Hamshire-Fannett Independent School District

Hamshire-Fannett Elementary School

2026-2027 Campus Improvement Plan

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Mission Statement

At Hamshire-Fannett Elementary, we make a difference by growing, educating, and loving all students.

Vision

Hamshire-Fannett Elementary will create a learning environment that will prepare all students to be productive members of society.

Value Statement

Honesty - We communicate honestly

Optimism - We stay optimistic

Respect - We respect one another

Navigators - We guide all our students' learning

Service - We serve all our students and community

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Comprehensive Needs Assessment

Demographics

Summary

Description of School

Hamshire-Fannett Elementary serves students in Early Education (EE) through second grade. Current Skyward enrollment data indicate a total enrollment of **431 students**.

Grade Level	Enrollment	% of Campus
EE	13	3.0%
Pre-K	48	11.1%
Kindergarten	130	30.2%
First Grade	126	29.2%
Second Grade	114	26.5%
Total	**431**	**100%**

Student Population	Students	% of Campus
Economically Disadvantaged	165	38.3%
Special Education	86	20.0%
Emergent Bilingual	36	8.4%
Gifted & Talented	15	3.5%

Hamshire-Fannett Elementary serves a diverse population of learners with varying academic and instructional needs. Approximately 38% of students are economically disadvantaged, 20% receive special education services, 8% are identified as emergent bilingual, and 3.5% are identified as gifted and talented. Campus demographic and special population data are considered when planning instruction, intervention, enrichment, staffing, and student support services.

Strengths

Hamshire-Fannett Elementary serves a diverse population of students across EE through second grade and provides programming and support for students with a variety of educational needs. The campus provides specialized services for students receiving special education, emergent bilingual, and gifted and talented services. Current enrollment supports opportunities for differentiated instruction, intervention, enrichment, and specialized programming designed to meet individual student needs.

Student Learning

Summary

BOY Testing

mCLASS

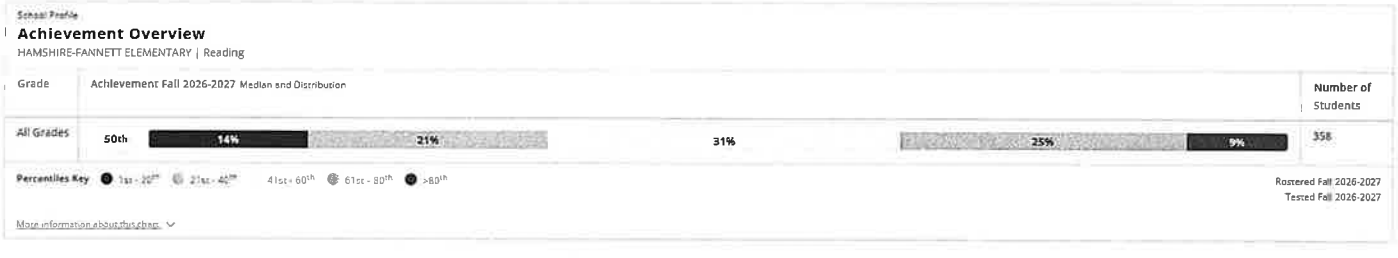
Population	Measure		Levels				Students
Population selected	Composite Score	BOY	34%	23%	22%	21%	357

