Hamshire-Fannett Independent School District

Hamshire-Fannett High School

2026-2027 Campus Improvement Plan

Accountability Rating: A

Distinction Designation:
Academic Achievement in Mathematics, Academic Achievement in Science, Top 25 Percent: Comparative Academic Growth, Postsecondary Readiness

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Mission Statement

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

Vision

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

Collaborates to achieve student growth.
Models academic and personal integrity to our students.
Welcomes all students and responds to their needs.
Inspires intellectual curiosity.
Holds themselves and their students accountable to the values of the campus.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 12

Perceptions 13

Data Documentation for CNA 20

Improvement Planning Data 21

Accountability Data 21

Student Data: Assessments 21

Student Data: Student Groups 22

Student Data: Behavior and Other Indicators 22

Employee Data 22

Parent/Community Data 22

Support Systems and Other Data 23

Goals 24

Goal 1 : ACADEMIC ACHIEVEMENT: Hamshire-Fannett High School will maintain a r... 25

Goal 2 : OPERATIONAL: Hamshire-Fannett High School will provide a safe and sec... 37

Goal 3 : LEADERSHIP: Hamshire-Fannett High School will establish a positive camp... 42

Goal 4 : LEADERSHIP: Hamshire-Fannett High School will increase the quality of ex... 46

Funding Summary 54

199 - State Compensatory Ed (SCE): State 55

Addendums 56

Comprehensive Needs Assessment

Demographics

Summary

For the 2025-2026 school year, Hamshire-Fannett High School housed about 618 students and 62 staff members. Information is based on the last four years of TAPR reports. The current projected enrollment for the 2026-2027 school year is 642. Currently the high school has an attendance number of 631 as of 10/2/26. Student enrollment information for 2026-2027 is based off of 10/6/26 data report.

	2026-2027	2025-2026	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Student Enrollment	628	618	633	620	633	604	582	577	557
African American	10.99%	10.6%	11.8%	10.2%	10.9%	11.6%	10.8%	11.4%	7.7%
Hispanic	24.36%	25.3%	22.9%	21.8%	21.0%	19.5%	17.7%	17.2%	17.4%
White	60.19%	41.6%	60.7%	64.4%	65.2%	65.6%	68.0%	67.8%	71.3%
Eco. Dis.	36.62%	36.19%	29.9%	41.6%	38.2%	32.3%	31.4%	54.6%	46.3%
EL	3.03%	5.92%	4.9%	5.2%	4.3%	1.7%	2.2%	2.1%	1.6%
At-Risk	44.75%	44%	46.6%	46.6%	47.2%	49.5%	43.5%	62.9%	52.4%
Sp. Ed.	12.74%	18.43%	9.8%	7.7%	3.2%	6.8%	5.8%	5.9%	7.5%

Teacher Experience	2025-2026	2024-2025	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Beginning Teachers	9.1%	0%	6.1%	6.3%	6.0%	6.2%	15.0%	9.2%
1-5 Years	35%	38.9%	37.5%	46.1%	43.4%	42.4%	35.0%	40.2%
6-10 Years	27.5%	29.9%	25%	9.5%	9.5%	12.6%	14.3%	13.8%
11-20 Years	9.5%	9%	11.4%	16.9%	16.3%	13.0%	8.6%	9.2%
Over 20 Years	18.8%	22.2%	20%	21.2%	14.5%	25.9%	27.2%	27.6%

Hamshire-Fannett High School while showing steady growth has been consistent in enrollment numbers and percentages of different subgroup populations for the last three years.

Strengths

A notable strength of the campus is its highly experienced instructional workforce, with over 55% of teachers possessing more than 5 years of experience (including 27.5% with 6–10 years and 18.8% with over 20 years in 2025–2026), providing strong educational stability and mentorship capacity.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Overall student enrollment experienced a noticeable drop from 633 students in 2024-2025 to 618 students in 2025-2026, interrupting the campus's overall growth trend seen across recent school years.	Increased local residential mobility and transfers to neighboring school districts or alternative education programs led to reduced student retention.

★ = Priority

Student Learning

Summary

Percent of Students Approaching Grade Level

EOC Test	Campus 2026	Campus 2025	Campus 2024	Campus 2023	Campus 2022	Campus 2021	Campus 2019	Campus 2018	State 2026	State 2022	State 2021	State 2019	State 2018
Eng. 1	85%	82%	78%	79%	69%	74%	78%	70%	72%	65%	67%	68%	65%
Eng. 2	85%	82%	82%	82%	75%	77%	70%	78%	72%	72%	71%	68%	67%
Alg. 1	92%	80%	87%	79%	83%	61%	82%	90%	82%	76%	73%	85%	83%
Biology	100%	94%	96%	95%	91%	89%	89%	88%	93%	83%	82%	88%	87%
US History	98%	95%	95%	93%	90%	90%	90%	93%	93%	89%	88%	93%	92%

Percent of Students Approaching/Meeting/Mastering Grade Level

2026 EOC	Campus Approaches	State Approaches	Campus Meets	State Meets	Campus Masters	State Masters
Eng. I	85%	72%	65%	56%	12%	13%
Eng. II	85%	72%	75%	60%	10%	9%
Alg. I	92%	82%	58%	54%	26%	30%
Biology	100%	93%	81%	71%	31%	35%
US History	98%	93%	74%	70%	37%	37%

2025 EOC	Campus Approaches	State Approaches	Campus Meets	State Meets	Campus Masters	State Masters
Eng. 1	82%	69%	64%	49%	17%	16%
Eng. 2	82%	72%	70%	55%	7%	9%
Alg. 1	80%	78%	41%	45%	26%	29%
Biology	94%	92%	74%	61%	21%	21%
US History	95%	95%	61%	68%	26%	37%

*Data information will be collected for the 25-26 school year when the TAPR is released in December 2026.

