Hamshire-Fannett Independent School District



Hamshire-Fannett Intermediate School

2026-2027 Campus Improvement Plan

Accountability Rating: C

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Mission Statement

The mission of Hamshire-Fannett Intermediate School is to ensure all students learn.

Vision

Our vision is to grow greatness together through exceptional learning experiences and authentic relationships.

Value Statement

Campus Values

Great Teaching- Foster student curiosity, interest, and motivation

Engagement- Be prepared, passionate, responsive, and fun

Real-ationships- Develop authentic relationships with our students

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Comprehensive Needs Assessment

Demographics

Summary

School and Student Information

Enrollment Data by year	Intermediate Campus	Number of Teachers	Number of Aides
2019-2020	315	21	2
2020-2021	287	21	2
2021-2022	305	22	2
2022-2023	297	22	2
2023-2024	286	22	2
2024-2025	271	21	2
2025-2026	443	31	4
2026-2027	438	31	6

*The added position in 2021-2022, 2022-2023, 2023-2024 is paid for by ESSER funds to provide additional intervention to students due to HB 4545 requirements. The position is only funded for 3 years.

*In 2025-2026, the Intermediate campus added third grade to the campus. In previous years, the campus was a 4th-5th grade campus.

2026 HFI Student Enrollment by Grade and Race/Ethnicity

Race/Ethnicity	3rd Grade	4th Grade	5th Grade	Total
American Indian	1	0	1	2
Asian	3	4	3	10
Black/African American	15	13	12	40
Native Hawaiian/Pacific Islander	0	0	0	0
White	79	95	104	278
Hispanic/Latino	36	36	33	105
Two or More Races	1	1	1	3
Total Enrollment	135	149	154	438

Strengths

HFI serves an increasingly diverse student population while maintaining manageable class sizes, with no more than 22 students per class. Smaller class sizes support individualized instruction, meaningful student engagement, and strong teacher-student relationships.

Student Learning

Summary

2026 STAAR Assessment

May 2026 STAAR Reading Language Arts, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Intermediate School	147	28	1481	53.92%	84.35%	57.14%	25.17%
Economic Disadvantage	50	26	1460	50.23%	72%	56%	18%
Asian	3	34	1558	64.74%	100%	66.67%	66.67%
Black/African American	14	27	1461	51.10%	78.57%	57.14%	14.29%
Hispanic	36	28	1488	53.74%	77.78%	52.78%	22.22%
Two or More Races	1	41	1660	78.85%	100%	100%	100%
White	93	28	1477	53.80%	87.10%	58.06%	25.81%
Currently Emergent Bilingual	7	20	1374	38.19%	42.86%	14.29%	0%
First Year of Monitoring	2	30	1506	57.69%	100%	100%	0%
Second Year of Monitoring	1	39	1626	75%	100%	100%	100%
Third Year of Monitoring	1	38	1610	73.08%	100%	100%	100%
Special Ed Indicator	28	19	1347	35.71%	46.43%	25%	0%

May 2026 STAAR Mathematics, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Intermediate School	146	21	1470	56.66%	74.66%	50.68%	21.23%
Economic Disadvantage	49	19	1425	50.47%	63.27%	36.73%	16.33%
Asian	3	28	1623	76.58%	100%	100%	66.67%
Black/African American	13	19	1435	51.98%	69.23%	38.46%	15.38%
Hispanic	36	18	1417	49.10%	58.33%	33.33%	13.89%
Two or More Races	1	30	1654	81.08%	100%	100%	100%
White	93	22	1488	59.34%	80.65%	56.99%	22.58%

May 2026 STAAR Mathematics, Grade 3

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Currently Emergent Bilingual	7	12	1306	33.59%	28.57%	0%	0%
First Year of Monitoring	2	15	1349	39.19%	50%	0%	0%
Second Year of Monitoring	1	22	1471	59.46%	100%	100%	0%
Third Year of Monitoring	1	23	1501	62.16%	100%	100%	0%
Special Ed Indicator	28	16	1367	41.99%	42.86%	21.43%	3.57%

May 2026 STAAR Reading Language Arts, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Intermediate School	148	26	1545	50.43%	83.11%	52.03%	20.27%
Economic Disadvantage	65	25	1523	47.16%	75.38%	41.54%	20%
American Indian/Alaskan Native	1	13	1363	25%	0%	0%	0%
Asian	2	31	1595	58.65%	100%	50%	50%
Black/African American	10	23	1498	43.46%	80%	30%	10%
Hispanic	30	22	1490	43.21%	73.33%	36.67%	16.67%
Two or More Races	1	24	1527	46.15%	100%	0%	0%
White	104	28	1566	53.31%	86.54%	59.62%	22.12%
Currently Emergent Bilingual	10	21	1471	40.58%	70%	40%	10%
Second Year of Monitoring	1	37	1663	71.15%	100%	100%	100%
Special Ed Indicator	45	20	1462	38.55%	64.44%	24.44%	4.44%

May 2026 STAAR Mathematics, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Intermediate School	148	20	1503	49.66%	62.84%	29.73%	5.41%
Economic Disadvantage	65	19	1494	48.27%	61.54%	29.23%	6.15%
American Indian/Alaskan Native	1	19	1490	47.50%	100%	0%	0%
Asian	2	15	1416	37.50%	50%	0%	0%
Black/African American	10	17	1451	41.75%	40%	30%	0%

May 2026 STAAR Mathematics, Grade 4

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Hispanic	30	18	1471	44.50%	50%	16.67%	3.33%
Two or More Races	1	17	1460	42.50%	0%	0%	0%
White	104	21	1520	52.24%	69.23%	34.62%	6.73%
Currently Emergent Bilingual	10	17	1456	42.50%	60%	0%	0%
Second Year of Monitoring	1	25	1582	62.50%	100%	100%	0%
Special Ed Indicator	45	17	1455	42.17%	35.56%	17.78%	4.44%

*One 5th grade student took the Spanish STAAR Science (30%), Math (28.57%) and RLA (25%) Assessments - This student scored Did Not Meet on all assessments

May 2026 STAAR Reading Language Arts, Grade 5

	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Intermediate School	140	32	1620	60.98%	90%	60%	27.14%
Economic Disadvantage	64	30	1593	57.12%	82.81%	53.12%	21.88%
American Indian/Alaskan Native	1	35	1651	67.31%	100%	100%	0%
Asian	3	37	1691	71.79%	100%	100%	33.33%
Black/African American	13	31	1609	59.76%	76.92%	69.23%	23.08%
Hispanic	35	31	1613	59.56%	88.57%	60%	17.14%
Two or More Races	4	35	1665	66.83%	100%	50%	50%
White	84	32	1620	61.01%	91.67%	57.14%	30.95%
Currently Emergent Bilingual	3	19	1447	35.90%	33.33%	0%	0%
First Year of Monitoring	3	28	1553	53.21%	100%	66.67%	0%
Second Year of Monitoring	3	33	1621	63.46%	100%	100%	0%
Third Year of Monitoring	6	40	1751	76.28%	100%	83.33%	66.67%
Special Ed Indicator	20	20	1462	38.08%	40%	5%	5%