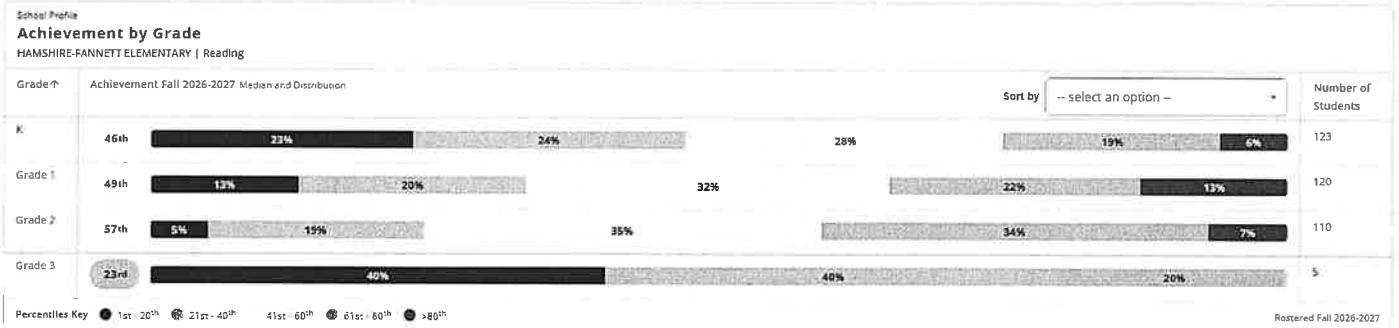
By grade | By class | By teacher

Population	Measure		Well below	Below	At	Above	Students
Grade K	Composite Score	BOY	48%	19%	14%	19%	123
Grade 1	Composite Score	BOY	30%	23%	27%	20%	122
Grade 2	Composite Score	BOY	24%	25%	26%	25%	113

NWEA Reading

HAMSHIRE-FANNETT ELEMENTARY

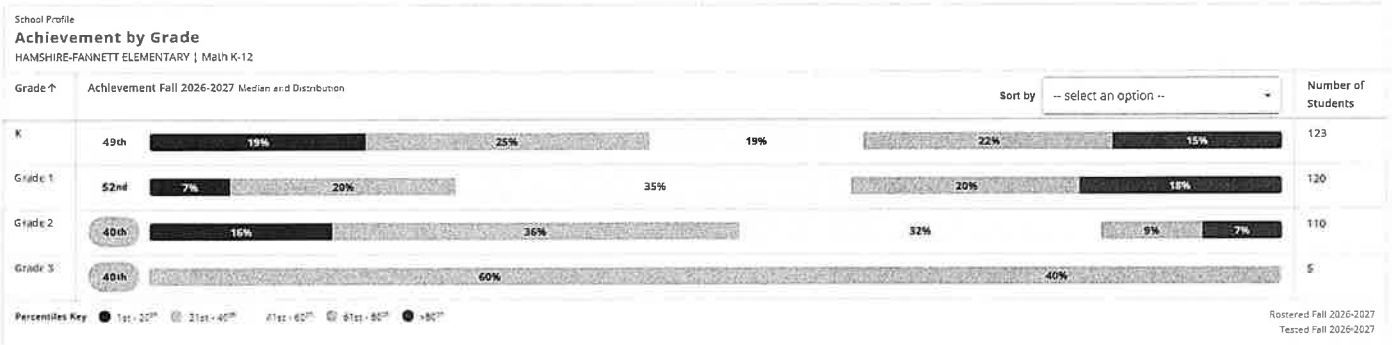




NWEA Math

HAMSHIRE-FANNETT ELEMENTARY





PreK Circle

Measure		On Track	Needs Support	Monitor	Out of Range
Rapid Vocabulary	Rapid Vocabulary 1	47%	45%	6%	2%
	Overall Measure	47%	45%	6%	2%
Social Emotional Behaviors	Positive Social Behaviors	*	*	*	*
	Classroom Community and Safety	*	*	*	*
	Emotion and Behavior Regulation	*	*	*	*
	Self-Care	*	*	*	*
	Approaches to Learning	*	*	*	*
	Overall Measure	94%	6%	0%	0%
Math	Numbers	58%	38%	2%	2%
	Shapes	77%	19%	2%	2%
	Counting	58%	34%	6%	2%
	Operations	28%	64%	6%	2%
	Patterns	45%	49%	4%	2%
	Math Language	62%	32%	4%	2%
	Overall Measure	23%	72%	4%	2%

* Measure has no benchmarks.

Strengths

• Second-grade reading is a relative campus strength. NWEA BOY data show a median achievement percentile of 57, with 76% of students performing at or above the 41st national percentile. mCLASS data also show second grade as the strongest K–2 grade level in reading, with 52% of students at or above benchmark.

• First-grade mathematics is a relative strength, with an NWEA median achievement percentile of 52 and 73% of students performing at or above the 41st national percentile.

• Pre-K students demonstrate strong social-emotional development, with 94% of students on track according to CIRCLE BOY data.

• Pre-K students demonstrate strength in shape recognition, with 77% of students on track.