	Campus Class of 2025-26	Campus Class of 2024-25	Campus Class of 2023	Campus Class of 2022	Campus Class of 2021	Campus Class of 2020	Campus Class of 2019	Campus Class of 2018	Campus Class of 2017	State Class of 2026	State Class of 2020	State Class of 2019	Stat Clas of 201
Graduated 4-Yr Rate	100%	97.8%	99.3%	94.1%	96.9%	94.8%	95.3%	96.7%	96.2%		90.3%	90.0%	90.0
Longitudinal FHSP, Recommended or Distinguished Plan Graduates	92%	90.9%	87.7%	96.9%	96.7%	98.4%	95.9%	97.4%	89.6%		87.8%	87.6%	86.8
College-Ready Graduates		66.2%	57.6%	54.2%	51.2%	62.9%	70.2%	73.3%	57.9%		59.7%	60.7%	58.2
ELA College-Ready Graduates		60.2%	39.6%	37.4%	31.2%	28.8%	49.2%	50.0%	40.5%		47.9%	48.6%	46.0
Mathematics Postsecondary Credit 9+ Hours		21.8%	30.9%	25.2%	19.2%	27.3%	33.9%	30.2%	29.4%		24.6%	23.1%	20.7
CTE Coherent Sequence		N/A	N/A	N/A	40%	N/A	N/A	78.4%	55.6%		N/A	N/A	38.7
Graduate Average SAT Score All Subjects Average		894	936	976	971	1018	1067	1073	1022		1019	1027	103
SAT Score ELA Average		469	486	494	500	527	546	546	520		513	517	521
SAT Score Mathematics Average		424	450	481	471	492	521	527	502		506	510	515
ACT Score All Subjects Average		19.4	20.3	20.8	22	20.8	21.7	22.5	20.5		20.2	20.6	20.6
ACT Score ELA		18.9	20.7	20.7	22.9	21.0	21.8	22.4	20.3		19.9	20.3	20.3

	Campus Class of 2025-26	Campus Class of 2024-25	Campus Class of 2023	Campus Class of 2022	Campus Class of 2021	Campus Class of 2020	Campus Class of 2019	Campus Class of 2018	Campus Class of 2017	State Class of 2026	State Class of 2020	State Class of 2019	Stat Clas of 201
Average ACT Score		19.2	20.3	19.7	20.9	19.2	21.0	21.7	20.2		20.1	20.4	20.6
Mathematics Average ACT Score		20.8	19.7	21.0	22	21.3	21.6	22.9	20.9		20.5	20.8	20.9
Science													

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

	Campus Class of 2026	Campus Class of 2022	Campus Class of 2021	Campus Class of 2020	Campus Class of 2019	Campus Class of 2018	Campus Class of 2017	Campus Class of 2016	State Class of 2026	State Class of 2019	State Class of 2018	State Class of 2017	State Class of 2016
Graduates Enrolled in TX Institution of Higher Ed.		67.9%	54.4%	63.6%	66.9%	62.9%	63.5%	56.4%		52.6%	53.4%	54.6%	54.7%
Graduates Enrolled in TX IHE Completing One Year Without Remediation		45.2%	41.5%	33.3%	45.2%	64.8%	55.3%	62.7%		42.2%	60.7%	59.2%	55.7%

Strengths

Meets and Masters scores increased from **2024 EOC test results to 2026 EOC test results**.

- Students were at 54% meets grade level in all tests in 2024
- Students were at 62% meet grade level in all tests in 2025.
- Students are approximately at 71% meets grade level in all test in 2026. (Waiting on TAPR report in December)
- Students were at 13% masters grade level in all tests in 2024.
- Students were at 18% masters grade level in all tests in 2025.
- Students are approximately at 23% masters grade level in all test in 2026. (Waiting on TAPR report in December)

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	While overall EOC approaches rates remain strong across subjects, our overall percentages within meets and masters are far below the percentage of students achieving approaches.	Rigor, higher order thinking, and writing strategies need to be strengthened to push students into the meets and master categories.

★ = Priority

School Processes & Programs

Summary

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

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

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

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

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

Strengths

- TalentED recruiting program for application and staffing management.
- Strong CTE participation by students including adding 3 CTE organizations: TAFE, HOSA, Skills USA
- Mentor teacher program for new teachers.
- One-to-one student Chromebook distribution.
- Teacher Instructional Leadership program implemented with support from Region 5 in 2022. Moving forward, the instructional coach and principal will support teachers enrolled in the program by providing feedback to teachers in the TIL program based on the instructional framework designed by the service center.
- Region 5 LIFT Program
- Professional Learning Community established within each department to align curriculum, analyze data, and interpret lessons for student mastery.

