment items. Results indicate an ineffective implementation of STAAR-aligned instructional materials across classrooms.
4 ★	Although 3rd-grade Reading performance has improved in some areas from 2023-2024 to 2024-2025, the percentage of students reaching Meets and Master Grade Level standards remains below district and state expectations. Student achievement has fluctuated since 2021-2022, with fewer than 55% meeting grade-level proficiency and a continuing decline in Master's performance.	Inconsistent implementation of research-based reading practices and interventions, including varied phonics instruction, comprehension strategies, and small-group targeted support. Additionally, limited vertical alignment and intervention time across grade levels may contribute to gaps in foundational literacy skills, particularly among struggling readers.
5	Although Algebra I performance improved significantly in 2024-2025 (Meets increased from 35% to 53%), Masters performance remains below state and regional levels, indicating a gap in advanced problem-solving and reasoning skills.	Horizontal alignment; Instructional pacing overall conceptual understanding limits students' readiness for higher-level mathematical reasoning and STAAR rigor.

6 ★	HFISD continues to perform above state and regional averages in district-wide Reading, reflecting strong foundational instruction. However, less than 60% of students demonstrate mastery at the Meets level, indicating a need to strengthen instruction at or above grade level instruction.	Inconsistent implementation of evidence-based reading practices, particularly in small-group and comprehension instruction, limits opportunities for students to deepen theirunderstanding and vocabulary development. Additionally, targeted interventions contribute to gaps in comprehension dèpth and students' ability.
7	While HFISD has prioritized MTSS and adopted Frontline to streamline documentation, student performance data indicates inconsistent implementation of tiered interventions across campuses, resulting in uneven academic and behavioral supports for students receiving services.	Lack of consistency and systems across the district.
8 ★	There is a lack of vertical alignment in mathematics in our district curriculum and STAAR scores have not recovered since COVID. Increase math scores in Approaches and Meets by 4%. The district adopted Bluebonnet Learning, a high-quality instructional material to meet the needs of all learners and align math concepts.	Lack of alignment in mathematics due to multiple resources being used without district curriculum approval.

★ = Priority

District Processes & Programs

Summary

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

HFISD is committed to strengthening classroom instruction through targeted support and resources. The district employs four Instructional Coaches who provide ongoing job-embedded professional learning, model effective strategies, and collaborate with teachers to improve instructional practices that positively impact student outcomes. This coaching model supports continuous growth and ensures alignment with district curriculum goals and state standards.

Additionally, the district offers support for English Learners (ELs). Each campus has dedicated EL teachers, and a district bilingual interpreter is available to assist with instruction and family communication. These supports contribute to the district's success in increasing the number of students exiting the EL program compared to previous years, reflecting improved instructional practices and student progress in language acquisition.

HFISD embraces instructional technology innovation as a means of expanding access to high-quality learning experiences that meet the diverse needs of all students. A variety of digital resources are integrated into daily instruction to enhance engagement, personalize learning, and support mastery of content across grade levels. These tools are selected and implemented with a focus on equity, ensuring that every learner has opportunities to access technology-rich instruction that prepares them for college, career, and life in a digital world.

Student safety and cybersecurity remain central to the district's technology infrastructure. HFISD prioritizes secure systems, responsible use practices, and ongoing professional development for staff to maintain a safe digital learning environment. Through these efforts, the district fosters both innovation and protection, ensuring technology serves as a bridge to opportunity while safeguarding students and staff.

The Special Services Department continues to experience growth in the number of students qualifying for services, reflecting the district's commitment to accurately identifying and supporting the diverse needs of learners. In response, HFISD has prioritized Multi-Tiered Systems of Support (MTSS) across all campuses to ensure that every student receives appropriate interventions designed to promote high levels of learning and achievement at their fullest potential.

To strengthen continuity and efficiency, the district has standardized the use of Frontline as a unified platform to manage all student information in our special services department: 504/special education/ESL programs. This system provides a consistent framework for documentation, progress monitoring, and data-driven decision-making, which enhances collaboration among educators, specialists, and families. Through these efforts, HFISD is building a sustainable structure of support that ensures equitable access to services and maximizes student outcomes.

The focus of instruction for GT students in grades K–12 is to enhance individual talents and promote divergent thinking skills. HFISD's GT program has been broadened to place an emphasis on the development of higher-order thinking skills, ensuring that students are challenged to analyze, create, and problem-solve at advanced levels.

Special instructional strategies and arrangements for GT students include enrichment opportunities integrated within the regular classroom setting, as well as activities designed to accelerate learning and advance academic growth. Through these enrichment and acceleration pathways, the district provides GT learners with meaningful opportunities to extend their knowledge, pursue areas of interest, and maximize their potential.

The HFISD Career and Technical Education (CTE) Department is dedicated to preparing students for post-secondary success by equipping them with the knowledge and skills necessary to pursue high-skill, high-wage careers or continue their education. The district emphasizes Industry-Based Certifications (IBCs) as a key component of post-secondary readiness, ensuring that each program of study aligns with at least one recognized certification.

Student engagement in Career and Technical Student Organizations (CTSOs) is an integral part of the CTE program. Students enrolled in CTE courses are encouraged to participate in these organizations, which provide opportunities for leadership development, technical skill application, and access to scholarships within various programs of study.

To build early awareness and create smoother transitions, HFISD offers three programs of study that begin at the middle school level. Eighth graders are provided with career exploration opportunities and exposure to high school programs of study, helping them make informed choices about their educational pathways.

The district's commitment to CTE has contributed to significant gains in College, Career, and Military Readiness (CCMR) outcomes. Over the past three years, the CCMR rate has increased from 48% to 96%, much of which is attributed to the district's intentional alignment of certifications across all programs of study and students earning IBCs.

Strengths

- Aligned Curriculum and Instruction: Developed aligned Scope and Sequence documents for each subject area through the Hamshire-Fannett Instructional Framework to promote consistency in curriculum delivery and ensure instruction aligns with district expectations and student learning standards.
- Professional Learning Communities (PLCs): District and campus administrators have implemented Professional Learning Communities (PLCs) focused on improving instructional practices, increasing academic rigor, and implementing research-based strategies to improve student achievement.
- Instructional Coaching: HFISD employs four instructional coaches specializing in reading and mathematics to support teachers, strengthen instructional practices, and improve student learning outcomes.
- Region 5 Bluebonnet Learning Support: Partnering with Region 5 to provide mathematics instructional support and PLC guidance to strengthen curriculum implementation and improve the quality of mathematics instruction.
- Student Safety Education: Implementing age-appropriate safety training to help students develop the knowledge and skills necessary to make safe and responsible decisions.
- Teacher Residency Program:
  Continuing the teacher residency program at Hamshire-Fannett Elementary (HFE), Hamshire-Fannett Intermediate (HFI), and Hamshire-Fannett Middle School (HFMS) to develop future educators, strengthen teacher preparation, and improve retention of newly hired teachers.
- Expanded New Teacher Orientation: Expanded new teacher orientation from two to three days to provide additional training, support, and guidance, helping new employees transition more effectively into the district and the teaching profession.
- Technology Infrastructure and Cybersecurity: Technology staff maintain district servers, strengthen cybersecurity measures, and update internet filtering systems to support a secure, reliable, and effective digital learning environment.

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	There is a lack of vertical alignment in mathematics in our district curriculum and STAAR scores have not recovered since COVID. Increase math scores in Approaches and Meets by 4%. The district adopted Bluebonnet Learning, a high-quality instructional material to meet the needs of all learners and align math concepts.	Lack of alignment in mathematics due to multiple resources being used without district curriculum approval.
2	While HFISD has prioritized MTSS and adopted Frontline to streamline documentation, student performance data indicates inconsistent implementation of tiered interventions across campuses, resulting in uneven academic and behavioral supports for students receiving services.	Lack of consistency and systems across the district.
3 ★	Although HFISD has significantly increased its CCMR percentage in recent years, the state's transition to a tiered system for Industry-Based Certifications (IBCs), along with new requirements for approved IBCs, may reduce the number of certifications that count toward accountability measures. This creates a risk of declining CCMR performance despite strong district efforts.	The Class of 2027 must complete a program of study and earn an IBC to earn a CCMR point. In addition, the misalignment between current CTE program offerings and TEA's newly approved tiered IBC list, as some certifications previously earned by students will no longer count toward state accountability.