• The campus utilizes multiple measures of student achievement through CIRCLE, mCLASS, and NWEA MAP Growth to identify student needs and monitor academic progress.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	BOY reading data indicate a need to strengthen foundational literacy achievement across K-2. 57% of K-2 students are performing below or well below the mCLASS benchmark, with the greatest need in kindergarten, where 67% of students are below or well below benchmark.	Campus systems for consistently using assessment data to provide differentiated foundational literacy instruction and timely, targeted small-group intervention based on specific student skill deficits need continued strengthening.
2 ★	BOY mathematics data indicate a need to strengthen foundational mathematics achievement across PK-2. Pre-K CIRCLE data show that only 23% of students are on track on the overall mathematics measure, while second-grade NWEA data show a median achievement percentile of 40, with 52% of students performing within the 1st-40th national percentile range.	Consistent implementation of explicit, differentiated mathematics instruction and targeted intervention based on individual student skill deficits needs continued strengthening across grade levels.

★ = Priority

School Processes & Programs

Summary

Hamshire-Fannett Elementary serves students in EE through second grade and utilizes campus-wide systems to support high-quality instruction, intervention, student behavior, and continuous improvement.

Professional Learning Communities and Data Analysis: Grade-level teams participate in collaborative planning and data analysis to review student performance, identify instructional needs, plan differentiated instruction, and monitor student progress. Multiple measures of student learning, including CIRCLE, mCLASS, NWEA MAP Growth, curriculum-based assessments, common formative assessments, and teacher observations, are used to guide instructional decisions.

Curriculum and Instruction: The campus provides structured Tier I instruction in reading and mathematics and utilizes adopted instructional resources and supplemental materials to address the Texas Essential Knowledge and Skills. Teachers use whole-group, small-group, and differentiated instructional practices to address varying student needs.

MTSS and Intervention: The campus utilizes a Multi-Tiered System of Supports (MTSS) to identify students requiring additional academic or behavioral support. Teachers, specialists, intervention staff, counselors, and administrators collaborate to review student data and determine appropriate interventions. Students requiring Tier II or Tier III support receive targeted intervention and progress monitoring.

Specialized Programs: The campus provides programming and instructional support for students receiving special education, emergent bilingual, gifted and talented, dyslexia, and other specialized services. Pre-K programming is also provided to eligible students, including students receiving early childhood special education services.

School Climate and Student Support: Campus-wide systems are used to promote positive student behavior, social-emotional development, strong relationships, and a safe and supportive learning environment. Staff collaborate to provide consistent expectations and appropriate academic, behavioral, and social-emotional supports for students.

Continuous Improvement: Campus leadership and instructional staff use assessment results, classroom observations, collaborative planning, progress-monitoring data, and stakeholder input to evaluate the effectiveness of instructional programs and make adjustments throughout the school year.

Strengths

Hamshire-Fannett Elementary has established collaborative systems for instructional planning, data analysis, intervention, and student support. Grade-level collaboration and the use of multiple assessment measures provide opportunities for teachers and campus leadership to identify student needs and adjust instruction throughout the year. The campus also provides scheduled intervention and specialized services to support diverse learners. Campus-wide behavior and social-emotional systems promote positive relationships, consistent expectations, and a supportive learning environment.

Perceptions

Summary

2025–2026 parent and staff perception survey data were analyzed to identify strengths and opportunities for continued campus improvement.

The parent survey included 36 respondents. Parent responses indicated strengths in families knowing how to support their child's learning, students enjoying school, and families having at least one staff member they feel comfortable contacting with an idea or concern. Each of these items received a current score of 4.10.

Parent survey data also identified opportunities for improvement. The Educational Excellence index received a score of 3.22 and ranked at the 3rd comparison percentile. Other parent perception indexes included Informed at 3.88, Included at 3.80, Atmosphere at 3.74, and Experience at 3.73. These results indicate a continued need to strengthen family confidence, communication, engagement, and perceptions of the overall educational experience.

The staff survey included 38 respondents and reflected several campus strengths. Student Experience received a score of 4.08 and ranked at the 80th comparison percentile, while Support received a score of 3.96 and ranked at the 77th percentile. Staff also reported strong working relationships with coworkers, access to needed technology, and feelings of safety at work.

Staff survey results also identified opportunities for continued improvement in staff voice and involvement in decision-making. Items related to the district seeking staff input and staff feeling that their input is valued received lower ratings than other campus measures.

Strengths

Parent perception data indicate that families feel connected to individual campus staff members and equipped to support their children's learning. Parents also reported that students generally enjoy attending school.