Perceptions

Summary

2026 Student Survey, 440 Respondents, 5/5/26

Index	Current Score	Comparison Score	Comparison Percentile
Connection: I belong at school because I have healthy relationships with other students and adults and am actively involved in school-related activities.	4.14	4.36	25th
Learning: I learn at school because my classes are challenging, interesting, and I can get help when I need it.	3.74	3.94	28th
Environment: I like being at school because it's a place that's safe, war, and fun.	3.45	4.00	10th
Experience: I'm accepted, respected, and have the support I need to be successful at school.	3.57	3.93	14th

Top Three	Current Score	Comparison Score	Comparison Percentile
I have friends to sit with at lunch or hang out with at school.	4.69	4.61	64th
I have friends who help me when I need help.	4.50	4.52	45th

My parents/ guardians help me with school as much as they can if I ask.	4.41	4/41	53rd

Bottom Three	Current Score	Comparison Score	Comparison Percentile
Most kids at school follow the rules.	2.64	3.43	3rd
The homework and projects I'm assigned help me learn and are more than just busywork.	2.80	3.22	14th
I can relate to what I'm learning at school.	2.99	3.55	3rd

Overall Satisfaction on a scale of 1 (Unlikely) to 10 (Likely)

Most days I like my school - Score of a 0 (8% Unlikely), Score of 1 (4%), Score of 2 (4%), Score of 3 (11%), Score of 4 (9%), Score of a 5 (24% Neutral), Score of 6 (10%), Score of 7 (12%), Score of 8 (11%), Score of 9 (4%), Score of a 10 (4% Likely)

Building Score - 5.07

District Score - 5.51

2026 Parent Survey Summary, 140 Respondents, 5/5/2026

Index	Current Score	Comparison Score	Comparison Percentile
Informed: I am kept up to date on my child's progress and what's happening at school.	3.6	4.03	10th
Included: I am welcomed, respected, and part of the school community.	3.36	3.95	5th

Index	Current Score	Comparison Score	Comparison Percentile
Educational Excellence: My child's school is effective in helping them learn, develop, and succeed.	3.37	3.73	19th
Atmosphere: My child feels safe and supported at school.	3.66	4.08	11th
Experience: My family is accepted respected, and supported at school.	3.64	4.09	10th

Top Three	Current Score	Comparison Score	Comparison Percentile
School facilities are clean and well-kept.	3.94	4.36	7th
My child feels safe at school.	3.90	4.20	14th
Overall, my child is able to handle the emotional challenges of school.	3.89	4.06	18th

Bottom Three	Current Score	Comparison Score	Comparison Percentile
I am satisfied with our school's efforts to address bullying.	3.07	3.57	18th
The school provides opportunities for parental involvement.	3.12	3.93	3rd
The District is heading in the right direction.	3.15	3.45	14th

Overall Satisfaction

On a scale of 1-10, how likely would you be to recommend our school(s) to a friend or family member?

Score of 0 (6%, Unlikely), Score of 1 (0%), Score of 2 (5%), Score of 3 (6%), Score of 4 (4%), Score of 5 (19%, Neutral), Score of 6 (5%), Score of 7 (13%), Score of 8 (12%), Score of 9 (10%), Score of 10 (20%, Likely)

Building Score 6.52

District Score 6.60

2026 Staff Survey Summary, 46 Respondents, 5/5/26

Index	Current Score	Comparison Score	Comparison Percentile
Academics: We are effective in teaching and supporting our students.	3.49	3.62	40th
Engagement: I like working at this school because I am valued, heard, and can contribute.	3.70	4.00	28th
Support: I have the support I need to help educate our students and work as a team.	3.75	4.02	28th
Student Experience: Students are accepted, respected, and supported at school.	3.61	3.83	32nd
Staff Experience: Staff are accepted, respected, and supported at school.	3.76	4.04	27th

Top Three	Current Score	Comparison Score	Comparison Percentile
I feel safe at work.	4.31	4.47	34th
I have opportunities to collaborate with my colleagues.	4.31		
I feel comfortable sharing input and concerns with my supervisor/ administrator.	4.18	4.23	49th

Bottom Three	Current Score	Comparison Score	Comparison Percentile
The District's pay practices are fair.	2.88	3.39	26th
Our staff handles student discipline in a consistent manner.	3.04	3.26	37th
The district seeks input from a broad group of staff members.	3.14	3.56	22nd

Overall Satisfaction

On a scale of 1-10, how likely are you to recommend the District as a place of employment?

Score of 0 (0%, Unlikely), Score of 1 (0%), Score of 2 (2%), Score of 3 (2%), Score of 4 (0%), Score of 5 (20%, Neutral), Score of 6 (17%), Score of 7 (15%), Score of 8 (20%), Score of 9 (10%), Score of 10 (15%)

Building Score - 7.05

District Score - 7/04

Strengths

Student Survey:

- Top Three scoring areas were:
    - Students say they have friends to sit with at lunch or hang out with at school.
    - They have friend who help them with they need help.