	May 2026 STAAR Mathematics, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Intermediate School	139	24	1645	57.91%	82.73%	48.92%	18.70%
Economic Disadvantage	64	22	1611	52.86%	71.88%	37.50%	17.19%
American Indian/Alaskan Native	1	17	1529	40.48%	100%	0%	0%
Asian	3	32	1762	76.19%	100%	100%	33.33%
Black/African American	13	25	1648	58.79%	84.62%	53.85%	23.08%
Hispanic	35	22	1599	52.04%	74.29%	40%	11.43%
Two or More Races	4	23	1615	54.76%	75%	50%	25%
White	83	25	1663	59.95%	85.54%	50.60%	20.48%
Currently Emergent Bilingual	3	13	1451	30.16%	33.33%	0%	0%
First Year of Monitoring	3	16	1519	38.89%	33.33%	0%	0%
Second Year of Monitoring	3	22	1593	51.59%	100%	33.33%	0%
Third Year of Monitoring	6	32	1758	76.19%	100%	100%	33.33%
Special Ed Indicator	20	16	1516	39.05%	55%	15%	0%

	May 2026 STAAR Science, Grade 5						
	Total Students	Raw Score	Scale Score	Percent Score	Approaches Grade Level (TX)	Meets Grade Level (TX)	Masters Grade Level (TX)
Intermediate School	138	16	3763	52.49%	68.12%	33.33%	13.04%
Economic Disadvantage	63	15	3692	49.68%	60.32%	30.16%	12.70%
American Indian/Alaskan Native	1	16	3774	53.33%	100%	0%	0%
Asian	3	21	4213	71.11%	100%	66.67%	33.33%
Black/African American	13	15	3697	50.51%	69.23%	30.77%	7.69%
Hispanic	34	14	3614	46.86%	55.88%	23.53%	8.82%
Two or More Races	4	15	3682	49.17%	75%	25%	25%
White	83	16	3822	54.58%	71.08%	37.35%	14.46%
Currently Emergent Bilingual	3	10	3241	32.22%	33.33%	0%	0%
First Year of Monitoring	3	10	3201	33.33%	33.33%	0%	0%
Second Year of Monitoring	3	17	3825	55.56%	100%	33.33%	0%
Third Year of Monitoring	6	20	4120	66.11%	100%	50%	33.33%
Special Ed Indicator	20	11	3389	37.67%	30%	10%	5%

2025 STAAR Assessment

	May 2025 STAAR Reading Language Arts, Grade 3				
	Total Students	Percent Score	Approaches	Meets	Masters
Elementary School	153	52.68%	88.24%	55.56%	16.99%
Economic Disadvantage	72	48.26%	81.94%	44.44%	11.11%
American Indian/Alaskan Native	1	36.54%	100%	0%	0%
Asian	2	52.88%	100%	50%	0%
Black/African American	9	47.65%	88.89%	55.56%	11.11%
Hispanic	29	48.61%	82.76%	41.38%	10.34%
Two or More Races	3	64.10%	100%	100%	0%
White	109	54%	88.99%	58.72%	20.18%
Currently Emergent Bilingual	9	48.72%	88.89%	44.44%	0%
First Year of Monitoring	1	80.77%	100%	100%	100%
Special Ed Indicator	50	42.15%	74%	28%	2%

	May 2025 STAAR Mathematics, Grade 3				
	Total Students	Percent Score	Approaches	Meets	Masters
Elementary School	152	55.87%	82.89%	44.74%	15.79%
Economic Disadvantage	72	51.39%	70.83%	38.89%	12.50%
American Indian/Alaskan Native	1	64.86%	100%	100%	0%
Asian	2	51.35%	100%	0%	0%
Black/African American	9	42.64%	44.44%	22.22%	0%
Hispanic	29	51.44%	82.76%	31.03%	6.90%
Two or More Races	3	66.67%	100%	66.67%	33.33%
White	108	57.86%	85.19%	50%	19.44%
Currently Emergent Bilingual	9	47.75%	77.78%	22.22%	0%
First Year of Monitoring	1	59.46%	100%	100%	0%
Special Ed Indicator	50	47.78%	68%	28%	8%

	May 2025 STAAR Reading Language Arts, Grade 4				
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	132	59.38%	94.70%	59.09%	25.76%

	May 2025 STAAR Reading Language Arts, Grade 4				
	Total Students	Percent Score	Approaches	Meets	Masters
Economic Disadvantage	58	54.14%	91.38%	48.28%	12.07%
Asian	2	64.42%	100%	50%	50%
Black/African American	14	61.26%	100%	78.57%	21.43%
Hispanic	31	57.26%	93.55%	54.84%	19.35%
Two or More Races	4	68.75%	100%	75%	25%
White	81	59.28%	93.83%	56.79%	28.40%
Currently Emergent Bilingual	5	42.69%	80%	20%	0%
First Year of Monitoring	3	65.38%	100%	100%	0%
Second Year of Monitoring	6	68.91%	100%	83.33%	50%
Special Ed Indicator	22	43.79%	77.27%	22.73%	9.09%

	May 2025 STAAR Mathematics, Grade 4				
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	132	62.88%	88.64%	57.58%	22.73%
Economic Disadvantage	58	58.41%	77.59%	50%	18.97%
Asian	2	76.25%	100%	100%	50%
Black/African American	14	62.50%	92.86%	64.29%	14.29%
Hispanic	31	58.63%	80.65%	51.61%	22.58%
Two or More Races	4	66.25%	75%	75%	25%
White	81	64.07%	91.36%	56.79%	23.46%
Currently Emergent Bilingual	5	33.50%	20%	0%	0%
First Year of Monitoring	3	71.67%	100%	100%	0%
Second Year of Monitoring	6	73.75%	100%	83.33%	50%
Special Ed Indicator	22	55.23%	63.64%	50%	18.18%

	May 2025 STAAR Reading Language Arts, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	134	61.67%	78.36%	61.19%	34.33%
Economic Disadvantage	42	53.75%	66.67%	42.86%	16.67%

	May 2025 STAAR Reading Language Arts, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters
American Indian/Alaskan Native	1	75%	100%	100%	100%
Black/African American	11	51.57%	45.45%	45.45%	27.27%
Hispanic	30	57.69%	76.67%	50%	23.33%
Two or More Races	6	71.47%	100%	83.33%	33.33%
White	86	63.51%	81.40%	65.12%	38.37%
Currently Emergent Bilingual	7	43.68%	42.86%	28.57%	0%
First Year of Monitoring	2	60.58%	100%	50%	0%
Special Ed Indicator	32	46.81%	46.88%	31.25%	12.50%

	May 2025 STAAR Mathematics, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	134	58.44%	77.61%	44.78%	16.42%
Economic Disadvantage	42	50.85%	69.05%	28.57%	4.76%
American Indian/Alaskan Native	1	57.14%	100%	0%	0%
Black/African American	11	48.70%	54.55%	27.27%	9.09%
Hispanic	30	54.84%	73.33%	30%	10%
Two or More Races	6	60.71%	83.33%	50%	16.67%
White	86	60.80%	81.40%	52.33%	19.77%
Currently Emergent Bilingual	7	46.94%	57.14%	14.29%	0%
First Year of Monitoring	2	51.19%	100%	0%	0%
Special Ed Indicator	32	46.65%	50%	28.12%	6.25%

	May 2025 STAAR Science, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	134	57.83%	76.12%	38.06%	8.96%
Economic Disadvantage	42	47.74%	54.76%	9.52%	2.38%
American Indian/Alaskan Native	1	64.10%	100%	0%	0%
Black/African American	11	40.33%	45.45%	9.09%	0%
Hispanic	30	50.34%	56.67%	20%	6.67%
Two or More Races	6	67.95%	100%	66.67%	0%