Staff perception data demonstrate strong campus culture and support. Staff reported positive working relationships, access to needed technology, and a strong sense of safety. The Student Experience index ranked at the 80th comparison percentile, and the Support index ranked at the 77th comparison percentile, indicating relative strengths in creating a supportive environment for students and staff.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parent perception data indicate a need to strengthen family confidence in the overall educational experience. The Educational Excellence index received a score of 3.22 and ranked at the 3rd comparison percentile, indicating an opportunity to improve family perceptions of how effectively the school helps students learn, develop, and succeed.	Campus systems for consistently communicating student learning expectations, academic progress, instructional priorities, and evidence of student growth with families need continued strengthening.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	BOY reading data indicate a need to strengthen foundational literacy achievement across K-2. 57% of K-2 students are performing below or well below the mCLASS benchmark, with the greatest need in kindergarten, where 67% of students are below or well below benchmark.	Campus systems for consistently using assessment data to provide differentiated foundational literacy instruction and timely, targeted small-group intervention based on specific student skill deficits need continued strengthening.
2 ★	BOY mathematics data indicate a need to strengthen foundational mathematics achievement across PK-2. Pre-K CIRCLE data show that only 23% of students are on track on the overall mathematics measure, while second-grade NWEA data show a median achievement percentile of 40, with 52% of students performing within the 1st-40th national percentile range.	Consistent implementation of explicit, differentiated mathematics instruction and targeted intervention based on individual student skill deficits needs continued strengthening across grade levels.
3 ★	Parent perception data indicate a need to strengthen family confidence in the overall educational experience. The Educational Excellence index received a score of 3.22 and ranked at the 3rd comparison percentile, indicating an opportunity to improve family perceptions of how effectively the school helps students learn, develop, and succeed.	Campus systems for consistently communicating student learning expectations, academic progress, instructional priorities, and evidence of student growth with families need continued strengthening.

★ = 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 Reading and math goals for PreK-3**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Accountability Distinction Designations**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [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] **Student failure and/or retention rates**
- [x] **Local benchmark or common assessments data**
- [x] **Observation Survey results**
- [x] **Prekindergarten Self-Assessment Tool**
- [x] **Texas approved PreK - 2nd grade assessment data**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Special education/non-special education population including discipline, progress and participation**

- [ ] data
- [x] Section 504 data
- [x] Gifted and talented data
- [x] Dyslexia data
- [x] Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- [x] Attendance data
- [x] Discipline records
- [x] Class size averages by grade and subject
- [x] Enrollment trends

Employee Data

- [x] Professional learning communities (PLC) data
- [x] Staff surveys and/or other feedback
- [x] Teacher/Student Ratio
- [x] State certified and high quality staff data
- [x] Campus department and/or faculty meeting discussions and data
- [x] Professional development needs assessment data

Parent/Community Data

- [x] Parent engagement rate

Support Systems and Other Data

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

Goals

Goal 1

ACADEMIC ACHIEVEMENT: Hamshire-Fannett Elementary will maintain a strong rigorous emphasis in literacy and mathematics to ensure every student grows each year.

Performance Objective 1

☑ **High Priority** ☑ **HB3 Goal**

By the end of the 2026-2027 school year, the percentage of K-2 students performing at or above benchmark on mCLASS reading will increase from 43% at BOY to at least 80% at EOY.

Evaluation Data Source: Mclass BOY, MOY, EOY benchmark data

Strategy 1

Teachers and instructional staff will utilize mCLASS benchmark and progress-monitoring data, common formative assessments, curriculum-based assessments, and classroom performance data to identify specific foundational literacy skill deficits and provide differentiated Tier I instruction and targeted small-group intervention. Grade-level PLCs will routinely analyze student data, monitor progress, adjust instructional groups, and determine appropriate Tier II and Tier III supports through the MTSS process.
Campus-based professional development and ongoing PLC support will be provided to teachers, paraprofessionals, and instructional staff in the areas of foundational literacy, data analysis, differentiated instruction, progress monitoring, and implementation of Tier I, Tier II, and Tier III supports.

Strategy's Expected Result/Impact: Increased percentage of K-2 students performing at or above benchmark on mCLASS reading from 43% at BOY to at least 80% at EOY. PLC and progress-monitoring data will demonstrate ongoing student growth and timely adjustment of instruction and intervention.