- Say their parent/guardian(s) helps them with school as much as they can if they ask.

Parent survey:

- Top three scoring areas were:
  - School facilities are clean and well-kept.
  - My child feels safe at school.
  - Overall, my child is able to handle the emotional challenges of school.

Staff survey:

- Top three scoring areas were:
  - Staff feel safe at work.
  - They have opportunities to collaborate with their colleagues.
  - They feel comfortable sharing input and concerns with their supervisor/administrator.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Student Survey showed the lowest scores among all three surveys for students, parents, and staff. These scores fell into the following areas: Most kids at school follow the rules; The homework and projects I'm assigned help me learn and are more than just busywork; and, I can relate to what I'm learning at school.	The use of Chromebooks have shown a trend of disconnect in actual learning, where students are less engaged in actual learning.

★ = 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] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

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

Student Data: Assessments

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

- [x] **PSAT**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, 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] **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] **Student surveys and/or other feedback**
- [x] **Enrollment trends**

Employee Data

- [x] **Staff surveys and/or other feedback**
- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

☑ **Budgets/entitlements and expenditures data**

Goals

Goal 1

ACADEMIC ACHIEVEMENT: Hamshire-Fannett High School will maintain a rating of "A" or higher on state accountability reporting and maintain a 90% or higher percentage of graduates that meet the criteria for CCMR by August 2028.

Performance Objective 1

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

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

Strategy 1

Identify Essential Standards using the R.E.A.L (Readiness, Endurance, Assessed, Leverage) Method. Use CFA's to identify strengths and weakness to identify areas that need to be addressed and celebrated. PLC agenda's will focus on the driving questions: 1. What do we want our students to be able to know and do (learn)? 2. How will we know they learned it? 3. What do we do when they don't? 4. What do we do when they do?

Strategy's Expected Result/Impact: STAAR reports, CFA's, TAPR, State and Federal report cards

Staff Responsible for Monitoring: Core Area Teachers
Counselor
Administration

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

Formative Reviews

November	January	March

Strategy 2

Use Regional Service Centers (4 and 5) to train teachers in research based strategies for the classroom.

Strategy's Expected Result/Impact: STAAR reports, CFA's, TAPR, State and Federal report cards

Staff Responsible for Monitoring: Administrators
Teachers
Department Heads

Formative Reviews

November	January	March

Strategy 3

Continue sending AP and Honors teachers along with other core area teachers by rotation to AP-training to learn on how to use research based instruction and strategies in the classroom.

Strategy's Expected Result/Impact: STAAR reports, CFA's, TAPR, State and Federal report cards, state accountability index reports

Staff Responsible for Monitoring: Administration
Higher Ed Coordinator
Counselors

Formative Reviews

November	January	March

Strategy 4

The math department has identified 23 essential math concepts that students must master. The department is spiraling these concepts using weekly assessments to track their growth. Students will also be required to do these without a calculator due to calculator restrictions on the TSI and SAT exams.

Strategy's Expected Result/Impact: Higher meets percentage on STAAR, increase college readiness on TSI math scores, increase SAT math scores.

Staff Responsible for Monitoring: Math Department
Campus Prinicpal

Formative Reviews

November	January	March

Performance Objective 2

Maintain the 4 year Longitudinal Graduation Rate at 100%.

Evaluation Data Source: TAPR, State Accountability

Strategy 1

Offer tutorials, remediation classes and credit recovery.

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

Staff Responsible for Monitoring: Administration
Teachers
Counselor

Formative Reviews

November	January	March

Strategy 2

Market CTE programs and certification for students' varied interest.

Strategy's Expected Result/Impact: State reports, distractions, accountability reports

Staff Responsible for Monitoring: CTE teachers
\Administration
Counselor
Higher Ed Coordinator

Formative Reviews

November	January	March

Strategy 3

Teacher/Parent/Administrator conferences with parents whose students are absent more than 10% of a semester.

Strategy's Expected Result/Impact: State reports, accountability reports

Staff Responsible for Monitoring: Administration
Attendance Clerk
Attendance committee
Counselor

Formative Reviews

November	January	March

Strategy 4

Identify and enroll at-risk students in Teen Leadership class. Train all staff on Capturing Kids Hearts to use the EXCEL model in class.

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

Staff Responsible for Monitoring: Teachers
Counselors
Administration

Formative Reviews

November	January	March

Strategy 5

Continue providing Teen Leadership classes for At -Risk students at the high school campus.

Strategy's Expected Result/Impact: At-risk students will maintain engagement.

Staff Responsible for Monitoring: Principal,

Formative Reviews

November	January	March

Performance Objective 3

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

Evaluation Data Source: TAPR, State Accountability

Strategy 1

Counselor and Higher Ed. Coordinator will monitor students' progress toward Distinguished Graduation Plan each year from 9th through 12th grade.