	May 2025 STAAR Science, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters
White	86	61.90%	84.88%	46.51%	11.63%
Currently Emergent Bilingual	7	43.22%	42.86%	14.29%	0%
First Year of Monitoring	2	37.18%	0%	0%	0%
Special Ed Indicator	32	48.40%	56.25%	21.88%	9.38%

2024 STAAR Assessment

May 2024 STAAR Reading Language Arts, Grade 4					
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	131	61.54%	90.08%	67.94%	38.93%
Economic Disadvantage	37	54.78%	83.78%	56.76%	24.32%
American Indian/Alaskan Native	1	73.08%	100%	100%	100%
Black/African American	13	51.63%	100%	46.15%	23.08%
Hispanic	26	55.62%	80.77%	57.69%	23.08%
Two or More Races	7	69.23%	100%	85.71%	71.43%
White	84	64.13%	90.48%	72.62%	42.86%
Currently Emergent Bilingual	8	38.46%	62.50%	12.50%	0%
Special Ed Indicator	30	45.13%	70%	33.33%	16.67%

May 2024 STAAR Mathematics, Grade 4					
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	131	56.56%	81.68%	51.14%	13.74%
Economic Disadvantage	37	52.91%	78.38%	45.95%	8.11%
American Indian/Alaskan Native	1	57.50%	100%	100%	0%
Black/African American	13	45.19%	61.54%	30.77%	0%
Hispanic	26	51.73%	69.23%	38.46%	7.69%
Two or More Races	7	64.29%	85.71%	57.14%	28.57%
White	84	59.17%	88.10%	57.14%	16.67%
Currently Emergent Bilingual	8	44.06%	75%	12.50%	0%
Special Ed Indicator	30	47%	60%	30%	10%

May 2024 STAAR Reading Language Arts, Grade 5					
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	131	54.61%	84.73%	52.67%	21.37%
Economic Disadvantage	66	49.71%	81.82%	40.91%	12.12%
American Indian/Alaskan Native	1	55.77%	100%	100%	0%
Asian	1	92.31%	100%	100%	100%
Black/African American	13	47.78%	69.23%	23.08%	15.38%
Hispanic	33	50.52%	84.85%	39.39%	9.09%
Native Hawaiian/Pacific Islander	1	94.23%	100%	100%	100%
Two or More Races	3	42.31%	66.67%	33.33%	0%
White	79	56.91%	87.34%	62.03%	26.58%
Currently Emergent Bilingual	11	43.36%	72.73%	27.27%	0%
First Year of Monitoring	6	59.62%	100%	50%	33.33%
Special Ed Indicator	20	42.31%	60%	30%	5%

May 2024 STAAR Mathematics, Grade 5					
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	131	57.47%	88.55%	54.20%	11.45%
Economic Disadvantage	66	54.08%	86.36%	48.48%	6.06%
American Indian/Alaskan Native	1	66.67%	100%	100%	0%
Asian	1	88.10%	100%	100%	100%
Black/African American	13	51.28%	76.92%	38.46%	15.38%
Hispanic	33	55.77%	87.88%	60.61%	6.06%
Native Hawaiian/Pacific Islander	1	100%	100%	100%	100%
Two or More Races	3	50.79%	66.67%	33.33%	33.33%
White	79	58.41%	91.14%	53.16%	10.13%
Currently Emergent Bilingual	11	54.55%	81.82%	54.55%	9.09%
First Year of Monitoring	6	58.73%	83.33%	66.67%	16.67%
Special Ed Indicator	20	45.71%	65%	25%	5%

May 2024 STAAR Science, Grade 5							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters
Middle School	131	20	3726	51.28%	64.89%	25.19%	6.87%

May 2024 STAAR Science, Grade 5							
Economic Disadvantage	66	18	3621	47.36%	54.55%	16.67%	1.52%
American Indian/Alaskan Native	1	29	4331	74.36%	100%	100%	0%
Asian	1	19	3675	48.72%	100%	0%	0%
Black/African American	13	19	3636	47.73%	53.85%	23.08%	7.69%
Hispanic	33	19	3626	47.55%	54.55%	15.15%	0%
Native Hawaiian/Pacific Islander	1	30	4380	76.92%	100%	100%	100%
Two or More Races	3	15	3310	38.46%	33.33%	0%	0%
White	79	21	3783	53.33%	70.89%	29.11%	8.86%
Currently Emergent Bilingual	11	17	3540	44.06%	36.36%	9.09%	0%
First Year of Monitoring	6	20	3726	50.85%	66.67%	0%	0%
Special Ed Indicator	20	16	3418	40.13%	40%	10%	0%

2023 STAAR Assessment

	May 2023 STAAR Reading Language Arts, Grade 4				
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	131	53.96%	87.79%	52.67%	22.90%
Economic Disadvantage	74	48.52%	79.73%	43.24%	16.22%
American Indian/Alaskan Native	1	65.38%	100%	100%	0%
Asian	1	78.85%	100%	100%	100%
Black/African American	10	50.96%	80%	40%	20%
Hispanic	31	51.74%	83.87%	51.61%	22.58%
Native Hawaiian/Pacific Islander	1	82.69%	100%	100%	100%
Two or More Races	3	46.79%	66.67%	66.67%	0%
White	84	54.62%	90.48%	52.38%	22.62%
Currently Emergent Bilingual	16	45.55%	75%	37.50%	12.50%
Special Ed Indicator	17	38.35%	58.82%	17.65%	5.88%

	May 2023 STAAR Mathematics, Grade 4				
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	131	62.67%	83.97%	65.65%	27.48%
Economic Disadvantage	74	58.28%	79.73%	59.46%	14.86%
American Indian/Alaskan Native	1	75%	100%	100%	0%
Asian	1	82.50%	100%	100%	100%
Black/African American	10	58.50%	70%	70%	30%
Hispanic	31	58.71%	83.87%	58.06%	16.13%
Native Hawaiian/Pacific Islander	1	100%	100%	100%	100%
Two or More Races	3	52.50%	66.67%	33.33%	0%
White	84	64.17%	85.71%	67.86%	30.95%
Currently Emergent Bilingual	16	50.31%	68.75%	37.50%	6.25%
Special Ed Indicator	17	46.62%	47.06%	29.41%	11.76%

	May 2023 STAAR Reading Language Arts, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters
Middle School	145	61.30%	88.28%	60%	26.90%
Economic Disadvantage	66	58.30%	87.88%	53.03%	18.18%
Asian	3	69.87%	100%	66.67%	33.33%
Black/African American	15	55.38%	73.33%	40%	26.67%
Hispanic	27	58.05%	85.19%	55.56%	11.11%
Two or More Races	4	71.63%	100%	100%	50%
White	96	62.44%	90.62%	62.50%	30.21%
Currently Emergent Bilingual	6	56.09%	83.33%	66.67%	0%
Special Ed Indicator	25	46.54%	60%	28%	4%