Staff Responsible for Monitoring: Campus Administration
Classroom Teachers
Intervention Staff/Instructional Support Staff

Problem Statements: Student Learning 1

Formative Reviews

November	January	March

Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	BOY reading data indicate a need to strengthen foundational literacy achievement across K-2. 57% of K-2 students are performing below or well below the mCLASS benchmark, with the greatest need in kindergarten, where 67% of students are below or well below benchmark.	Campus systems for consistently using assessment data to provide differentiated foundational literacy instruction and timely, targeted small-group intervention based on specific student skill deficits need continued strengthening.

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

By the end of the 2026-2027 school year, at least 75% of K-2 students will meet or exceed their individual NWEA MAP Growth mathematics growth projections.

Evaluation Data Source: NWEA Map Growth Mathematics BOY, MOY, and EOY data

Strategy 1

Teachers and instructional staff will utilize NWEA MAP Growth, CIRCLE Progress Monitoring, common formative assessments, curriculum-based assessments, and classroom performance data to identify specific mathematics skill deficits and provide explicit, differentiated Tier I instruction and targeted small-group intervention. Grade-level PLCs will routinely analyze student data, monitor progress, adjust instructional groups, and determine appropriate Tier II and Tier III supports through the MTSS process.
Campus-based professional development and ongoing PLC support will be provided to teachers, paraprofessionals, and instructional staff in the areas of mathematics instruction, data analysis, differentiation, progress monitoring, and implementation of Tier I, Tier II, and Tier III supports.

Strategy's Expected Result/Impact: At least 75% of K-2 students will meet or exceed their individual NWEA MAP Growth mathematics growth projections by EOY. Ongoing assessment and progress-monitoring data will demonstrate student growth and support timely adjustments to mathematics instruction and intervention.

Staff Responsible for Monitoring: Campus Administration
Classroom Teachers
Intervention Staff/Instructional Support Staff

Problem Statements: Student Learning 2

Formative Reviews

November	January	March

Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
2	BOY mathematics data indicate a need to strengthen foundational mathematics achievement across PK-2. Pre-K CIRCLE data show that only 23% of students are on track on the overall mathematics measure, while second-grade NWEA data show a median achievement percentile of 40, with 52% of students performing within the 1st-40th national percentile range.	Consistent implementation of explicit, differentiated mathematics instruction and targeted intervention based on individual student skill deficits needs continued strengthening across grade levels.

Performance Objective 3

Hamshire-Fannett Elementary will maintain an average daily attendance rate of at least 96% during the 2026-2027 school year.

Evaluation Data Source: Skyward attendance reports, PEIMS attendance data, and TAPR

Strategy 1

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

Strategy's Expected Result/Impact: Improve attendance on campus

Staff Responsible for Monitoring: HFE Teachers
HFE Administration
HFE Counselor

Formative Reviews

November	January	March

Strategy 2

Acknowledge students with perfect attendance with an incentive every six weeks, first and second semester, and for the entire year.

Strategy's Expected Result/Impact: Improve Attendance on Campus

Staff Responsible for Monitoring: HFE Teachers
HFE Administration
HFE Counselor

Formative Reviews

November	January	March

Strategy 3

Implement interventions required by the State of Texas Compulsory Attendance Law regarding Truancy.

Strategy's Expected Result/Impact: Improve attendance on campus

Staff Responsible for Monitoring: HFE Teachers
HFE Administration
HFE Counselor

Formative Reviews

November	January	March

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

Performance Objective 1

During the 2026-2027 school year, 100% of Hamshire-Fannett Elementary staff will receive required training on Emergency Operations Plan (EOP) procedures and campus safety processes.

Evaluation Data Source: Staff training records, sign-in sheets, and certificates

Strategy 1

Increase knowledge of Campus Crisis Management Plan/Emergency Operation Plan by having safety drills each month utilizing RAPTOR.

Strategy's Expected Result/Impact: Campus Emergency Operation Plan Documentation Binder

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

November	January	March

Strategy 2

Continue training and communication with staff and students on Response Standard Protocols.

Strategy's Expected Result/Impact: Campus Emergency Operation Plan Documentation Binder

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

November	January	March

Strategy 3

Participate in active shooting training at the campus.

Strategy's Expected Result/Impact: Campus Emergency Operation Plan Documentation Binder

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

November	January	March

Strategy 4

Increase awareness of visitors on campus by providing visitor passes to adults who come on campus.

Strategy's Expected Result/Impact: Lesson Plans

Staff Responsible for Monitoring: Campus Administration
Counselor
Grade Level Leaders

Formative Reviews

November	January	March

Strategy 5

Coordinate with local and district emergency personnel during practice drills throughout the year to establish aligned protocols.