Strategy's Expected Result/Impact: State Accountability report

Staff Responsible for Monitoring: Higher Ed Coordinator
Counselor
Teachers

Formative Reviews

November	January	March

Strategy 2

Continue to require all students to take Algebra II as part of the graduation plan.

Strategy's Expected Result/Impact: State Accountability Report

Staff Responsible for Monitoring: Administration
Teachers
Counselor
Higher Ed Coordinator

Formative Reviews

November	January	March

Strategy 3

Continue MTSS (Multi-Tiered Systems of Support) training for teachers to help remediation of students who are struggling with a specific course .

Strategy's Expected Result/Impact: State Accountability Report

Staff Responsible for Monitoring: Administration
Teachers
Counselor

Formative Reviews

November	January	March

Performance Objective 4

Increase the percent of advanced placement tests student score of 3 or higher.

Evaluation Data Source: TAPR, State Accountability

Strategy 1

Continue to offer AP classes to meet the needs of all students.

Strategy's Expected Result/Impact: State Accountability Reports

Staff Responsible for Monitoring: Administration
Teachers
Counselors
Higher Ed Coordinator

Formative Reviews

November	January	March

Strategy 2

All AP/Honors Teachers will attend advanced training to increase the rigor taught in the curriculum about research based instruction.

Strategy's Expected Result/Impact: State Accountability Report

Staff Responsible for Monitoring: Administration
Teachers
Counselor
Higher Ed Coordinator

Formative Reviews

November	January	March

Strategy 3

Use the Regional Service Centers to increase training for teachers for best practices and researched based instruction.

Strategy's Expected Result/Impact: State Accountability Report

Staff Responsible for Monitoring: Administration
High Ed Coordinator
Counselor

Formative Reviews

November	January	March

Performance Objective 5 ☑ High Priority

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

Evaluation Data Source: TAPR, State Accountability reports

Strategy 1

Offer the TSI to all students before graduation to help met college ready standard in all subjects.

Strategy's Expected Result/Impact: State Accountability Report

Staff Responsible for Monitoring: Administrators
Counselor
Higher Ed Coordinator

Formative Reviews

November	January	March

Strategy 2

Ensure students are aware of the SAT/ACT resources that are free including Khan Academy allowing students to have personalized instructional practice.

Strategy's Expected Result/Impact: SAT/ACT 3 % above state average and 6% above regional average

Staff Responsible for Monitoring: Administration
Counselor
Higher Ed Coordinator

Formative Reviews

November	January	March

Strategy 3

Administer the SAT through SAT School Day to all juniors and provide SAT/ACT dates and deadlines along with other opportunities in the Longhorn Lookout, social media, Facebook page, "X" and Class Google Classrooms.

Strategy's Expected Result/Impact: Avg SAT/ACT scores

Staff Responsible for Monitoring: Administration
Higher Ed Coordinator
Counselor

Formative Reviews

November	January	March

Strategy 4

Continuing to offer the PSAT to 10th and 11th graders to show growth as they prepare for the SAT.

Strategy's Expected Result/Impact: Avg SAT/ACT scores

Staff Responsible for Monitoring: Higher Ed Coordinator
Counselor
Administration

Formative Reviews

November	January	March

Strategy 5

Utilize College Bridge in English 4 and Business English courses to improve scores in TSI, and utilize in College Prep Math to gain waiver for college level math course at LIT. Juniors will do a TSI prep in English 3 and Algebra 2 before taking the TSI.

Strategy's Expected Result/Impact: Increase 5%-10% in College Ready Graduates

Staff Responsible for Monitoring: Higher Ed Coordinator
Counselor
Administration

Formative Reviews

November	January	March

Strategy 6

Honors Algebra 2 students will enroll in Tarleton State dual enrollment for College Algebra credit

Strategy's Expected Result/Impact: By increasing the expectations and rigor of courses, students' understanding and knowledge of the content will improve.

Staff Responsible for Monitoring: Honors Algebra 2 teachers
Math department chair
Instructional coach
Counselor
Higher Ed Coordinator
Administration

Formative Reviews

November	January	March

Strategy 7

Continue to offer Program of Study courses aligned to an industry-based certification based on the approved list by TEA.

Strategy's Expected Result/Impact: A higher number of students completing POS to take the certification tests and earn the CCMR point.

Staff Responsible for Monitoring: Higher Education Coordinator, Counselor, Principal

TEA Priorities: Connect high school to career and college

Formative Reviews

November	January	March

Strategy 8

Partner with military representatives to allow them to come to campus to speak with students and collaborate to gain information.

Strategy's Expected Result/Impact: Students will be more informed on career options after graduation in regards to the military branches.

Staff Responsible for Monitoring: Higher Education Coordinator, Counselor, Principal

TEA Priorities: Connect high school to career and college

Formative Reviews

November	January	March

Strategy 9

Increase the percentage of students who complete 9 or more hours of post-secondary credit, or 3 hours in math or English of post-secondary credit.

Strategy's Expected Result/Impact: Students will earn a CCMR point by taking dual credit courses.

TEA Priorities: Connect high school to career and college

Formative Reviews

November	January	March

Strategy 10

Use Region 5 personnel for training, information and updates. Continue to investigate and research other schools with higher IBC's.