★ = Priority

Perceptions

Summary

I have created a comprehensive table that combines the index and item-level scores for both the Staff and Parent surveys.
Hamshire-Fannett ISD 2026 Survey Results: Current vs. Comparison Scores

Index/Item Category	Current Score (Staff)	Comparison Score (Staff)	Comparison Percentile (Staff)	Current Score (Parent)	Comparison Score (Parent)	Comparison Percentile (Parent)
INDEX: Academics / Educational Excellence	**3.56**	**3.59**	**48th**	**3.51**	**3.96**	**3rd**
The District is heading in the right direction.	N/A	N/A	N/A	3.03	3.64	11th
The school board is doing what it takes to make our district successful.	3.48	3.56	37th	3.27	3.69	11th
District administration is doing what it takes to make our district successful.	3.36	3.59	34th	3.26	3.82	3rd
I am kept up to date on my child's progress and what's happening at school.	N/A	N/A	N/A	3.67	3.99	7th
INDEX: Engagement / Included / Informed	**3.68**	**3.83**	**35th**	**3.34**	**3.80**	**7th**
Staff/Parent input is valued.	3.09	3.64	3rd	N/A	N/A	N/A
The District seeks input from a broad group of staff members.	2.95	3.30	14th	N/A	N/A	N/A
I feel comfortable sharing input and concerns with my supervisor/administrator.	3.92	4.05	37th	N/A	N/A	N/A
I have a school staff member I feel comfortable contacting with an idea/concern.	N/A	N/A	N/A	3.74	4.12	3rd
I am recognized when I do a good job.	3.42	3.64	14th	N/A	N/A	N/A
I am updated on how my child is doing at school.	N/A	N/A	N/A	3.45	3.92	3rd
Communication from school is both timely and transparent.	N/A	N/A	N/A	3.33	3.83	7th
Overall, how would you rate communications from school? (5-point scale)	N/A	N/A	N/A	2.58	2.96	11th

Index/Item Category	Current Score (Staff)	Comparison Score (Staff)	Comparison Percentile (Staff)	Current Score (Parent)	Comparison Score (Parent)	Comparison Percentile (Parent)
Information important to my work is shared with me in a timely/effective manner.	3.54	3.69	37th	N/A	N/A	N/A
I understand the expectations my supervisor/administrator has of me.	4.27	N/A	N/A	N/A	N/A	N/A
I understand the District's long-term/strategic goals.	3.56	N/A	N/A	N/A	N/A	N/A
All students in our school are respected for their values and beliefs.	3.98	3.90	61st	N/A	N/A	N/A
All students in our school are given equal opportunities to learn and succeed.	3.93	4.06	76th	N/A	N/A	N/A
I have training and support to work with students from different backgrounds.	3.57	3.77	84th	N/A	N/A	N/A
The school teaches with materials that reflect my family's cultural/racial background.	N/A	N/A	N/A	3.61	4.01	3rd
INDEX: Environment / Atmosphere	**3.81**	**3.89**	**46th**	**3.69**	**3.98**	**9th**
I feel safe at work/school.	4.42	4.33	64th	3.95	4.10	14th
My child feels safe and supported at school.	N/A	N/A	N/A	N/A	N/A	N/A
There is a healthy culture at our school.	N/A	N/A	N/A	3.33	3.72	11th
I have a healthy working relationship with my coworkers.	4.43	4.36	61st	N/A	N/A	N/A
Our staff handles student discipline in a consistent manner.	3.11	3.14	53rd	N/A	N/A	N/A
Our school's student discipline practices and policies are effective.	3.01	3.10	45th	N/A	N/A	N/A
If my child breaks a rule at school, they are treated fairly.	N/A	N/A	N/A	3.87	4.01	18th
I am satisfied with our school's efforts to address bullying.	N/A	N/A	N/A	3.05	3.43	11th
School facilities are clean and well-kept.	N/A	N/A	N/A	3.88	4.29	3rd
I have the materials and supplies I need to do my job well.	3.98	4.02	45th	N/A	N/A	N/A

I have the technology I need to do my job well.	4.17	4.09	57th	N/A	N/A	N/A
I have access to the technology support I need.	4.22	4.15	57th	N/A	N/A	N/A
I have opportunities to collaborate with my colleagues.	4.26	N/A	N/A	N/A	N/A	N/A
INDEX: Student Experience / Experience	**3.83**	**3.72**	**68th**	**3.68**	**4.00**	**8th**
Most days, my child enjoys going to school.	N/A	N/A	N/A	3.76	3.95	11th
The social and emotional needs of all students are being met.	3.64	3.30	91st	N/A	N/A	N/A
Overall, my child is able to handle the emotional challenges of school.	N/A	N/A	N/A	3.90	4.01	14th
School staff treat my child with dignity and respect.	N/A	N/A	N/A	3.83	4.14	3rd
The school has high expectations for my child.	N/A	N/A	N/A	3.69	3.90	14th
Our staff does a good job of educating our students.	4.22	4.26	45th	N/A	N/A	N/A
I know how to support my child's learning.	N/A	N/A	N/A	3.91	4.05	7th
I'm satisfied with how much my child is learning.	N/A	N/A	N/A	3.46	3.93	3rd
My child gets help when they need it.	N/A	N/A	N/A	3.51	3.96	3rd
Our parents and community support the school district.	3.85	3.79	45th	N/A	N/A	N/A
Our school has a process to ensure every student has a connection with at least one adult.	3.91	4.01	64th	N/A	N/A	N/A
I feel supported by my supervisor/administrator when I make a decision.	4.10	3.95	37th	N/A	N/A	N/A
I have opportunities to provide feedback to the school/teachers.	N/A	N/A	N/A	3.42	3.84	3rd
I feel welcome in my child's school.	N/A	N/A	N/A	3.84	4.16	7th
INDEX: Staff Experience	**3.75**	**3.89**	**34th**	**N/A**	**N/A**	**N/A**
I look forward to going to work.	4.02	4.07	41st	N/A	N/A	N/A

Index/Item Category	Current Score (Staff)	Comparison Score (Staff)	Comparison Percentile (Staff)	Current Score (Parent)	Comparison Score (Parent)	Comparison Percentile (Parent)
Most days, I am clean and well-kept.	4.29	N/A	N/A	N/A	N/A	N/A
In the last year, I received useful feedback to help improve my work.	3.80	3.65	68th	N/A	N/A	N/A
I have opportunities for training/ professional development to improve my work.	3.97	3.83	64th	N/A	N/A	N/A
The amount of work I am asked to do is reasonable/ manageable.	3.62	3.74	34th	N/A	N/A	N/A
The District's pay practices are fair.	2.33	3.12	3rd	N/A	N/A	N/A

CLIMATE & ENGAGEMENT ANALYSIS

Hamshire-Fannett ISD

2026 Student Climate Survey — District & Campus Readout

School Perceptions student survey · benchmarked against comparison group

1,087 respondents **82%** response rate **1,333** surveys sent **May 5, 2026** deadline

BOTTOM LINE

All four climate indexes fall below the comparison average, placing the district in the bottom third of peer districts. The district average is propped up by Intermediate; Middle and High School fall into the bottom 10–28th percentiles. The single loudest signal is student-perceived behavior/order.

01 District Snapshot

Four indexes summarize the survey on a 5-point agreement scale (Strongly Agree = 5 ... Strongly Disagree = 1). Percentile is the district's standing versus the comparison group.

Index	Statement	Current	Comp.	Percentile
Connection	I belong at school — healthy relationships and active involvement.	**4.21**	4.31	**31st**
Learning	My classes are challenging, interesting, and I can get help.	**3.79**	3.90	**37th**
Environment	School is a place that's safe, warm, and fun.	**3.53**	3.85	**21st**
Experience	I'm accepted, respected, and supported to succeed.	**3.65**	3.82	**24th**

OVERALL SATISFACTION

"Most days, I like my school." 5.51 / 10 · 26th percentile vs comparison group

02 The Engagement Cliff

The district average masks a steep drop by grade band. Cells show comparison percentile by index; Intermediate sits above the

peer average on every measure, while the secondary campuses fall into the bottom quartile.