Strategy's Expected Result/Impact: Align protocols between local and district emergency protocols

Staff Responsible for Monitoring: Campus Administration
Counselor

Formative Reviews

November	January	March

Performance Objective 2

During the 2026-2027 school year, 100% of students and staff will receive instruction and participate in required practice of campus Standard Response Protocols.

Evaluation Data Source: Campus safety drill records, instructional documentation, and required drill documentation

Performance Objective 3

During the 2026-2027 school year, Hamshire-Fannett Elementary will support coordinated school health by providing students with opportunities for required physical activity and promoting student wellness

through campus health and physical education programs.

Evaluation Data Source: PE participation, student attendance data, fitness assessment data when applicable, and campus health/wellness documentation.

Strategy 1

Hamshire-Fannett Elementary will implement coordinated school health activities that support physical activity, student wellness, and healthy behaviors. Campus staff will monitor student participation in required physical activity and review available fitness, attendance, academic, and student demographic data to evaluate the effectiveness of coordinated school health efforts and identify areas for improvement.

Strategy's Expected Result/Impact: Students will participate in required physical activity and have access to coordinated health and wellness supports that promote physical, social, emotional, and academic well-being.

Staff Responsible for Monitoring: Campus Administration, PE Teacher, School Nurse, Classroom Teachers.

Formative Reviews

No Progress

November	January	March

Performance Objective 4

During the 2026-2027 school year, Hamshire-Fannett Elementary will support coordinated school health by providing students with opportunities for required physical activity and promoting student wellness through campus health and physical education programs.

Evaluation Data Source: PE participation, student attendance data, fitness assessment data when applicable, and campus health/wellness documentation

Strategy 1

Hamshire-Fannett Elementary will implement coordinated school health activities that support physical activity, student wellness, and healthy behaviors. Campus staff will ensure students participate in required physical activity and will review available fitness, attendance, academic performance, and student demographic data to evaluate coordinated school health efforts and identify areas for improvement.

Strategy's Expected Result/Impact: Students will participate in required physical activity and have access to coordinated health and wellness supports that promote physical, social, emotional, and academic well-being.

Staff Responsible for Monitoring: Campus Administration
PE Teacher
School Nurse
Classroom Teachers

Formative Reviews

No Progress

November	January	March

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

Performance Objective 1 ☑ High Priority

By the end of the 2026-2027 school year, Hamshire-Fannett Elementary will increase the Parent Survey Educational Excellence index from 3.22 to at least 3.75 through strengthened communication and family engagement focused on student learning, progress, and academic success.

Evaluation Data Source: Parent perception survey results, family engagement participation data, and campus communication documentation

Strategy 1

Campus administration and teachers will strengthen family communication regarding student learning by consistently sharing grade-level learning expectations, student academic progress, assessment results, instructional priorities, and opportunities for families to support learning at home. The campus will also provide family engagement opportunities focused on student learning and academic success throughout the school year.

Strategy's Expected Result/Impact: Parent understanding of student learning and confidence in the educational experience will increase, as evidenced by an increase in the Parent Survey Educational Excellence index from 3.22 to at least 3.75 by the end of the 2026-2027 school year.

Staff Responsible for Monitoring: Campus Administration
Classroom Teachers

Problem Statements: Perceptions 1

Formative Reviews

November	January	March

Strategy 2

Hamshire-Fannett Elementary will annually develop, review, and distribute the Parent and Family Engagement Policy and School-Parent Compact, conduct parent conferences, and hold the required Title I Annual Meeting to provide families with information and opportunities for meaningful participation in their child's education.

Strategy's Expected Result/Impact: Meet the expectations documented in our Title I Parent Compact and Parent Involvement Policy

Staff Responsible for Monitoring: Campus Administration and Campus Staff

Problem Statements: Perceptions 1

Formative Reviews

November	January	March

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Parent perception data indicate a need to strengthen family confidence in the overall educational experience. The Educational Excellence index received a score of 3.22 and ranked at the 3rd comparison percentile, indicating an opportunity to improve family perceptions of how effectively the school helps students learn, develop, and succeed.	Campus systems for consistently communicating student learning expectations, academic progress, instructional priorities, and evidence of student growth with families need continued strengthening.