Strategy's Expected Result/Impact: Staying current with allowable IBCs by TEA will help the campus take the approved certification tests to earn CCMR credit. Visiting other schools will provide ideas for refining and improving our CTE department.

Staff Responsible for Monitoring: Higher Education Coordinator, Counselor, CTE department chair, CTE teachers, Principal

TEA Priorities: Connect high school to career and college

Formative Reviews

November	January	March

Strategy 11

Offer student incentives and rewards for earning CCMR points (grad cords)

Strategy's Expected Result/Impact: Students will want graduation cords and take appropriate steps to ensure they earn them.

Staff Responsible for Monitoring: Higher Education Coordinator, Counselor, Principal, CTE department chair, CTE teachers

TEA Priorities: Connect high school to career and college

Formative Reviews

November	January	March

Strategy 12

Juniors and seniors will have the opportunity to take the ASVAB at least once a year.

Strategy's Expected Result/Impact: Students will learn about their strengths and help them determine a career.

Staff Responsible for Monitoring: Higher Education Coordinator, Counselor

Formative Reviews

November	January	March

Performance Objective 6

Increase high school attendance rate to 96% or higher for the school year.

Evaluation Data Source: TAPR, State Accountability Reports

Strategy 1

Continue to implement truancy laws

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

Staff Responsible for Monitoring:
Administration

Formative Reviews

November	January	March

Strategy 2

Continue and increase parent involvement with conferences, emails, and send home attendance letters to discuss student(s) who are continually absent.

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

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March

Strategy 3

Maintain criteria to meet the exam exemption incentives for high school students that meet the

campus attendance and academic guidelines for exemptions.

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

Staff Responsible for Monitoring: Administration
Teachers

Formative Reviews

November	January	March

Strategy 4

Encourage parents to receive notifications of students who are absent and tardy from Skyward.

Strategy's Expected Result/Impact: Increasing school and parent communication will prompt better student behavior when both are involved.

Staff Responsible for Monitoring: Attendance Clerk
Counselor
Administration

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March

Performance Objective 7 ☑ High Priority

Implement a sustainable MTSS system for core EOC areas, including Tier 2 and 3 strategies to support struggling students.

Evaluation Data Source: EOC scores, CFA data, Interim assessment, 6 weeks grading reports.

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

Performance Objective 1

Train 100% of the staff on EOP procedures and processes.

Evaluation Data Source: Sign- sheets, certificates ,

Strategy 1

Plan Staff Development Days to reinforce EOP procedures and process at the high school campus.

Strategy's Expected Result/Impact: Staff morale will increase as a result of clear expectations in possible crisis.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March

Strategy 2

Include local law enforcement when training for EOP.

Strategy's Expected Result/Impact: Cooperation will extend feeling of preparedness which makes people feel safe and prepared for a situation.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March

Strategy 3

Continue to implement interior door directive to keep classroom doors locked. This is above the state requirement of keeping exterior doors locked.

Strategy's Expected Result/Impact: Safer campus

Staff Responsible for Monitoring: All Campus Staff

Formative Reviews

November	January	March

Strategy 4

Implemented and trained staff on our silent panic alert technology program, RAPTOR.

Strategy's Expected Result/Impact: Improved, clear and concise communication as a campus to provide a more safe campus.

Staff Responsible for Monitoring: All Campus Staff

Formative Reviews

November	January	March

Performance Objective 2

The number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use will be reduced by 3% as measured by PEIMS and number of discipline referrals.

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

Strategy 1

Provide training for faculty in the areas of how to recognize potentially violent situations and procedures to follow to prevent violence.

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

Staff Responsible for Monitoring: Superintendent
Campus Principals

Formative Reviews

November	January	March

Strategy 2

Establish line of communication between the school administration and students to encourage reporting of possible or potential helpful information to prevent violent incidents. P3 TIPS is our

Crime Stoppers App for students or parents to make reports.

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

Staff Responsible for Monitoring: School administration

Formative Reviews

November	January	March

Strategy 3

Increase presence of law enforcement agencies/officers on campus at both predictable and unpredictable days and events.

Strategy's Expected Result/Impact: Reduce the number of incidents involving violence to include even Dating Violence, tobacco, Alcohol, and Other Drug use as measured by PEIMS and number of discipline referrals.

Staff Responsible for Monitoring: School Administration

Formative Reviews

November	January	March

Strategy 4

Enforce HFISD policy FFH (local) that prohibits dating violence along with other types of harassment for students and employees.

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

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March

Strategy 5

Students caught with tobacco and illegal substances assigned to ISS/DAEP will complete the Catch My Breath course in Google Classroom. This course was designed by the Texas School Safety Center and personalized for HFHS students.

Strategy's Expected Result/Impact: Students will receive substance abuse coursework to understand the effects of substance abuse. Students will discontinue use.

Staff Responsible for Monitoring: DAEP Teacher
HS Administration

Formative Reviews

November	January	March

Performance Objective 3

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

Evaluation Data Source: PEIMS reports, discipline referrals

Strategy 1

A bullying report form will be placed on the HF school website.