Campus	Satisfaction	Connection	Learning	Environment	Experience
Intermediate 269 respondents	**6.41**	**77th**	**83rd**	**59th**	**81st**
Middle School 378 respondents	**5.36**	**20th**	**18th**	**8th**	**12th**
High School 440 respondents	**5.07**	**25th**	**28th**	**10th**	**14th**

03 Strengths & Priorities

Strengths

Top 5 items · current-year score	Score	Pctl.
I have friends to sit with at lunch or hang out with at school.	**4.78**	**87th**
I try my best at school.	**4.53**	**64th**
My parents/guardians help me with school as much as they can if I ask.	**4.50**	**53rd**
I have friends who help me when I need help.	**4.49**	**22nd**
I like helping other people when I can.	**4.41**	**30th**

Priorities

Bottom 5 items · current-year score	Score	Pctl.
Most kids at school follow the rules.	**2.71**	**7th**
The homework and projects I'm assigned are more than just busywork.	**2.81**	**18th**
I talk to people outside of school about what I'm learning.	**3.07**	**18th**
I can relate to what I'm learning at school.	**3.36**	**37th**
If I were bullied, I'd feel comfortable talking to someone about it.		

04 Priority Themes

The low-scoring items group into four actionable themes for leadership.

Behavior & order	**Students perceive that peers don't follow rules and don't treat each other with respect.** *"Most kids follow the rules" 2.71 (7th) · "Students treat me with respect" 3.45 (7th)*
Relevance & rigor	Work reads as busywork and disconnected from students' lives — sharpest at the High School. *"More than just busywork" 2.81 (18th) · "I can relate to what I'm learning" 3.36 (37th; 2.99 at HS)*
Environment	The "safe, warm, fun" index is the weakest construct on every secondary campus. *Environment index — District 21st · Middle 8th · High 10th*
Voice & safety to speak	Students hesitate to answer when unsure and to report bullying. *"Comfortable reporting bullying" 3.36 (14th) · "Safe answering when unsure" 3.45 (30th)*

05 Item-Level Detail

All district items by survey section, on the 5-point scale. Percentile is versus the comparison group.

Item	Agree %	Score	Comp.	Pctl.
CLASSES & TEACHERS				
I try my best at school.	93%	**4.53**	4.47	**64th**
If I need help, I can talk to my teachers outside of class.	76%	**3.89**	4.13	**14th**
My teachers explain things in a way that I get.	81%	**3.86**	3.97	**26th**
My teachers call on me in class.	77%	**3.85**	4.00	**18th**
My teachers make their classes fun and interesting.	74%	**3.66**	3.79	**26th**
I can go online or use a device at school when I need it.	68%	**3.61**	4.26	**3rd**
I can relate to what I'm learning at school.	62%	**3.36**	3.56	**37th**
LIFE AT SCHOOL				
Teachers treat me with respect.	88%	**4.29**	4.42	**22nd**
I know my teachers care about me.	83%	**4.11**	4.15	**34th**
I like to learn new things.	81%	**4.00**	4.12	**26th**
I feel safe at school.	81%	**3.98**	4.19	**30th**
I can be myself at school.	77%	**3.87**	3.89	**45th**
I feel safe answering questions in class even when I'm not sure.	64%	**3.45**	3.58	**30th**
Students treat me with respect.	66%	**3.45**	3.77	**7th**
If I were bullied, I'd feel comfortable talking to someone about it.	61%	**3.36**	3.72	**14th**
Most kids at school follow the rules.	42%	**2.71**	3.23	**7th**
PEOPLE AROUND ME				
I have friends to sit with at lunch or hang out with at school.	97%	**4.78**	4.73	**87th**
My parents/guardians help me with school as much as they can if I ask.	91%	**4.50**	4.50	**53rd**
I have friends who help me when I need help.	92%	**4.49**	4.55	**22nd**
I like helping other people when I can.	91%	**4.41**	4.44	**30th**
I like working in groups with my classmates.	80%	**4.04**	3.92	**80th**
If I have a big problem, there's an adult at school I can talk to.	77%	**3.94**	4.14	**18th**
I talk to people outside of school about what I'm learning.	52%	**3.07**	3.31	**18th**
MY LEARNING (9–12)				
The homework and projects I'm assigned are more than just busywork.	48%	**2.81**	3.06	**18th**

Strengths

Staff Perception Strengths

1. School Safety:
Staff members report feeling safe at work, with a current score of 4.42, compared with a comparison score of 4.33 (64th percentile).

2. Positive Staff Relationships:
Staff report healthy working relationships with coworkers, scoring 4.43, compared with a comparison score of 4.36 (61st percentile).

3. Technology and Instructional Resources:
Staff report having access to the technology and technology support needed to do their jobs, with scores of 4.17 and 4.22, respectively. Both scores exceed comparison scores.

4. Student Respect and Equal Opportunity:
Staff perceptions indicate that students are respected for their values and beliefs, scoring 3.98 (61st percentile), and that students are

5. Student Social and Emotional Support:
Staff perceptions of meeting students' social and emotional needs are a notable strength, with a score of 3.64 compared with a compai

6. Staff Feedback and Professional Growth:
Staff report improvements in the usefulness of feedback, scoring 3.80 compared with 3.65, and opportunities for professional developr

7. Supportive Leadership:
Staff report feeling supported by their supervisor or administrator when making decisions, with a score of 4.10 compared with 3.95.

Parent Perception Strengths

1. Student Safety: Parents rate their child's safety and support at school at 3.95, compared with a comparison score of 4.10. Although the current score is relatively positive, the gap indicates an opportunity for improvement rather than a clear comparative strength.

2. Fair Treatment When Rules Are Broken: Parents report a score of 3.87 regarding whether their child is treated fairly when breaking a school rule, compared with 4.01. This is an area to maintain while working toward stronger parent confidence.

3. Student Emotional Resilience: Parents rate their child's ability to handle the emotional challenges of school at 3.90, compared with 4.01. This represents a comparatively positive current perception, though it remains below the comparison score.

4. Parent Understanding of Supporting Learning: Parents report a score of 3.91
for knowing how to support their child's learning, compared with 4.05. This provides a foundation for stronger family engagement.

Student Perception Strengths

Strength 1: Positive Peer Relationships and Social Connections

Students report strong peer relationships and a sense of social connection at school. The statement, "I have friends

Strength 2: Student Effort and Personal Responsibility

Students demonstrate a strong commitment to putting forth effort in their education. The statement, "I try my best a

Strength 3: Family Support for Student Learning

Students report strong support from their parents and guardians. The statement, "My parents/
guardians help me with school as much as they can if I ask," received a score of 4.50, with 91% of students agreeinc

Strength 4: Positive Relationships with Teachers

Students generally report positive relationships with their teachers. A total of 88% of students agree that teachers tr

Strength 5: Student Willingness to Help Others

Students demonstrate a positive orientation toward helping their peers and contributing to the school community. Tl
uilding initiatives.

Strength 6: Intermediate Campus Climate

Intermediate students report comparatively positive perceptions of their school experience. The campus scored in the 77th percentile for overall satisfaction, the 83rd percentile for Connection, the 59th percentile for Learning, and the 81st percentile for Experience. These results provide an opportunity to identify and share effective practices that may help strengthen the climate at the secondary campuses.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Staff input & Voice	Limited opportunities for broad staff representation and inconsistent communication regarding how employee input is considered or used may contribute to staff perceptions that their voices are not adequately valued.
2	Parent Communication & Engagement	Inconsistent communication practices and limited structured opportunities for parents to provide feedback and participate in district-level and campus-level decision-making may contribute to parents feeling insufficiently informed or engaged.
3	Academic Progress and student support	The District will examine current communication practices, intervention systems, and progress-monitoring procedures to identify gaps and implement consistent practices that ensure parents are informed, students receive timely support, and academic growth is monitored across all campuses.
4	Consistent student discipline	Need to strengthen behavioral expectations, consistent implementation of discipline practices, student accountability, and positive schoolwide behavior systems
5	School culture, bullying prevention, & belonging	Need to strengthen trusted adult relationships, increase awareness of reporting procedures, and ensure students feel safe speaking up about concerns