	May 2023 STAAR Mathematics, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	152	58.36%	84.87%	53.29%	21.71%
Economic Disadvantage	72	52.12%	79.17%	40.28%	13.89%
Asian	3	71.43%	100%	66.67%	66.67%
Black/African American	17	54.90%	76.47%	47.06%	23.53%
Hispanic	28	53.23%	82.14%	42.86%	10.71%
Two or More Races	4	66.07%	100%	75%	50%
White	100	59.69%	86%	56%	22%
Currently Emergent Bilingual	6	44.44%	83.33%	16.67%	0%
Special Ed Indicator	25	43.33%	60%	16%	4%

	May 2023 STAAR Science, Grade 5				
	Total Students	Percent Score	Approaches	Meets	Masters
Intermediate School	152	56.12%	72.37%	40.13%	11.84%
Economic Disadvantage	72	49.96%	58.33%	27.78%	6.94%
Asian	3	60.68%	100%	33.33%	0%
Black/African American	17	46%	41.18%	23.53%	11.76%
Hispanic	28	50.73%	64.29%	25%	10.71%
Two or More Races	4	55.13%	50%	50%	0%
White	100	59.26%	80%	47%	13%
Currently Emergent Bilingual	6	38.89%	33.33%	0%	0%
Special Ed Indicator	25	44.51%	44%	20%	0%

2022 STAAR Assessment

	May 2022 STAAR Mathematics, Grade 4			
	Total Students	**Approaches**	**Meets**	**Masters**
Intermediate School	153	76.47%	46.41%	24.18%
Economic Disadvantage	58	63.79%	31.03%	10.34%

May 2022 STAAR Mathematics, Grade 4

	Total Students	Approaches	Meets	Masters
Asian	3	100%	100%	33.33%
Black/African American	17	70.59%	29.41%	11.76%
Hispanic	28	53.57%	25%	17.86%
Two or More Races	4	75%	75%	50%
White	101	83.17%	52.48%	26.73%
Currently Emergent Bilingual	8	25%	0%	0%
Special Ed Indicator	21	33.33%	9.52%	4.76%

May 2022 STAAR Reading, Grade 4

	Total Students	Approaches	Meets	Masters
Intermediate School	153	81.05%	54.90%	27.45%
Economic Disadvantage	58	74.14%	34.48%	12.07%
Asian	3	100%	100%	66.67%
Black/African American	17	70.59%	29.41%	5.88%
Hispanic	28	78.57%	42.86%	17.86%
Two or More Races	4	100%	50%	25%
White	101	82.18%	61.39%	32.67%
Currently Emergent Bilingual	8	75%	25%	0%
Special Ed Indicator	21	61.90%	33.33%	19.05%

May 2022 STAAR Mathematics, Grade 5

	Total Students	Approaches	Meets	Masters
Intermediate School	143	79.72%	46.15%	22.38%
Economic Disadvantage	73	78.08%	43.84%	19.18%
Asian	2	100%	100%	100%
Black/African American	12	66.67%	33.33%	0%
Hispanic	33	78.79%	39.39%	15.15%
Two or More Races	2	100%	100%	50%
White	94	80.85%	47.87%	25.53%
Currently Emergent Bilingual	10	100%	70%	30%
Special Ed Indicator	25	44%	16%	4%

May 2022 STAAR Reading, Grade 5

	Total Students	Approaches	Meets	Masters
Intermediate School	144	81.25%	43.75%	25%
Economic Disadvantage	74	72.97%	31.08%	16.22%
Asian	2	100%	50%	0%
Black/African American	12	66.67%	8.33%	0%
Hispanic	33	78.79%	33.33%	9.09%

Two or More Races	2	100%	50%	50%
White	95	83.16%	51.58%	33.68%
Currently Emergent Bilingual	10	70%	30%	0%
Special Ed Indicator	25	36%	12%	0%

May 2022 STAAR Science, Grade 5

	Total Students	Approaches	Meets	Masters
Intermediate School	144	68.75%	36.11%	15.28%
Economic Disadvantage	74	59.46%	29.73%	10.81%
Asian	2	100%	50%	50%
Black/African American	12	25%	16.67%	8.33%
Hispanic	33	60.61%	12.12%	6.06%
Two or More Races	2	100%	50%	0%
White	95	75.79%	46.32%	18.95%
Currently Emergent Bilingual	10	70%	10%	10%
Special Ed Indicator	25	28%	8%	4%

Strengths

- HFI outperformed both Region and State at the **Approaches level in 3rd grade RLA, 3rd grade Math, 4th grade RLA, 5th grade RLA, 5th grade Math, and 5th grade Science**.
- HFI outperformed both Region and State at the **Meets level in 3rd grade RLA, 3rd grade Math, and 5th grade RLA**, and exceeded Region performance in 4th grade RLA, 5th grade Math, and 5th grade Science.
- **3rd grade RLA demonstrated increased rigor of performance**, with Meets increasing from 55.56% to 57.14% and Masters increasing from 16.99% to 25.17%; 2026 performance exceeded Region at all three performance levels.
- **3rd grade Math increased at both Meets and Masters**, from 44.74% to 50.68% at Meets and from 15.79% to 21.23% at Masters; campus performance exceeded Region at all three performance levels.
- **5th grade RLA demonstrated strong performance at Approaches**, increasing from 78.36% to 90%, with 2026 Approaches and Meets performance exceeding both Region and State.
- **5th grade Math improved at all three performance levels** from 2025 to 2026, increasing to 82.73% Approaches, 48.92% Meets, and 18.70% Masters. In 2026, HFI exceeded Region at all three performance levels and exceeded State at Approaches and Meets.
- **5th grade Science Masters performance increased** from 8.96% to 13.04%, while Approaches performance remained above both Region and State.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Mathematics achievement and growth remain areas of need. In 2026, 4th-grade STAAR Math performance was 62.84% Approaches, 29.73% Meets, and 5.41% Masters, with additional achievement gaps evident among student groups across grades 3-5.	Inconsistent student growth and performance indicate a need for continued curriculum internalization and calibration, targeted intervention, and consistent use of student data to adjust instruction.
2 ★	Achievement gaps remain among student groups in RLA across grades 3-5, particularly among students receiving Special Education services and Emergent Bilingual students, whose 2026 STAAR performance was below campus averages.	Continued emphasis is needed on consistent curriculum internalization, alignment of grade-level and specially designed instruction, use of student data, and differentiated instruction and intervention to address individual learning needs.
3 ★	Student survey results indicate concerns with school climate, particularly student behavior and the ability to participate confidently in classroom learning. Parent survey results also indicate concerns with the school's efforts to address bullying.	There is a need for more consistent reinforcement of campus-wide behavior expectations and intentional opportunities for students to develop positive peer relationships, practice respectful interactions, and build confidence in classroom participation.
4 ★	Emergent Bilingual students continue to demonstrate gaps in English language proficiency and academic achievement, with 2026 performance below campus averages across assessed STAAR content areas.	Continued emphasis is needed on consistent implementation of the ELPS, language supports within grade-level instruction, and targeted monitoring of individual student progress.
5 ★	Although 5th-grade STAAR Science performance at the Approaches level exceeded Region and State, only 33.33% of students reached Meets and 13.04% reached Masters in 2026, indicating a need to increase the depth of student understanding and achievement in science.	There is a continued need for consistent standards-aligned science instruction that emphasizes instructional rigor and provides students frequent opportunities to apply content knowledge and demonstrate understanding at higher levels of cognitive demand.