Goal 4

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

Performance Objective 1

During the 2026-2027 school year, Hamshire-Fannett Elementary will provide opportunities for eligible students to participate in all UIL academic events offered at the elementary level, with the goal of maximizing student participation in each event.

Evaluation Data Source: UIL participation rosters and competition records

Strategy 1

Request that all teachers advocate for the program and encourage students to try out to participate for Academic UIL.

Strategy's Expected Result/Impact: Number of students trying out for Academic UIL

Staff Responsible for Monitoring: Campus Administration
Counselor
Grade Level Leaders

Formative Reviews

November	January	March

Strategy 2

Send fliers home informing parents/guardians the benefits of participating in Academic UIL activities.

Strategy's Expected Result/Impact: Communication Binder

Staff Responsible for Monitoring: Campus Administration
Counselor
All Teachers

Formative Reviews

November	January	March

Performance Objective 2

During the 2026-2027 school year, Hamshire-Fannett Elementary will provide differentiated enrichment opportunities for identified gifted and talented students through GT services and will provide enrichment opportunities for other high-achieving students.

Evaluation Data Source: GT service documentation, lesson plans, student projects, and participation records

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Hamshire-Fannett Elementary conducted the Comprehensive Needs Assessment for the 2026–2027 Campus Improvement Plan using multiple measures of data. The campus site-based decision-making committee met on September 16 to review campus needs and provide stakeholder input. The CNA included a review of Demographics, Student Learning, School Processes & Programs, and Perceptions. Student achievement data included mCLASS, NWEA MAP Growth, and CIRCLE Progress Monitoring data. Data were reviewed by grade level, content area, and student group when available to identify strengths, areas of need, achievement gaps, and priority problem statements. Campus processes and programs, stakeholder perception data, and family engagement information were also considered. The results of the CNA were used to identify priority problem statements and root causes and to guide the development of campus goals, performance objectives, and strategies.

1.2 Location for Evidence of Multiple Meetings Held

Documentation of stakeholder meetings is maintained in the campus Google Drive. Documentation includes meeting agendas, sign-in sheets, minutes/notes, and other supporting records. Evidence from the September 16 site-based decision-making committee meeting is maintained in these campus records.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Development of the 2026–2027 Campus Improvement Plan began with the review and analysis of beginning-of-year campus data and stakeholder input. The site-based decision-making committee met on September 16 to review campus needs and provide input. Multiple measures of data, including demographics, student learning, school processes and programs, and perceptions, were analyzed to identify strengths, priority needs, and root causes. The campus then used the results of the Comprehensive Needs Assessment to develop and revise goals, performance objectives, and strategies for the 2026–2027 school year. The plan will be monitored and reviewed throughout the school year and revised as needed based on student performance and program-effectiveness data. Documentation of the planning process, including agendas, sign-in sheets, meeting notes, data reports, and other supporting records, is maintained in the campus Google Drive.

2.2 Stakeholders 1114(b)(2)

Hamshire-Fannett Elementary includes staff, parents, and community representatives in the campus improvement planning process through the site-based decision-making committee. Stakeholders review campus data, discuss identified needs, provide feedback, and assist in determining campus priorities. The site-based committee met on September 16 as part of the 2026–2027 planning process. Additional stakeholder input is gathered through parent and staff perception data, campus meetings, and ongoing communication throughout the school year. Documentation, including stakeholder lists, agendas, sign-in sheets, and meeting notes, is maintained in the campus Google Drive.

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Hamshire-Fannett Elementary coordinates the Campus Improvement Plan with applicable federal, state, and local programs and services to provide comprehensive support for students. Campus administration and staff coordinate Title I services, special education, emergent bilingual supports, gifted and talented services, MTSS/intervention, and other available district and campus resources based on identified student needs. Campus data and the Comprehensive Needs Assessment are used to align programs, resources, and services with campus goals and student needs.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

Documentation used to evaluate program effectiveness is maintained through campus improvement planning records, PLC/data meeting documentation, assessment reports, meeting agendas and sign-in sheets, and other campus records. Program effectiveness is evaluated throughout the year using student achievement data, progress-monitoring data, implementation evidence, and stakeholder perception data. Formative reviews are conducted during the year to monitor progress toward performance objectives and adjust strategies as needed. An annual summative review is used to evaluate overall program effectiveness and inform the Comprehensive Needs Assessment and Campus Improvement Plan for the following school year.