Strategy's Expected Result/Impact: Increase awareness of student behavior and feeling of safety at the school by students and parents as indicated on Spring community survey.

Staff Responsible for Monitoring: Administration
Technology

Formative Reviews

November	January	March

Strategy 2

Continue Teen Leadership classes.

Strategy's Expected Result/Impact: Number of incidents involving violence including dating violence, tobacco, alcohol, and other drug use will be reduced by 3% as measured by the PEIMS report along with discipline referral.

Staff Responsible for Monitoring: Curriculum department
Administration

Formative Reviews

November	January	March

Strategy 3

Bring in anti-bulling programs to help reduce the number of incidents involving violence including dating violence, tobacco, alcohol, and other drug use.

Strategy's Expected Result/Impact: Number of incidents involving violence including dating violence, tobacco, alcohol, and other drug use will be reduced by 3% as measured by the PEIMS report along with discipline referral.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March

Strategy 4

Utilizing the P3 Crimestoppers app to anonymously report bullying and/or other substance abuse or violence on campus.

Strategy's Expected Result/Impact: Investigating reports will help address problems on campus.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November	January	March

Goal 3 LEADERSHIP: Hamshire-Fannett High School will establish a positive campus culture.

Performance Objective 1

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

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

Strategy 1

Notify parents of progress reports and report card day; notify parents of extracurricular activities involving the community;school calendar changes.

Strategy's Expected Result/Impact: Increase communication with parents, staff, and community members which will better results on next year survey.
Increase participation at all events at the high school.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March

Strategy 2

Recognize teams, organizations and groups for their achievements on the school website, Facebook, X, Instagram, and the Longhorn Weekly Snapshot to teachers and staff.

Strategy's Expected Result/Impact: Increase pride and tradition in our school and with our students. Increase parent, staff, and student participation in these events. Build positive connections with community members.

Staff Responsible for Monitoring: Administration
Sponsors of organizations, teams, and groups.

Formative Reviews

November	January	March

Strategy 3

Continue to be visible on the campus and have an open door policy for teachers, community, parents, and administrators to collaborate on ideas for the district.

Strategy's Expected Result/Impact: Increase pride and tradition in our school and students. Increase parent, staff, and community participation in all events building positive connections.

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March

Strategy 4

Maintain communication with families to improve student success. This includes the Longhorn Family Connection, which is our six weeks family newsletter covering campus activities and celebrating classroom and co-curricular achievements.

Formative Reviews

November	January	March

Performance Objective 2

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

Evaluation Data Source: District staff survey data.

Strategy 1

Student discipline will be addressed in a consistent manner taking into account the specific details of each discipline infraction.

Strategy's Expected Result/Impact: Staff survey perception will improve.

Staff Responsible for Monitoring: Principal
Assistant Principal

Formative Reviews

November	January	March

Strategy 2

Staff were trained on how to enter discipline referrals in Skyward to address behaviors more timely. Parents can also see discipline notes to support efforts to reduce behaviors.

Strategy's Expected Result/Impact: Improved classroom behaviors

Staff Responsible for Monitoring: Teachers
Administration

Formative Reviews

November	January	March

Performance Objective 3

HFHS will increase the staff quality, recruitment, and retention of teachers.

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

Strategy 1

Pay for professional development opportunities for staff members.

Strategy's Expected Result/Impact: TAPR, T-Tess, retention and support of staff

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March

Strategy 2

Use Region 5 mentoring program to support new staff members at HFHS.

Strategy's Expected Result/Impact: TAPR, T-Tess, Mentoring Guidelines

Staff Responsible for Monitoring: Administration
Higher Ed Coordinator
Counselor

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	January	March

Strategy 3

District/High school administration will attend job fairs to recruit certified and highly qualified teachers.

Strategy's Expected Result/Impact: recruit and maintain \certified teachers and staff

Staff Responsible for Monitoring: Administration

Formative Reviews

November	January	March

Performance Objective 4

Implement tier 1 social-emotional learning program, Capturing Kids Hearts.

Evaluation Data Source: Office referrals

Strategy 1

Classroom walkthroughs will ensure the SEL program is implemented with fidelity.

Strategy's Expected Result/Impact: Continuous administration seen in the classroom will increase the use of CKH strategies and teacher accountability of using the program.

Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March

Goal 4

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

Performance Objective 1

Continue to increase the participation of students in all Academic UIL activities.

Evaluation Data Source: Members of UIL academic teams

Strategy 1

Advocate for the various programs and encourage participation.

Strategy's Expected Result/Impact: More participation in UIL events-
UIL district, regionals and state competition

Staff Responsible for Monitoring: Administration
Teachers
UIL Sponsors
UIL Department head

Formative Reviews

November	January	March

Performance Objective 2

Continue to increase participation rates of students in all Athletic UIL.

Evaluation Data Source: Member of UIL sports teams

Strategy 1

Continue to offer summer programs to keep athletes around the campus during the summer and involved with the coaching staff.

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

Staff Responsible for Monitoring: Athletic Director
Coaching Staff

Formative Reviews

November	January	March

Performance Objective 3

Continue to increase students advancing to various regional and state competition.