★ = Priority

School Processes & Programs

Summary

Hamshire-Fannett Intermediate is departmentalized in Reading Language Arts, mathematics, science, and social studies across grades 3-5. Content-area teams participate in weekly PLCs to analyze student learning, plan instruction, and respond to identified student needs. Teachers use multiple sources of data, including Eduphoria Aware CFAs, Bluebonnet Learning assessments, classroom assessments, and STAAR Interim/Cambium data to monitor student progress and make instructional decisions. NWEA and mCLASS assessments are administered at the beginning, middle, and end of the year to provide additional measures of student growth and achievement.

The master schedule includes one-hour WIN (What I Need) blocks to provide targeted intervention and acceleration. Student performance data are used to identify students needing additional support, determine appropriate interventions, and monitor progress. Tier II intervention, Dyslexia, and ESL services are provided during WIN, while Tier III intervention provides additional targeted support based on individual student needs. Resource classes are built into the master schedule as separate instructional periods for eligible students.

HFI implements Bluebonnet Learning RLA and Math in grades 3-5. During the 2026-27 school year, Bluebonnet RLA implementation has expanded to all grade levels, while mathematics is in its second year of implementation. HFI also participates in the district's three-year LIFT initiative to support sustainable HQIM implementation and strengthen instructional leadership systems.

HFI implements Capturing Kids' Hearts through classroom Social Contracts, character education, relationship-building practices, and student leadership opportunities. Positive behavior and student success are reinforced through Longhorn Strong recognition, Longhorn Leader recognition, and campus celebrations such as DRIP Rallies. Student Council/CKH Ambassadors provide additional opportunities for student leadership and service.

Teachers receive ongoing instructional support through campus PLCs, instructional coaching, LIFT walkthroughs and feedback, district professional development, and campus leadership opportunities. New teachers and teacher candidates receive additional support through mentoring, coaching, observation, and collaboration opportunities. Campus communication with staff and families is maintained through regular newsletters, mass communication tools, social media, parent conferences, and campus events.

- District-provided professional development days, including designated time for parent communication and face-to-face conferences.
- District-provided curriculum collaboration and professional learning opportunities.
- Campus PLC meetings focused on collaborative planning, student data, instructional practices, and student learning.
- LIFT support, including HQIM implementation, instructional leadership development, walkthroughs, feedback, and calibration.
- Instructional rounds and observation opportunities to support teacher learning and professional growth.
- Grade Level Chairs, the Guiding Coalition, and mentor teachers provide campus leadership and support.
- District mentor program for new teachers and new hires, including structured tasks, mentor/mentee observations, reflection on strengths and areas for growth, principal check-ins, and ongoing access to resources.
- Capturing Kids' Hearts implementation, including weekly lessons and campuswide practices that support positive relationships, student engagement, and school culture.
- Monthly faculty meetings to support communication, collaboration, and campus initiatives.
- Weekly staff communication includes upcoming events, reminders, celebrations, and campus information.
- Campus activities, student accomplishments, and upcoming events are communicated and celebrated through social media, printed materials, and Finalsite mass communication tools.

Strengths

WIN time provides structured intervention and acceleration opportunities based on identified student needs.

Students have multiple opportunities for academic enrichment, extracurricular involvement, and leadership through UIL, Robotics, Student Council/CKH Ambassadors, and other campus clubs.

Students are encouraged to conduct their behavior as Longhorn Leaders. These qualities reflect campus values and moral ethics. Longhorn Leaders are awarded each six weeks per grade level. Longhorn Strong awards are daily incentives used to encourage and reinforce positive behavior.

Clear communication through newsletters, social media posts, and mass communication tools strengthens family and community engagement.

Instructional rounds and observation opportunities allow teachers to learn from one another.

Weekly PLC collaborative meetings foster teacher input and data-informed decision-making to increase student achievement.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Achievement gaps remain among student groups in RLA across grades 3-5, particularly among students receiving Special Education services and Emergent Bilingual students, whose 2026 STAAR performance was below campus averages.	Continued emphasis is needed on consistent curriculum internalization, alignment of grade-level and specially designed instruction, use of student data, and differentiated instruction and intervention to address individual learning needs.
2 ★	Emergent Bilingual students continue to demonstrate gaps in English language proficiency and academic achievement, with 2026 performance below campus averages across assessed STAAR content areas.	Continued emphasis is needed on consistent implementation of the ELPS, language supports within grade-level instruction, and targeted monitoring of individual student progress.
3 ★	Mathematics achievement and growth remain areas of need. In 2026, 4th-grade STAAR Math performance was 62.84% Approaches, 29.73% Meets, and 5.41% Masters, with additional achievement gaps evident among student groups across grades 3-5.	Inconsistent student growth and performance indicate a need for continued curriculum internalization and calibration, targeted intervention, and consistent use of student data to adjust instruction.
4 ★	Although 5th-grade STAAR Science performance at the Approaches level exceeded Region and State, only 33.33% of students reached Meets and 13.04% reached Masters in 2026, indicating a need to increase the depth of student understanding and achievement in science.	There is a continued need for consistent standards-aligned science instruction that emphasizes instructional rigor and provides students frequent opportunities to apply content knowledge and demonstrate understanding at higher levels of cognitive demand.

★ = Priority

Perceptions

Summary

Intermediate Parent Survey Summary – May 2026

The Hamshire-Fannett Intermediate Parent Survey was completed by 68 respondents, with a survey deadline of May 5, 2026.

Index Scores

The survey measured five areas of parent perceptions. Results are listed as campus score, comparison score, and comparison percentile.

- Informed: 3.82 | Comparison: 3.87 | 48th percentile
- Included: 3.78 | Comparison: 3.75 | 47th percentile
- Educational Excellence: 3.43 | Comparison: 3.73 | 21st percentile
- Atmosphere: 3.95 | Comparison: 3.87 | 60th percentile
- Experience: 3.88 | Comparison: 3.90 | 44th percentile

Highest-Rated Survey Items

1. "My child feels safe at school." Score: 4.18 | Comparison: 4.00 | 84th percentile
2. "If my child breaks a rule at school, they are treated fairly." Score: 4.17 | Comparison: 3.92 | 87th percentile
3. "School facilities are clean and well-kept." Score: 4.16 | Comparison: 4.24 | 22nd percentile

Lowest-Rated Survey Items

1. "The District is heading in the right direction." Score: 3.12 | Comparison: 3.60 | 7th percentile
2. "District administration is doing what it takes to make our district successful." Score: 3.16 | Comparison: 3.76 | 7th percentile
3. "I am satisfied with our school's efforts to address bullying." Score: 3.24 | Comparison: 3.32 | 26th percentile

Overall Satisfaction

When asked how likely they would be to recommend the school to a friend or family member on a scale of 0–10, HFI received an overall building score of 6.88, compared with the district score of 6.60.

Intermediate Student Survey Summary – May 2026

The Hamshire-Fannett Intermediate Student Survey was completed by 378 respondents, with a survey deadline of May 5, 2026.

Index Scores

The survey measured four areas of student perceptions. Results are listed as campus score, comparison score, and comparison percentile.