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Math performance in grades 3, 5, and 6-8 remains below state and regional averages at the Meets and Masters grade level standards, with 4th grade performance only slightly below the state average in Masters but above in Meets.	Teacher turnover. STAAR rigor is inconsistently implemented into daily lessons, and curriculum resources are not aligned with those of other campuses.
2 ★	There is a lack of vertical alignment in mathematics in our district curriculum and STAAR scores have not recovered since COVID. Increase math scores in Approaches and Meets by 4%. The district adopted Bluebonnet Learning, a high-quality instructional material to meet the needs of all learners and align math concepts.	Lack of alignment in mathematics due to multiple resources being used without district curriculum approval.
3 ★	HFISD continues to perform above state and regional averages in district-wide Reading, reflecting strong foundational instruction. However, less than 60% of students demonstrate mastery at the Meets level, indicating a need to strengthen instruction at or above grade level instruction.	Inconsistent implementation of evidence-based reading practices, particularly in small-group and comprehension instruction, limits opportunities for students to deepen theirunderstanding and vocabulary development. Additionally, targeted interventions contribute to gaps in comprehension depth and students' ability.
4 ★	Although 3rd-grade Reading performance has improved in some areas from 2023-2024 to 2024-2025, the percentage of students reaching Meets and Master Grade Level standards remains below district and state expectations. Student achievement has fluctuated since 2021-2022, with fewer than 55% meeting grade-level proficiency and a continuing decline in Master's performance.	Inconsistent implementation of research-based reading practices and interventions, including varied phonics instruction, comprehension strategies, and small-group targeted support. Additionally, limited vertical alignment and intervention time across grade levels may contribute to gaps in foundational literacy skills, particularly among struggling readers.
5 ★	Although HFISD has significantly increased its CCMR percentage in recent years, the state's transition to a tiered system for Industry-Based Certifications (IBCs), along with new requirements for approved IBCs, may reduce the number of certifications that count toward accountability measures. This creates a risk of declining CCMR performance despite strong district efforts.	The Class of 2027 must complete a program of study and earn an IBC to earn a CCMR point. In addition, the misalignment between current CTE program offerings and TEA's newly approved tiered IBC list, as some certifications previously earned by students will no longer count toward state accountability.

6

Attendance rate for the district was below 95% for the 25-26 school year.

Although HFISD maintained attendance above 92% during the reporting periods provided, district attendance declined as the school year progressed. The district must strengthen attendance monitoring, identify the causes of chronic absenteeism, and implement targeted interventions to improve student attendance and engagement across all campuses and grade levels.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Closing the Gaps Domain**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- [x] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **SAT and/or ACT assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**

- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Budgets/entitlements and expenditures data**

Goals

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

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Hamshire-Fannett ISD will improve math scores by 3% in overall Approaches and Meets categories.

Evaluation Data Source: STAAR Math Assessment

Strategy 1 ☑ Results Driven Accountability

Identified Essential Standards using the R.E.A.L. (Readiness, Endurance, Assessed, Leverage) Method to identify strengths and weaknesses to adapt instruction to meet the needs of the students.
Scheduled common planning times to implement the Professional Learning Communities process to improve students learning and teacher instruction
Scheduled intervention time to implement a Multi-Tiered Support System to assist students not meeting standards
Purchased Bluebonnet Learning Math K-8 and Algebra I, which is a high-quality instructional material to address the learning styles of all learners. In addition, the district purchased IXL to assist students not meeting standards, and for those students that are meeting standards to extend their learning

Strategy's Expected Result/Impact: The above strategies are expected to improve student learning using the Professional Learning Communities Process by answering the following questions:
What do we want students to learn? (TEKS/Essential Standards)
How do we know the students learned it? (Assessments)
How do we respond if the students didn't learn it? (Re-teaching, Multi-Tiered Support System (MTSS) systems)
How do we respond if the students already know it? (Multi-Tiered Support System (MTSS) and IXL)

Staff Responsible for Monitoring: HFE, HFI, HFMS, HS Mathematics Teachers and interventionists
HFE, HFI, HFMS, HS Administration

Formative Reviews

November	January	March

Strategy 2

Implement High-Quality Instructional Materials (HQIM) with fidelity using supports from the instructional coaches, Region 5 curriculum implementation specialists, campus principals and district administration.

Strategy's Expected Result/Impact: TAPR report
Accountability reports
School report cards
Staff Bluebonet Learning Math Survey: Boy and EOY
Prioritizing Instructional Time and Minimizing Disruptions

Staff Responsible for Monitoring: District and Campus AdminIstrators

Formative Reviews

November	January	March

Strategy 3

Facilitate vertical PLC meetings between grade levels to ensure alignment of standards, vocabulary, and prerequisite skills.

Strategy's Expected Result/Impact: Accountability reports, school report card, TAPR

Staff Responsible for Monitoring: Campus principals
District adm.

Funding Sources: 199 - State Compensatory Ed (SCE): State,

Formative Reviews

November	January	March

Strategy 4

Analyze Common Formative Assessment data during staff development days after each six weeks and make curriculum adjustments based on the data.

Strategy's Expected Result/Impact: Increase Meets Grade Level on state accountability
Identify students based on Tier 1, Tier 2, and Tier 3 and make data driven adjustments to add more rigor and remediation
Teachers will use Eduphoria reports from CFA data to develop targeted intervention planning.

Staff Responsible for Monitoring: Teachers
Instructional Coaches
Campus Adm.
District Adm.

Formative Reviews

November	January	March

Strategy 5

Monitor math interventions through the MTSS framework to ensure students receive targeted Tier 2 and Tier 3 supports.

Strategy's Expected Result/Impact: Increase Meets Grade Level on state accountability
Identify students based on Tier 1, Tier 2, and Tier 3 and make data driven adjustments to add more rigor and remediation; teachers will complete progress monitoring forms.

Staff Responsible for Monitoring: Teachers
Campus Adm.
District Adm.

Formative Reviews

November	January	March

Performance Objective 2

The percent of students district-wide that score Meets grade level or above on STAAR Reading will increase to at least 60% by June 2027.

Evaluation Data Source: Accountability index, TAPR

Strategy 1

Send ELAR teachers to Regional Service Centers to be continuously trained on researched-based instructional strategies.

Strategy's Expected Result/Impact: Accountability reports,
school report card, TAPR

Staff Responsible for Monitoring: Principals
District Administration
Department Chairs on Secondary Campuses and Grade Level Chairs on Elementary and Intermediate Campuses

Formative Reviews

November	January	March

Strategy 2

Continue Professional Learning Communities (PLC) training planning, and collaboration with staff using Solution Tree as a vendor

Strategy's Expected Result/Impact: PLC process alignment
Accountability

Staff Responsible for Monitoring: District and Campus Administration

Formative Reviews

November	January	March

Strategy 3 ☑ Results Driven Accountability

Continue to train new Elementary teachers in reading academies as needed.

Strategy's Expected Result/Impact: Elementary students reading levels and rigor will increase

Staff Responsible for Monitoring: Elementary Principal, Elementary teachers

Formative Reviews

November	January	March

Strategy 4

Analyze Common Formative Assessment and other reading assessment data during staff development days every six weeks and adjust lessons as needed to increase student performance.

Strategy's Expected Result/Impact: Increase Meets Grade Level on state accountability
Identify students based on Tier 1, Tier 2, and Tier 3 and make data driven adjustments to add more rigor and remediation

Staff Responsible for Monitoring: Teachers
Campus Adm.
District Adm.

Formative Reviews

November	January	March

Strategy 5

Use IXL as an RTI tool to provide additional data to close reading gaps and improve the reading skills of students who do not meet the standard on STAAR EOC English I and English II exams.

Strategy's Expected Result/Impact: Increased reading levels, increased passing and Meets performance levels on EOCs.

Staff Responsible for Monitoring: High School administration, Instructional Coaches, High School English Department, Assistant Superintendent

Formative Reviews

November	January	March

Performance Objective 3

The district will strengthen the Special Services program by developing and implementing a cohesive system of support that ensures all students, including those with disabilities, receive timely, data-driven, and evidence-based interventions designed to promote both academic and behavioral growth, this system will emphasize collaboration among general education, special education, and related service providers to create a continuum of support that meets diverse learner needs.

Evaluation Data Source: CFAs, STAAR test, MClass, Dyslexia screeners, three-week progress reports, 6-week report cards, AP assessment, and college-level assessments.

Strategy 1

Analyze special education student performance data from Common Formative Assessments (CFAs), STAAR assessments, and other formal and informal measures using Eduphoria and other district-approved data management systems, data analysis will focus on objectives and standards demonstrating performance below 70% proficiency to identify specific areas of instructional need.