Strategy 1

Provide opportunities for more students to participate in competitions held in the fall and spring.

Strategy's Expected Result/Impact: There will be students who participate in the actual events on UIL competition days.

Staff Responsible for Monitoring: Administration
Teachers
UIL Sponsors
UIL Department head
Various sponsors

Formative Reviews

November	January	March

Strategy 2

Make all students aware that they will qualify to apply for TILF Scholarships only if they qualify at the state level of UIL.

Strategy's Expected Result/Impact: There will be students who participate in the actual events on UIL competition days.

Staff Responsible for Monitoring: Administration
Teachers
UIL Sponsors
UIL Department head
Various sponsors

Formative Reviews

November	January	March

Performance Objective 4

Continue to increase participation in CTE organizations throughout the campuses.

Evaluation Data Source: Number of students in each CTE organization

Strategy 1

Continue to provide funding for competitive CTE events to include travel and entry expenses.

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

Staff Responsible for Monitoring: Administration
CTE teachers

Formative Reviews

November	January	March

Strategy 2

Continue to provide memberships for teachers/ sponsors for professional educator organizations related to their assignments.

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

Staff Responsible for Monitoring: Administration
CTE teachers

Formative Reviews

November	January	March

Strategy 3

Continue to provide funding for CTSOs conferences, workshops and conventions.

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

Staff Responsible for Monitoring: Administration
CTE teachers

Formative Reviews

November	January	March

Strategy 4

Continue to provide funding for teacher/sponsors to attend district, area, and state in-service related to their teaching assignment and CTSOs.

Strategy's Expected Result/Impact: Provide professional development for training dedicated, enthusiastic CTSO sponsors.

Staff Responsible for Monitoring: Administration
CTE teachers

Formative Reviews

November	January	March

Strategy 5

Continue to provide funding for certification fees for students

Strategy's Expected Result/Impact: Higher number of certification test.

Staff Responsible for Monitoring: CTE Sponsors
Principal
District Adm

TEA Priorities: Connect high school to career and college

Formative Reviews

November	January	March

Performance Objective 5

Continue to increase the participation rate in band on campus.

Strategy 1

Work on increasing the band's knowledge of intonation, balance, and precision so that they can attain the goals that they set as individuals along with the group. This will spark more interest to join the HFHS band to be part of an award-winning organization.

Strategy's Expected Result/Impact: Increase in band enrollment and the retention for year after year.

Staff Responsible for Monitoring: Band director
Band teacher
Principal

Formative Reviews

November	January	March

Strategy 2

Maintain the band budget so that we can make yearly purchases of instruments to replace and increase inventory to be able to have more and offer students who are not able to purchase an instrument one to use during the school year.

Strategy's Expected Result/Impact: Increase in band enrollment and the retention for year after year.

Staff Responsible for Monitoring: Band director
Band teacher
Principal

Formative Reviews

November	January	March

Strategy 3

Work on increasing knowledge about band scholarships opportunities in college and how to obtain them. Help build rapport that is needed for auditions and how to get the most amount for the effort so everyone has a better opportunity for higher education after graduation.

Strategy's Expected Result/Impact: Increase in band enrollment and the retention for year after year.

Staff Responsible for Monitoring: Band director
Band teacher
Principal

Formative Reviews

November	January	March

Strategy 4

Continue band officers and leadership positions within the band to create more student

involvement and ownership of the band.

Strategy's Expected Result/Impact: Increase in band enrollment and the retention for year after year.

Staff Responsible for Monitoring: Band director
Band teacher
Principal

Formative Reviews

November	January	March

Strategy 5

Locate workshops and clinics for band members to participate in to increase participation in ATSSB,TMEA, and UIL events.

Strategy's Expected Result/Impact: Increase in band enrollment and the retention for year after year.

Staff Responsible for Monitoring: Band director
Band teacher
Principal

Formative Reviews

November	January	March

Performance Objective 6

Continue to increase the participation rate in choir on campus.

Strategy 1

Recruit by performing for intermediate and middle schools to show the types of music learned in choir class and have members of the class answer questions to learn more about the choir.

Strategy's Expected Result/Impact: Increase in choir enrollment and the retention for year after year.

Staff Responsible for Monitoring: Administration
Choir director/teacher

Formative Reviews

November	January	March

Strategy 2

Provide ample opportunities of performances at school and in the community where students can see and hear the choir.
Answer any question that students might have about the program so that they can also be involved.

Strategy's Expected Result/Impact: Increase in choir enrollment and the retention year after year along with UIL events and community performances.

Staff Responsible for Monitoring: Administration
Choir director/teacher

Formative Reviews

November	January	March

Strategy 3

Place fliers and signs around the campus for maximum exposure.

Strategy's Expected Result/Impact: More participation in UIL events- UIL district, regionals and state competition.

Staff Responsible for Monitoring: Administration
Teachers
UIL Sponsors
UIL Department head
Various sponsors

Formative Reviews

November	January	March

Strategy 4

Encourage students to help with recruiting at events.

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

Staff Responsible for Monitoring: Administration
Teachers
UIL Sponsors
UIL Department head
Various sponsors