- Connection: 4.10 | Comparison: 4.33 | 20th percentile
- Learning: 3.76 | Comparison: 3.96 | 18th percentile
- Environment: 3.37 | Comparison: 3.83 | 8th percentile

- Experience: 3.58 | Comparison: 3.86 | 12th percentile

Highest-Rated Survey Items

1. "I have friends to sit with at lunch and hang out with at school." Score: 4.82 | Comparison: 4.81 | 57th percentile
2. "I try my best at school." Score: 4.57 | Comparison: 4.54 | 64th percentile
3. "My parents help me with my schoolwork." Score: 4.45 | Comparison: 4.59 | 14th percentile

Lowest-Rated Survey Items

1. "Most kids at school follow the rules." Score: 2.36 | Comparison: 3.15 | 7th percentile
2. "I talk to people outside of school about what I'm learning." Score: 2.84 | Comparison: 3.28 | 7th percentile
3. "I feel safe answering questions in class even when I'm not sure I have the right answer." Score: 3.12 | Comparison: 3.57 | 7th percentile

Overall Satisfaction

When asked how likely they would be to recommend their school to a friend or family member on a scale of 0–10, HFI received an overall building score of 5.36, compared with the district score of 5.51.

Intermediate Staff Survey Summary – September 2026:

CKH Beginning of the Year Staff Survey
26-27

1. I greet my students or staff members with a smile and positive tone as they enter the classroom or the school each day.

Score	Responses	% Always/Often
4.8	38	100%

Always-31, Often-7, Sometimes-0, Rarely-0, Not At All-0

2. I start each class period or meeting by asking my students or staff to share Good Things or celebrations.

Score	Responses	% Always/Often
4.4	38	92%

Always-22, Often-13, Sometimes-3, Rarely-0, Not At All-0

3. My students or staff and I have developed and posted a class Social Contract and refer to it.

Score	Responses	% Always/Often
4.7	38	97%

Always-30, Often-7, Sometimes-1, Rarely-0, Not At All-0

4. I ensure that students or staff are dismissed with a Launch or short motivational message.

Score	Responses	% Always/Often
4.2	38	87%

Always-19, Often-14, Sometimes-4, Rarely-1, Not At All-0

Strengths

Survey results indicate that Hamshire-Fannett Intermediate staff consistently demonstrate the core practices of Capturing Kids' Hearts. Of the 38 staff respondents, 100% reported always or often greeting students or staff positively, 97% reported developing and using classroom Social Contracts, and 92% reported sharing Good Things or celebrations. The consistent use of Launches also increased from 78% in the previous year to 87% in September 2026.

Parent survey results reflect positive perceptions of campus safety and fairness. Parents rated student safety at 4.18 (84th percentile) and fair treatment when students break rules at 4.17 (87th percentile). The Atmosphere index scored 3.95 (60th percentile), exceeding the comparison score of 3.87. Overall parent satisfaction with HFI received a building score of 6.88, compared with the district score of 6.60.

Alignment with Mission, Vision, and Values:

Mission: We ensure that all children learn.

Vision: Growing greatness together through exceptional learning experiences and authentic relationships.

Values: Great Teaching, Engagement, Real-ationships

The work of Hamshire-Fannett Intermediate is grounded in our mission to ensure that all children learn and our vision of growing greatness together through exceptional learning experiences and authentic relationships. The Capturing Kids' Hearts process directly supports this commitment by fostering the relationships and classroom environments necessary for meaningful learning to occur.

By emphasizing Great Teaching, Engagement, and Real-ationships, staff create a culture where students feel safe, valued, and motivated to achieve. The implementation of CKH practices strengthens the foundation of our mission and vision, ensuring that both academic growth and positive connections remain at the heart of everything we do at HFI.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Student survey results indicate concerns with school climate, particularly student behavior and the ability to participate confidently in classroom learning. Parent survey results also indicate concerns with the school's efforts to address bullying.	There is a need for more consistent reinforcement of campus-wide behavior expectations and intentional opportunities for students to develop positive peer relationships, practice respectful interactions, and build confidence in classroom participation.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Mathematics achievement and growth remain areas of need. In 2026, 4th-grade STAAR Math performance was 62.84% Approaches, 29.73% Meets, and 5.41% Masters, with additional achievement gaps evident among student groups across grades 3-5.	Inconsistent student growth and performance indicate a need for continued curriculum internalization and calibration, targeted intervention, and consistent use of student data to adjust instruction.
2 ★	Achievement gaps remain among student groups in RLA across grades 3-5, particularly among students receiving Special Education services and Emergent Bilingual students, whose 2026 STAAR performance was below campus averages.	Continued emphasis is needed on consistent curriculum internalization, alignment of grade-level and specially designed instruction, use of student data, and differentiated instruction and intervention to address individual learning needs.
3 ★	Student survey results indicate concerns with school climate, particularly student behavior and the ability to participate confidently in classroom learning. Parent survey results also indicate concerns with the school's efforts to address bullying.	There is a need for more consistent reinforcement of campus-wide behavior expectations and intentional opportunities for students to develop positive peer relationships, practice respectful interactions, and build confidence in classroom participation.
4 ★	Emergent Bilingual students continue to demonstrate gaps in English language proficiency and academic achievement, with 2026 performance below campus averages across assessed STAAR content areas.	Continued emphasis is needed on consistent implementation of the ELPS, language supports within grade-level instruction, and targeted monitoring of individual student progress.
5 ★	Although 5th-grade STAAR Science performance at the Approaches level exceeded Region and State, only 33.33% of students reached Meets and 13.04% reached Masters in 2026, indicating a need to increase the depth of student understanding and achievement in science.	There is a continued need for consistent standards-aligned science instruction that emphasizes instructional rigor and provides students frequent opportunities to apply content knowledge and demonstrate understanding at higher levels of cognitive demand.

★ = 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] **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**

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**
- [x] **Results Driven Accountability (RDA)**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR 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] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

- [x] **Intervention 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] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Completion rates and/or graduation rates data**
- [x] **Attendance data**
- [x] **Discipline records**
- [x] **Student surveys and/or other feedback**
- [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 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**
- [x] **T-TESS data**
- [x] **Support structures: mentors**
- [x] **Teacher recruitment/retention rates and other data**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

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

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**
- [x] **Study of best practices and high yield strategies**
- [x] **Action research results**
- [x] **Horizontal and vertical team alignments processes**
- [x] **Enrichment course/materials**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**
- [x] **Focus Group(s) 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

By the end of the 2026-2027 school year, HFI students will achieve STAAR performance targets of 90% Approaches, 60% Meets, and 30% Masters in RLA; 80% Approaches, 50% Meets, and 20% Masters in Mathematics; and 75% Approaches, 40% Meets, and 20% Masters in 5th-grade Science.

Evaluation Data Source: TAPR, TEA Accountability Data, Eduphoria, STAAR reports, Bluebonnet Unit Assessments, NWEA

Strategy 1

Utilize weekly content-area PLCs to collaboratively internalize curriculum, analyze common formative assessment data, and adjust instruction to address student learning needs and increase instructional rigor.

Strategy's Expected Result/Impact: Improved instructional alignment, data-informed instructional decisions, and increased student achievement at the Meets and Masters Grade Level standards.

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, and Classroom Teachers

Problem Statements: Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 2, 3, 4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	January	March

Strategy 2

Provide targeted intervention and acceleration through scheduled WIN (What I Need) time, using student assessment data to identify learning gaps, group students by instructional need, and monitor progress. Provide additional Tier III intervention for students requiring more intensive support.

Strategy's Expected Result/Impact: Increased student growth and achievement through targeted instruction, resulting in improved performance on classroom assessments, CFAs, and STAAR assessments.