Strategy's Expected Result/Impact: Results will be used to inform targeted instructional planning, differentiated support, and intervention strategies, ensuring that instructional decisions are data-driven and aligned with the Texas Essential Knowledge and Skills (TEKS) and the Individualized Education Program (IEP) requirements for each student.

Staff Responsible for Monitoring: Special education teachers, core teachers, school and district administrators

Formative Reviews

November	January	March

Strategy 2

Develop and implement a comprehensive Multi-Tiered System of Support (MTSS) framework that is aligned with evidence-based practices and current research to address the academic, behavioral, and social-emotional needs of all students, staff will receive ongoing professional development and coaching to ensure consistent application of the MTSS process across all campuses.

Strategy's Expected Result/Impact: Training will emphasize data-driven decision-making, progress monitoring, and tiered interventions to promote early identification and support for students at risk, ensuring equitable access to high-quality instruction and appropriate interventions.

Staff Responsible for Monitoring: Special education teachers, core teachers, school and district administrators

Formative Reviews

November	January	March

Strategy 3

Establish a comprehensive support system to assist students in completing a rigorous course of study, including participation in Honors and Advanced Placement (AP) courses, the district will provide academic counseling, targeted tutoring, and enrichment opportunities to promote equitable access and success in advanced coursework.

Strategy's Expected Result/Impact: Support will include teacher training on instructional strategies, student mentoring, and data monitoring to ensure students are adequately prepared for AP examinations and achieve performance levels that reflect college and career readiness.

Staff Responsible for Monitoring: Counselors, Higher education coordinator, campus and district administrators, AP teachers

Formative Reviews

November	January	March

Strategy 4

Communicate to students and parents/guardians the opportunities for high school students to enroll in college-level courses through the dual credit program, including partnerships with colleges, universities, and other higher-level programs (optional communication strategies: informational sessions, targeted counseling meetings, written communications, digital outreach, and student ambassador/mentor programs).

Strategy's Expected Result/Impact: These strategies will ensure that students and families are fully informed and supported in making decisions about earning college credit while completing high school requirements.

Staff Responsible for Monitoring: Counselors, Higher education coordinator, campus and district administrators,

Formative Reviews

November	January	March

Strategy 5

Administer a state-approved universal screener designed to identify characteristics associated with dyslexia in accordance with Texas Education Code 38.003 and the most current Texas Dyslexia Handbook.

Strategy's Expected Result/Impact: This process will support early identification and intervention for students demonstrating potential risk factors for dyslexia or related reading difficulties. Data obtained from the screener will be used to inform targeted instructional planning, progress monitoring, and the implementation of evidence-based interventions to improve student literacy outcomes and ensure compliance with state and federal requirements.

Staff Responsible for Monitoring: Dyslexic teachers for relevant campuses, counselors, diagnosticians, campus administrators

Formative Reviews

November	January	March

Strategy 6

Identify and train teachers/staff required to have the 30 hours GT training and annual 6 hours training within the required legal timeframe.

Strategy's Expected Result/Impact: All GT and AP teachers have mandated hours of training each year

Staff Responsible for Monitoring: Director for Special Programs
Principals
Teachers

Formative Reviews

November	January	March

Performance Objective 4 ☑ High Priority ☑ HB3 Goal

The percentage of 2027 graduates who meet the CCMR criteria will be maintained at least 90% or higher.

Evaluation Data Source: Accountability index, TAPR

Strategy 1

Continue to offer CTE classes based on the updated industry-based certification list in order to align with TEA and the Texas Workforce careers in demand.

Strategy's Expected Result/Impact: The percentage of students who earn CCMR points will meet criteria for post-secondary readiness according to state standards.

Staff Responsible for Monitoring: Higher Ed. Coordinator
Principal
District Adm.

Formative Reviews

November	January	March

Strategy 2

Partner with military representatives to allow them to collaborate with students and get information about the military armed services on campus.

Strategy's Expected Result/Impact: Allows students to be informed about the military

Staff Responsible for Monitoring: Higher Ed. Coordinator
Principal
Counselor

Formative Reviews

November	January	March

Strategy 3

CTE funds will support the cost of certification fees of students who take CTE certification tests.

Strategy's Expected Result/Impact: More students taking and passing certification test
CCMR outcomes bonus will increase with more students passing certification test

Staff Responsible for Monitoring: Counselor, Higher Education Coordinator, HS Principal, District Adm.

Formative Reviews

November	January	March

Strategy 4

Meet with GT/Honors/Advanced Placement teachers to discuss vertically aligning activities to promote higher learning.

Strategy's Expected Result/Impact: AP test, CFA's, STAAR results, SAT/ACT test, TSI

Staff Responsible for Monitoring: Counselors, Higher education coordinator, campus and district administrators, AP teachers , PLC groups

Formative Reviews

November	January	March

Strategy 5

Increase the opportunity for students to take college-level courses while in high school through the dual credit program by continuing our partnership with LIT, LUPA and Tarleton State.

Strategy's Expected Result/Impact: College transcripts, high school transcripts, increase number of students receiving their CCMR point by taking dual credit

Staff Responsible for Monitoring: Counselors, Higher education coordinator, campus and district administrators,

Formative Reviews

November	January	March

Strategy 6

We will continue utilizing Texas College Bridge as a remediation platform, which will help students become college-ready according to state standards.

Strategy's Expected Result/Impact: CCMR
Accountability
Implement TCB in Statistics, English IV, and Business English

Staff Responsible for Monitoring: Higher Ed. Coordinator
HS Principal
Assistant Superintendent

Formative Reviews

November	January	March

Strategy 7

Utilizing Career Craft to pull CCMR data nightly from Skyward to track students' pathways to earning their CCMR points along with the course completion requirement.

Strategy's Expected Result/Impact: CCMR
Accountability

Staff Responsible for Monitoring: Higher Ed. Coordinator
Principal
CTE director

Formative Reviews

November	January	March

Performance Objective 5

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

Evaluation Data Source: TAPR, State Accountability Reports

Strategy 1

Offer summer school and Saturday school for credit recovery for all campuses to help students regain credits and advance to the next grade level.

Strategy's Expected Result/Impact: TAPR, State Accountability reports

Staff Responsible for Monitoring: Campus administrators, counselors, teachers

Formative Reviews

November	January	March

Strategy 2

Increase parental involvement by having parent/teacher and administrator conferences with those parents whose children are at risk or continually absent.

Strategy's Expected Result/Impact: TAPR, State Accountability reports

Staff Responsible for Monitoring: Campus administrators, counselors, teachers

Formative Reviews

November	January	March

Strategy 3

Meet and counsel with students interested in CTE programs for high school students.

Strategy's Expected Result/Impact: TAPR, State Accountability reports

Staff Responsible for Monitoring: Campus administrators, counselors, CTE teachers

Formative Reviews

November	January	March

Strategy 4

Increase participation of at-risk students in Teen Leadership Programs using the EXCEL Model of Capturing Kid's Hearts

Strategy's Expected Result/Impact: TAPR, State Accountability reports

Staff Responsible for Monitoring: Campus administrators, counselors, teachers

Formative Reviews

November	January	March

Strategy 5

Utilize targeted tutoring instruction before, during and after school focusing on re-teaching to assist students with mastering TEKS in tested subjects and perform satisfactorily on STAAR.

Strategy's Expected Result/Impact: Passing final grades
Promotion
Passing STAAR test
Provide Saturday school tutoring opportunities for high school students with after-school work obligations to ensure equitable access to academic support.

Staff Responsible for Monitoring: Campus Principals
Teachers

Formative Reviews

November	January	March

Strategy 6

Build into district calendar a day for all teachers to meet/call parents for better communication and expectations of their students.

Formative Reviews

November	January	March

Strategy 7

Provide counseling to students that may be homeless or in custody of the DFPS.

Formative Reviews

November	January	March

Performance Objective 6

The percentage of current emergent bilingual students who score at the Advanced or Advanced High level on TELPAS composite rating will increase from 65% to at least 70% by June of 2027.