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Classroom Teachers, Interventionists, and Special Education Staff.

Problem Statements: Student Learning 1, 2, 4, 5 - School Processes & Programs 1, 2, 3, 4

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March

Strategy 3

Provide targeted academic support through STAAR Deployment Days in RLA and mathematics, along with additional math tutorials during the instructional day, to address identified learning gaps and improve student achievement.

Strategy's Expected Result/Impact: Increased student mastery of grade-level TEKS and improved performance on classroom assessments, CFAs, and STAAR assessments.

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, RLA and Mathematics Teachers, Intervention Staff.

Problem Statements: Student Learning 1, 2 - School Processes & Programs 1, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March

Strategy 4

Provide individual and small-group counseling support to students experiencing academic, behavioral, or social-emotional adjustment challenges to promote student engagement and success.

Strategy's Expected Result/Impact: Improved student adjustment, engagement, and access to learning, as monitored through student feedback, attendance, and academic progress.

Staff Responsible for Monitoring: Campus Counselor, Campus Administration, Classroom Teachers

Problem Statements: Student Learning 3 - Perceptions 1

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March

Strategy 5

Strengthen implementation of Bluebonnet Learning through curriculum internalization, instructional coaching, walkthroughs, and feedback to improve instructional alignment, rigor, and student achievement across grades 3-5.

Strategy's Expected Result/Impact: Increased fidelity of curriculum implementation, improved instructional practices, and increased student performance on classroom assessments, Bluebonnet unit assessments, and STAAR.

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Classroom Teachers, District Instructional Leadership.

Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 1, 2, 3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

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Strategy 6

Strengthen fifth-grade science instruction through standards-aligned planning, intentional questioning, and opportunities for students to apply scientific concepts, analyze information, and justify their thinking.

Strategy's Expected Result/Impact: Increased depth of student understanding and improved fifth-grade science performance on classroom assessments, CFAs, and STAAR, particularly at the Meets and Masters levels.

Staff Responsible for Monitoring: Campus Administration, Instructional Coach, Fifth-Grade Science Teachers.

Problem Statements: Student Learning 5 - School Processes & Programs 4

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 1 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Mathematics achievement and growth remain areas of need. In 2026, 4th-grade STAAR Math performance was 62.84% Approaches, 29.73% Meets, and 5.41% Masters, with additional achievement gaps evident among student groups across grades 3-5.	Inconsistent student growth and performance indicate a need for continued curriculum internalization and calibration, targeted intervention, and consistent use of student data to adjust instruction.
2	Achievement gaps remain among student groups in RLA across grades 3-5, particularly among students receiving Special Education services and Emergent Bilingual students, whose 2026 STAAR performance was below campus averages.	Continued emphasis is needed on consistent curriculum internalization, alignment of grade-level and specially designed instruction, use of student data, and differentiated instruction and intervention to address individual learning needs.
3	Student survey results indicate concerns with school climate, particularly student behavior and the ability to participate confidently in classroom learning. Parent survey results also indicate concerns with the school's efforts to address bullying.	There is a need for more consistent reinforcement of campus-wide behavior expectations and intentional opportunities for students to develop positive peer relationships, practice respectful interactions, and build confidence in classroom participation.
4	Emergent Bilingual students continue to demonstrate gaps in English language proficiency and academic achievement, with 2026 performance below campus averages across assessed STAAR content areas.	Continued emphasis is needed on consistent implementation of the ELPS, language supports within grade-level instruction, and targeted monitoring of individual student progress.
5	Although 5th-grade STAAR Science performance at the Approaches level exceeded Region and State, only 33.33% of students reached Meets and 13.04% reached Masters in 2026, indicating a need to increase the depth of student understanding and achievement in science.	There is a continued need for consistent standards-aligned science instruction that emphasizes instructional rigor and provides students frequent opportunities to apply content knowledge and demonstrate understanding at higher levels of cognitive demand.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
1	Achievement gaps remain among student groups in RLA across grades 3-5, particularly among students receiving Special Education services and Emergent Bilingual students, whose 2026 STAAR performance was below campus averages.	Continued emphasis is needed on consistent curriculum internalization, alignment of grade-level and specially designed instruction, use of student data, and differentiated instruction and intervention to address individual learning needs.
2	Emergent Bilingual students continue to demonstrate gaps in English language proficiency and academic achievement, with 2026 performance below campus averages across assessed STAAR content areas.	Continued emphasis is needed on consistent implementation of the ELPS, language supports within grade-level instruction, and targeted monitoring of individual student progress.
3	Mathematics achievement and growth remain areas of need. In 2026, 4th-grade STAAR Math performance was 62.84% Approaches, 29.73% Meets, and 5.41% Masters, with additional achievement gaps evident among student groups across grades 3-5.	Inconsistent student growth and performance indicate a need for continued curriculum internalization and calibration, targeted intervention, and consistent use of student data to adjust instruction.
4	Although 5th-grade STAAR Science performance at the Approaches level exceeded Region and State, only 33.33% of students reached Meets and 13.04% reached Masters in 2026, indicating a need to increase the depth of student understanding and achievement in science.	There is a continued need for consistent standards-aligned science instruction that emphasizes instructional rigor and provides students frequent opportunities to apply content knowledge and demonstrate understanding at higher levels of cognitive demand.

Performance Objective 1 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student survey results indicate concerns with school climate, particularly student behavior and the ability to participate confidently in classroom learning. Parent survey results also indicate concerns with the school's efforts to address bullying.	There is a need for more consistent reinforcement of campus-wide behavior expectations and intentional opportunities for students to develop positive peer relationships, practice respectful interactions, and build confidence in classroom participation.

Performance Objective 2

Increase campus attendance rate to 96% for the 2026-2027 school year.

Evaluation Data Source: TAPR, TEA Accountability Reports, Skyward Attendance Reports

Strategy 1

Monitor student attendance regularly, communicate with families regarding attendance concerns, and promote the importance of consistent school attendance.

Strategy's Expected Result/Impact: Increased family awareness of attendance expectations, earlier identification of attendance concerns, and improved campus attendance toward the 96% goal.

Staff Responsible for Monitoring: Campus Administration, Attendance Clerk, Classroom Teachers.

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 2

Implement attendance improvement interventions for students with excessive absences, including parent conferences, attendance improvement plans, and truancy prevention measures in accordance with district procedures and state attendance requirements.

Strategy's Expected Result/Impact: Reduced excessive absences, increased parent and student accountability for attendance, and improved campus attendance toward the 96% goal.

Staff Responsible for Monitoring: Campus Administration, Attendance Clerk.

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems

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Strategy 3

Provide an after-school extended-day program for students with excessive absences to reinforce attendance expectations and provide opportunities to complete missed academic work and recover instructional time.

Strategy's Expected Result/Impact: Improved student attendance habits, increased accountability for attendance, and opportunities for students to address missed academic work.

Staff Responsible for Monitoring: Campus Administration, Attendance Clerk, Assigned Staff.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

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

Performance Objective 1

Train 100% of HFI staff on Emergency Operations Plan (EOP) procedures and emergency response protocols by May 2027.

Evaluation Data Source: Staff training records and sign-in sheets, Texas School Safety Center training documentation, Raptor training records, and emergency drill documentation.