Evaluation Data Source: TELPAS

Strategy 1

Train new teachers annually and provided yearly training to returning teachers on the English Language Proficiency Standards (ELPS)

Strategy's Expected Result/Impact: TELPAS progress scores increase

TAPR

Accountability

School Report Card

Staff Responsible for Monitoring: District Adm
Campus Principals

Formative Reviews

November	January	March

Strategy 2

Continue using Summit K-12 software for our ESL programs

Strategy's Expected Result/Impact: TELPAS progress rate increase

Staff Responsible for Monitoring: ESL teachers
ESL coordinators

Formative Reviews

November	January	March

Strategy 3

Pay a stipend to teachers that receive their ESL certification

Strategy's Expected Result/Impact: TELPAS progress rate increase

Staff Responsible for Monitoring: ESL Teachers
ESL coordinators

Formative Reviews

November	January	March

Performance Objective 7 ☑ High Priority

Maintain a district attendance rate of 95% or higher by June 2027.

Evaluation Data Source: PEIMS data

Strategy 1

Attendance secretary from each campus will attend district wide training at the beginning of the year along with update training at region 5.

Strategy's Expected Result/Impact: Improve attendance accounting

Staff Responsible for Monitoring: PEIMS coordinator, Principals, District adm.

Formative Reviews

November	January	March

Strategy 2

Continue using the PEIMS Google Classroom as a district HUB for centralized location of required

forms and enhance continuity in procedures across the district

Strategy's Expected Result/Impact: Improve continuity and processes including attendance accounting

Staff Responsible for Monitoring: PEIMS Coordinator, Principals, District Adm.

Formative Reviews

November	January	March

Strategy 3

Attendance secretaries will require an unreported attendance report to be completed by teachers not in compliance with the OAT which is signed off by the principal or the campus.

Strategy's Expected Result/Impact: Accuracy of attendance reporting

Staff Responsible for Monitoring: PEIMS coordinator, Principals, District Adm.

Formative Reviews

November	January	March

Strategy 4

Attendance secretaries send written notices home after three unexcused absences to reiterate compulsory attendance laws and district truancy policies.

Strategy's Expected Result/Impact: Improve attendance rate

Staff Responsible for Monitoring: PEIMS coordinator, Principals, District Adm.

Formative Reviews

November	January	March

Strategy 5

Assistant Principals and/or Principals will follow up with personal phone calls to families to identify barriers to attendance and offer support or resources as needed. Campus administrators will create attendance contracts (Longhorn Success Plan's) to gain buy-in from the students and parents.

Strategy's Expected Result/Impact: Attendance improvement

Staff Responsible for Monitoring: Teachers, Campus Administrators, Attendance Clerks

Formative Reviews

November	January	March

Goal 2

OPERATIONAL: Hamshire-Fannett ISD will provide a safe, secure, drug-free environment that is conducive to learning and supports the social-emotional well-being of all students and staff.

Performance Objective 1 ☑ High Priority

Train 100% of the staff on safety protocols, procedures and processes by September 2026. Train new hires as needed throughout the year.

Evaluation Data Source: Sign- sheets, certificates; documentation entered into Eduphoria

Strategy 1

Include all staff in Standard Response Protocol, Stop the Bleed, and First Aid training in staff development days during August. Implement the use of SPAT, Raptor System, and Coordinate with local law enforcement and emergency responders for drills

Strategy's Expected Result/Impact: staff morale will be better as a result of clear expectations in times of possible crisis

Staff Responsible for Monitoring: Safety and Security Coordinator, Superintendent and campus principals

Formative Reviews

November	January	March

Strategy 2

Meet with the safety coordinator along with campus principals to address any safety concerns from each campus in the district.

Strategy's Expected Result/Impact: Compliance with mandates
Address safety concerns

Staff Responsible for Monitoring: Campus principals
Teachers
District Adm.
Safety and Security Coordinator

Formative Reviews

November January March

Strategy 3

The safety and security coordinator to ensure the district complies with all state safety and security laws.

Strategy's Expected Result/Impact: Compliance with mandates
address safety concerns

Staff Responsible for Monitoring: Safety and Security Coordinator, Superintendent

Formative Reviews

November January March

Performance Objective 2

HFISD will utilize and adhere to Threat Assessment protocols set by the state and embedded into Sentinel in an effort to prevent threats to students and staff.

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

Strategy 1

Train all campus and district administrators, including counselors and the Safety Coordinator, on the Sentinel platform for data entry.

Strategy's Expected Result/Impact: Ensure accurate data is being documented correctly

Staff Responsible for Monitoring: District and campus principals, Safety Coordinator

Formative Reviews

November January March

Strategy 2

Utilize Crimestopper App to encourage and increase reporting of possible or potential helpful information to prevent violent incidents and or drug use on campus

Strategy's Expected Result/Impact: decrease incidents of violence on school campuses

Staff Responsible for Monitoring: District and Campus adminstration

Formative Reviews

November	January	March

Strategy 3

Maintain the presence of law enforcement agencies/officers on the campus at both predictable and unpredictable times/days.

Strategy's Expected Result/Impact: reduce number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use as measured by PEIMS and number of discipline referrals

Staff Responsible for Monitoring: District and Campus Administration

Formative Reviews

November	January	March

Strategy 4

Inhibit dating violence along with all other types of harassment for students and employees by training teachers annually to recognize these issues.

Strategy's Expected Result/Impact: Maintain low incidence of dating violence; increase awareness of dating violence issues; reduce harassment issues and increase feeling of safety by students and employees

Staff Responsible for Monitoring: District and Campus Administration

Formative Reviews

November	January	March

Strategy 5

Implement the Capturing Kids' Hearts (CKH) process to facilitate and promote positive student actions and decision-making.

Strategy's Expected Result/Impact: Increase the perception of a positive campus culture among students, staff, and leadership.

Staff Responsible for Monitoring: HS/MS campus administration

Formative Reviews

November	January	March

Strategy 6

DAEP staff will meet regularly to review the DAEP Handbook and ensure that all policies, procedures, and expectations are consistently implemented within the DAEP classroom.

Strategy's Expected Result/Impact: Consistent review and implementation of the DAEP Handbook will promote a structured, safe, and supportive learning environment that aligns with district expectations and fosters positive student behavior and academic success (Reduce the number of repeat attendees from the previous year).

Staff Responsible for Monitoring: DAEP Director, Campus Principals

Formative Reviews

November	January	March

Strategy 7

Hamshire-Fannett ISD will provide a safe environment for its students by ensuring school Marshals are equipped with training.

Strategy's Expected Result/Impact: Hamshire-Fannett ISD will maintain preparedness for any violent incidents by May 2027

Staff Responsible for Monitoring: Safety and Security Coordinator, Principals, District Adm.

Formative Reviews

November	January	March

Strategy 8

HFISD installed additional camera's and updated camera systems across the campus

Strategy's Expected Result/Impact: Additional monitoring of campus activity and more throughout investigations

Staff Responsible for Monitoring: Campus Principals, District Adm., Teachers

Formative Reviews

November	January	March

Strategy 9

Bullying: Anonymous bullying reporting on the website, along with anti-bullying programs during Bullying Prevention Month in October, to educate students on the legal definition of bullying.

Strategy's Expected Result/Impact: More accurate accusations of bullying reports, increased awareness of student behavior and feeling of safety at the school by students and parents. PEIMS reports will indicate the number of cases.

Staff Responsible for Monitoring: High School adm.,
District adm.

Formative Reviews

November	January	March

Strategy 10

Partner with local law enforcement agencies to have K-9 units visit district campuses throughout the school year.

Strategy's Expected Result/Impact: These visits will support the district's commitment to maintaining safe, secure, and drug-free learning environments while providing students and staff with opportunities to learn about the role of K-9 units in school safety, prevention, and community protection.

Staff Responsible for Monitoring: Safety & Security Coordinator

Formative Reviews

November	January	March

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

Performance Objective 1

HFISD will provide opportunities for students, parents, and community members to support learning.

Evaluation Data Source: Number of events at each campus

Strategy 1

All staff will receive Capturing Kids Hearts training.

Strategy's Expected Result/Impact: All campuses will earn Blue Ribbon Honor by CKH to represent positive culture.

Staff Responsible for Monitoring: School Administration

Formative Reviews

November	January	March

Strategy 2

HFISD will continue to send communication messages via social media to the school community and via email to parents and students.

Strategy's Expected Result/Impact: Increase number of postive comments on social media, increase messages sent.

Staff Responsible for Monitoring: District Adm.
Campus Administrators

Formative Reviews

November	January	March

Strategy 3

Utilize the Superintendent Announcement section of monthly board meetings to update the community on the event of the district in an in-person setting.

Strategy's Expected Result/Impact: The community will benefit from attending monthly board meetings and have all the current information and questions answered.

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent

Formative Reviews

November	January	March

Strategy 4

Continue and strengthen the District Student Advisory Committee, providing students with meaningful opportunities to share their ideas, perspectives, and feedback directly with the Superintendent and district leaders.

Strategy's Expected Result/Impact: The committee will meet twice each year to ensure student voices are heard and considered in shaping decisions, programs, and initiatives across the district.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

November	January	March

Strategy 5

Establish and maintain a District Parent Advisory Committee composed of four parent representatives from each campus in the district.

Strategy's Expected Result/Impact: The committee will meet twice each year to provide parents with a meaningful opportunity to share ideas, perspectives, concerns, and feedback directly with the Superintendent and district leaders. The committee will strengthen family engagement, promote open communication, and ensure parent voices are represented in shaping district decisions, programs, and initiatives.

Staff Responsible for Monitoring: Superintendent

Formative Reviews

November	January	March

Performance Objective 2

During the 2026-2027 school year, HFISD will host a parent engagement event for Emergent Bilingual (EB) students and families to provide resources and support in navigating the school district , while promoting social-emotional learning (SEL), mental health awareness . and student well-being.

Evaluation Data Source: Parent sign-in sheets, event agendas, informational materials, and parent feedback surveys

Strategy 1

Provide culturally and linguistically responsive parent engagement opportunities that incorporate social-emotional (SEL),, mental health awareness, emotional regulation, and strategies for supporting student's social, emotional, and academic success

Strategy's Expected Result/Impact: EB families will increase their awareness of available school and community mental health resources, develop a better understanding of students social-emotional needs, and gain strategies to support their children's emotional well-being and academic success.

Staff Responsible for Monitoring: Bilingual Specialist, ESL Specialist, School Counselors, Campus Adm, ESL teachers, Community Engagement Coordinator

Formative Reviews

November	January	March

Performance Objective 3

By October 2027, HFISD Title 1 campuses will implement, monitor, and evaluate effective parental involvement procedures that promote meaningful family engagement, strengthen communication between school and home, and support improved student academic achievement . Campuses will use information to evaluate the effectiveness of family engagement activities and identify areas of improvement.

Evaluation Data Source: Parent feedback , participation data, student progress

Strategy 1

Have campus based parental involvement committees that meet to update our parental involvement procedures

Strategy's Expected Result/Impact: Updated Parental Involvement document
Compliance with ESSA

Staff Responsible for Monitoring: Campus principals
District Administrators

Formative Reviews

November	January	March

Strategy 2

Include a staff development day where all campuses can contact parents along with Elementary

and Intermediate campuses having their required individual parent meetings.

Formative Reviews

November	January	March

Strategy 3

Review parent participation records, survey responses, communication logs, and student progress data to evaluate the effectiveness of family engagement activities and guide continuous improvement.

Strategy's Expected Result/Impact: Campuses use documented evidence to evaluate family engagement practices , identify areas for improvement, and adjust activities to better support families and student achievement,

Staff Responsible for Monitoring: Campus Principals, Campus Parent Involvement Committee Members

Formative Reviews

No Progress

November	January	March

Performance Objective 4

By May 2027, Hamshire-Fannett ISD will continue to retain and recruit quality teachers, administrators, and staff.

Evaluation Data Source: TAPR, TTESS, State assessment results

Strategy 1

Continue with longevity pay for teachers and all staff.

Strategy's Expected Result/Impact: Retention, recruitment, and support of teachers

Staff Responsible for Monitoring: District Administrators

Formative Reviews

November	January	March

Strategy 2

Continue to provide professional development trainings and pay for teachers to continue to learn refine their skills and increase their knowledge in best instructional practices.

Strategy's Expected Result/Impact: Retention and support of teacher,
TAPR, TTESS

Staff Responsible for Monitoring: District Administrators

Formative Reviews

November	January	March

Strategy 3

Continue to give raises to teachers each year if our budget allows

Strategy's Expected Result/Impact: Retention, recruitment, and support of teachers

Staff Responsible for Monitoring: District Administrators

Formative Reviews

November	January	March

Strategy 4

Ongoing mentoring, support, and alignment opportunities for teachers in new positions

Strategy's Expected Result/Impact: Retention, support of teachers.
TAPR, TTESS

Staff Responsible for Monitoring: District and Campus Administrators, Lead teachers

Formative Reviews

November	January	March

Strategy 5

District administrators will continue to attend job fairs to attract high-quality teachers.

Strategy's Expected Result/Impact: Recruiting high quality teachers

Staff Responsible for Monitoring: District Administration

Formative Reviews

November	January	March

Strategy 6

Continue to provide new teacher orientation to help them transition more smoothly into the school year.

Strategy's Expected Result/Impact: Retaining new teachers; surveys

Staff Responsible for Monitoring: District Administration

Formative Reviews

November	January	March

Strategy 7

Retired HFISD teachers and staff will continue to receive a home sports pass to attend all home sporting events for free.

Strategy's Expected Result/Impact: Staff morale and appreciation

Staff Responsible for Monitoring: Principals and District administrators
Superintendent secretary

Formative Reviews

November	January	March

Strategy 8

HFISD will continue the HF/LU Teacher Residency Partnership to recruit students directly from college and retain quality educators.

Strategy's Expected Result/Impact: Residents will fill open positions with high quality training to be successful during their novice years of teaching.

Staff Responsible for Monitoring: Principals, Assistant Superintendent, Superintendent, Director of Special Services, Director of Finance

Formative Reviews

November	January	March

Strategy 9

Establish a Hamshire-Fannett Teacher Retention Committee made up of teachers and district leaders to identify ways to recruit, support, recognize, and retain outstanding educators

Strategy's Expected Result/Impact: The committee will provide a structured opportunity for teachers to share feedback, identify challenges, and recommend strategies that strengthen teacher morale, professional support, working conditions, and overall job satisfaction

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent

Formative Reviews

November	January	March

Performance Objective 5

By June 2027, HFISD will strengthen and sustain a positive, relationship-centered school culture by evaluating the effectiveness of Capturing Kids Hearts (CKH) practices across all campuses. Campuses will use school climate data, student and staff feedback, behavior trends, and implementation evidence to identify areas of growth, improve student engagement, and strengthen positive relationships among students and staffs.

Evaluation Data Source: Blue Ribbon Award; CKH Surveys, Social Contracts, school climate data, student and staff feedback, behavior trends , and implementation evidence

Strategy 1

Provide annual Capturing Kids' Hearts training and refresher sessions for all new and returning staff to ensure consistent implementation of relationship-building strategies, social contracts, EXCEL, and positive classroom management practices.

Strategy's Expected Result/Impact: This strategy will foster a positive school climate, strengthen teacher-student relationships, and increase student engagement and academic success by promoting consistent, proactive, and supportive classroom environments across all grade levels.

Staff Responsible for Monitoring: teachers, campus administration, district administration

Formative Reviews

November **January** **March**

Strategy 2

Provide structured opportunities for students to share feedback about classroom relationships, belonging, safety and engagement, Use student input to guide campus initiatives and strengthen the consistent use of CKH relationship building practices

Strategy's Expected Result/Impact: Increased student voice, stronger student-teacher relationships, and a greater sense of belonging across campuses.

Staff Responsible for Monitoring: Campus CKH team including adm and teachers.

Formative Reviews

November **January** **March**

Strategy 3

Identify campus leaders or CKH champions who support staff in maintaining consistent implementation, modeling relationship-building strategies, sharing effective practices, and providing support to new staff members.

Strategy's Expected Result/Impact: Greater campus ownership , stronger implementation consistency, and long term sustainability of CKH practices.

Staff Responsible for Monitoring: Campus CKH teams including teachers and adm.

Formative Reviews

No Progress

November **January** **March**

Goal 4

LEADERSHIP: HFISD will increase the quality and diversity of extra- and co-curricular programs, as measured by student participation, program variety, and sustainable funding, while annually increasing student engagement and performance in activities that prepare 100% of students for post-secondary education and career pathways.

Performance Objective 1

Continue to maintain high participation of students in all Academic UIL activities.

Evaluation Data Source: Members of UIL academic teams

Strategy 1

Request that all teachers advocate for the program, encourage participation, and secure as many sponsors for as many events as possible.

Strategy's Expected Result/Impact: More participation in UIL events:
UIL district, regional, state

Staff Responsible for Monitoring: Campus and District Administrators, teachers, UIL department head

Formative Reviews

November	January	March

Strategy 2

Recruit more sponsors to lighten the load on those who are doing multiple events.

Strategy's Expected Result/Impact: Increase more students advancing and winning during UIL Academic comptetitions.

Staff Responsible for Monitoring: Campus and District Administrators, teachers

Formative Reviews

November	January	March

Strategy 3

Classroom teachers encourage students to help with recruiting.

Strategy's Expected Result/Impact: More participation in UIL events.
UIL district, regional, state

Staff Responsible for Monitoring: Campus and District Administrators, teachers. UIL department head

Formative Reviews

November	January	March

Strategy 4

Work with professional communication and teen leadership teachers to identify good candidates.

Strategy's Expected Result/Impact: Higher numbers of students in debate and public speaking contest

Staff Responsible for Monitoring: UIL coordinator

Formative Reviews

November	January	March

Strategy 5

Communicate TILF scholarships for UIL Academic State-level competitors.

Strategy's Expected Result/Impact: More participation
More regional and state qualifiers

Staff Responsible for Monitoring: UIL Coordinator

Formative Reviews

November	January	March

Strategy 6

Stress the "TEAM" concept by filling all teams with the maximum number of competitors at every tournament.

Strategy's Expected Result/Impact: More participation

Staff Responsible for Monitoring: UIL Coordinator, UIL Coaches

Formative Reviews

November	January	March

Performance Objective 2

Continue to maintain high participation rates of students in all Athletic UIL activities.

Evaluation Data Source: Member of UIL sports teams

Strategy 1

Continue to offer summer programs to keep students involved around the school setting and the coaches.

Strategy's Expected Result/Impact: Increased participation in all athletic events

Staff Responsible for Monitoring: Athletic Director
Coaches

Formative Reviews

November	January	March

Strategy 2

Middle school coaches will encourage and motivate students to participate in multiple sports.

Strategy's Expected Result/Impact: Increased participation in all athletic events

Staff Responsible for Monitoring: Middle School coaches
Athletic Director

Formative Reviews

November	January	March

Strategy 3

Recruit the hallways and promote sports through social media and local media.

Strategy's Expected Result/Impact: Increased participation and enthusiasm for our sports teams

Staff Responsible for Monitoring: Athletic Director
Coaches
Administrators

Formative Reviews

November **January** **March**

Performance Objective 3

Identify and offer co-curricular opportunities of CTE organizations available for at least 4 CTE clusters.

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

Strategy 1

Provide stipends for teacher and co-sponsors involved with CTSOs and competitive events and funding for membership dues.

Strategy's Expected Result/Impact: Increase student opportunities in CTSOs

Added three CTSO's over the past two years including: Digital Communication (Skills USA), Education (TAFE), and Health Science (HOSA).

Staff Responsible for Monitoring: District and campus administration, CTE teachers

Formative Reviews

November **January** **March**

Strategy 2

Provide funding for competitive events to include travel and entry expenses.

Strategy's Expected Result/Impact: Increase student opportunities for college and career readiness, person/growth and career success

Staff Responsible for Monitoring: District and campus administration, CTE teachers

Formative Reviews

November **January** **March**

Strategy 3

Provide membership for Teacher/CTSOs sponsor to professional educator organizations related to their assignment

Strategy's Expected Result/Impact:
Provide teachers with information and tools for success in promoting leadership and career opportunities through CTSOs

Staff Responsible for Monitoring: District and campus administration, CTE teachers

Formative Reviews

November	January	March

Strategy 4

Support CTE sponsors by funding CTSOs conferences, workshops, and conventions for continuing education and support of the program.

Strategy's Expected Result/Impact:
Increase student knowledge, leadership opportunities within the CTSOs

Staff Responsible for Monitoring: District and campus administration, CTE teachers

Formative Reviews

November	January	March

Performance Objective 4

Increase the participation rate of the band on all campuses by June 2027

Evaluation Data Source: Class Rosters

Strategy 1

Recruiting by performing for the 5th grade classes.

Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.

Staff Responsible for Monitoring: All band teachers and directors, Campus principals, District Administrators

Formative Reviews

November	January	March

Strategy 2

Work on increasing budget so that we can make yearly purchase of instruments to replace and increase inventory to be able to have more to offer for the disadvantaged in our community so that anyone can be in band if the so desire.

Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.

Staff Responsible for Monitoring: All band teachers and directors, Campus principals, District Administrators

Formative Reviews

November	January	March

Strategy 3

Work on increasing the bands knowledge of intonation, balance and precision so that they can attain the goals they set as individuals as well as a group. This will also spark more interest to join band to be a part of an award winning organization.

Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.

Staff Responsible for Monitoring: All band teachers and directors, Campus principals, District Administrators

Formative Reviews

November	January	March

Strategy 4

Work on increasing knowledge about band scholarships in college and how to attain them. Help build repertoire needed for auditions and how to get the most amount for their efforts so everyone can better opportunities for a higher education after graduation.

Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.

Staff Responsible for Monitoring: All band teachers and directors, Campus principals, District Administrators

Formative Reviews

November	January	March

Strategy 5

Have more involvement in ATSSB, TMEA and UIL Solo and Ensemble Contest

Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.

Staff Responsible for Monitoring: All band teachers and directors, Campus principals, District Administrators

Formative Reviews

November	January	March

Strategy 6

Find workshops and concert/clinics for students to participate in.

Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.

Staff Responsible for Monitoring: All band teachers and directors,

Formative Reviews

November	January	March

Strategy 7

Attend a music festival or professional music event in the Fall or Spring semester as an educational trip.

Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.

Staff Responsible for Monitoring: All band teachers and directors,

Formative Reviews

November	January	March

Strategy 8

Attend a couple of Pre-UIL events to better prepare for UIL competition.

Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.

Staff Responsible for Monitoring: All band teachers and directors,

Formative Reviews

November	January	March

Strategy 9

Involve the Middle School band in some high school activities such at football games, pep rallies.

Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.

Staff Responsible for Monitoring: All band teachers and directors,

Formative Reviews

November	January	March

Strategy 10

Offer students the ability to earn band graduation honor cords as an incentive to be involved in more activities and help student retainment.

Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year.

Staff Responsible for Monitoring: All band teachers and directors,

Formative Reviews

November	January	March

Performance Objective 5

Hamshire-Fannett will increase the participation rate of the choir on all campuses by June 2027

Evaluation Data Source: Class Rosters

Strategy 1

Recruiting by having current participants bring in friends to visit the choir room and meet the director, building relationships and recruiting students to the program.

Strategy's Expected Result/Impact: Increased number of students participating in choir. UIL events

Staff Responsible for Monitoring: Choir teacher, Campus administrators

Formative Reviews

November	January	March

Strategy 2

Provide ample performance opportunities in the school and community where students can see and hear how the choir is doing and answer any questions that students may have about the program.

Strategy's Expected Result/Impact: Increased number of students participating in choir. UIL events

Staff Responsible for Monitoring: Choir teacher, Campus administrators

Formative Reviews

November	January	March

Strategy 3

Hamshire-Fannett ISD will provide well-rounded educational opportunities for students by purchasing supplemental equipment for its music and theatre arts programs by May 2027.

Strategy's Expected Result/Impact: Students will have increased opportunity for independent practice to build skills and promote confidence.

Staff Responsible for Monitoring: Choir teachers, Theatre Arts teachers, Principal

Formative Reviews

November	January	March

Strategy 4

Choir will recruit by performing for the 5th grade classes in the Spring semester

Strategy's Expected Result/Impact: Increased opportunity to showcase the choir program

Staff Responsible for Monitoring: Choir teachers, Principals

Formative Reviews

No Progress

November	January	March

Performance Objective 6

Increase recruitment and participation in the Golden Girls program by expanding student awareness, engagement, and opportunities to participate. Develop targeted recruitment efforts, promote the program across campuses, and provide positive experiences that encourage more students to join and remain active.

Evaluation Data Source: # of Golden Girl participants

Strategy 1

Create the Golden Girls Rising Stars Team, which will serve as a developmental group where students can build skills, gain performance experience, and grow within the program

Strategy's Expected Result/Impact: By participating in Rising Stars, dancers will develop their skills, learn program expectations, and gain valuable experience that will help them successfully transition to the Varsity level.

Staff Responsible for Monitoring: Golden Girls sponsor

Formative Reviews

November	January	March