Strategy 1

Provide initial and ongoing training for campus staff on Emergency Operations Plan procedures, Raptor emergency management protocols, and appropriate responses to emergency situations. Conduct required safety drills to reinforce emergency preparedness.

Strategy's Expected Result/Impact: 100% of campus staff will receive emergency preparedness training and demonstrate familiarity with campus safety procedures through participation in required drills.

Staff Responsible for Monitoring: District Administration, Campus Administration.

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Performance Objective 2

By the end of the 2026-2027 school year, HFI will strengthen a safe and positive learning environment through consistent implementation of campuswide behavior expectations, character education, and relationship-building practices, as evidenced by improved student perceptions of school climate and behavior.

Evaluation Data Source: Student and Parent Surveys, CKH Staff Survey Data, Discipline Referrals, PEIMS Discipline Reports.

Strategy 1

Reinforce positive student behavior and character through the Longhorn Leader recognition program and daily Longhorn Strong incentives, recognizing students who demonstrate leadership, respect, responsibility, kindness, and other positive character traits.

Strategy's Expected Result/Impact: Increased demonstration of positive student behaviors, improved peer interactions, and improved student perceptions of school climate.

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers, Campus Counselor.

Problem Statements: Student Learning 3 - Perceptions 1

ESF Levers: Lever 3: Integrated Student Support Systems

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Strategy 2

Implement Capturing Kids' Hearts practices, including classroom Social Contracts, relationship-building activities, character lessons, and consistent reinforcement of behavior expectations, to foster respectful interactions and a positive learning environment.

Strategy's Expected Result/Impact: Improved student relationships, increased confidence in classroom participation, reduced behavior concerns, and improved student perceptions of school climate.

Staff Responsible for Monitoring: Campus Administration, Campus Counselor, Classroom Teachers.

Problem Statements: Student Learning 3 - Perceptions 1

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Student survey results indicate concerns with school climate, particularly student behavior and the ability to participate confidently in classroom learning. Parent survey results also indicate concerns with the school's efforts to address bullying.	There is a need for more consistent reinforcement of campus-wide behavior expectations and intentional opportunities for students to develop positive peer relationships, practice respectful interactions, and build confidence in classroom participation.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student survey results indicate concerns with school climate, particularly student behavior and the ability to participate confidently in classroom learning. Parent survey results also indicate concerns with the school's efforts to address bullying.	There is a need for more consistent reinforcement of campus-wide behavior expectations and intentional opportunities for students to develop positive peer relationships, practice respectful interactions, and build confidence in classroom participation.

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

Performance Objective 1

Throughout the 2026-2027 school year, HFI will maintain consistent, timely communication with families, staff, and community members regarding campus events, student progress, and important school information to strengthen family and community engagement.

Evaluation Data Source: Campus Website, Campus Facebook, Finalsite Mass Communication Records, Parent Communication Logs, Parent Surveys, Printed communication, and DoJo messages by teachers.

Strategy 1

Maintain consistent teacher-parent communication through email, classroom communication platforms, and other appropriate methods to share student progress, assignments, classroom information, and individual student needs.

Strategy's Expected Result/Impact: Increased parent awareness of student progress and classroom expectations, improved home-school communication, and stronger partnerships supporting student success.

Staff Responsible for Monitoring: Campus Administration, Classroom Teachers.

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Strategy 2

Utilize campus newsletters, social media, Finalsite mass communication, and other communication tools to provide families, staff, and community members with timely updates regarding campus events, activities, and important information.

Strategy's Expected Result/Impact: Improved access to campus information, increased family awareness of school activities, and positive parent perceptions of campus communication.

Staff Responsible for Monitoring: Campus Administration, Office Staff, Classroom Teachers.

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Performance Objective 2

By the end of the 2026-2027 school year, HFI will improve student and parent perceptions of bullying prevention and positive peer relationships through character education, bullying awareness activities, and intentional instruction in respectful interactions.

Evaluation Data Source: Student and Parent Surveys, Discipline Referrals, Bullying Reports, Counselor Lesson Documentation, Campus Activity Records.

Strategy 1

Provide bullying prevention, character education, and positive peer relationship lessons through classroom instruction, counselor-led activities, and campuswide awareness initiatives.

Strategy's Expected Result/Impact: Increased student understanding of respectful interactions and bullying prevention, improved peer relationships, and improved student and parent perceptions of school climate.

Staff Responsible for Monitoring: Campus Administration, Campus Counselor, Classroom Teachers.

Problem Statements: Student Learning 3 - Perceptions 1

ESF Levers: Lever 3: Integrated Student Support Systems

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Performance Objective 2 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
3	Student survey results indicate concerns with school climate, particularly student behavior and the ability to participate confidently in classroom learning. Parent survey results also indicate concerns with the school's efforts to address bullying.	There is a need for more consistent reinforcement of campus-wide behavior expectations and intentional opportunities for students to develop positive peer relationships, practice respectful interactions, and build confidence in classroom participation.

Performance Objective 2 Problem Statements Identifying Perceptions

	Problem Statement	Root Cause
1	Student survey results indicate concerns with school climate, particularly student behavior and the ability to participate confidently in classroom learning. Parent survey results also indicate concerns with the school's efforts to address bullying.	There is a need for more consistent reinforcement of campus-wide behavior expectations and intentional opportunities for students to develop positive peer relationships, practice respectful interactions, and build confidence in classroom participation.

Goal 4

LEADERSHIP: Hamshire-Fannett ISD will increase the quantity of student-led leadership and extra/co-curricular programs as measured by participation, diversity of programs, and funding.

Performance Objective 1

During the 2026-2027 school year, HFI will participate in 100% of the elementary UIL academic events offered, with the goal of filling all available team positions.

Evaluation Data Source: UIL Team Rosters, Event Registration Records, Competition Participation Reports.

Strategy 1

Provide students with opportunities to try out for UIL academic teams, communicate available events and participation information to families, and conduct regularly scheduled practices to prepare students for competition.

Strategy's Expected Result/Impact: HFI will participate in all available elementary UIL academic events, fill team positions to capacity, and provide students with opportunities to develop academic skills through competition.

Staff Responsible for Monitoring: Campus Administration, UIL Coordinator, UIL Coaches.

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Performance Objective 2

During the 2026-2027 school year, HFI will maintain robotics participation opportunities for students in grades 3-5, with fourth- and fifth-grade students participating in Arena and Inventions competitions.

Evaluation Data Source: Robotics Membership Rosters, After-School Club Attendance Records, Competition Registration and Participation Records.

Strategy 1

Promote student interest in robotics through STEAM learning opportunities, provide after-school robotics activities for students in grades 3-5, and prepare fourth- and fifth-grade teams for Arena and Inventions competitions.

Strategy's Expected Result/Impact: Sustained robotics participation across grades 3-5, increased opportunities for students to develop STEAM and problem-solving skills, and successful preparation of fourth- and fifth-grade competition teams.

Staff Responsible for Monitoring: Campus Administration, Robotics Sponsors.

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Performance Objective 3

During the 2026-2027 school year, HFI will strengthen the Student Council/CKH Ambassadors program by providing student leadership opportunities and increasing involvement in campus and community service activities across grades 3-5.

Evaluation Data Source: Student Council/CKH Ambassador Membership Rosters, Meeting Records, Campus and Community Service Activity Records.

Strategy 1

Provide opportunities for Student Council/CKH Ambassadors to develop leadership skills through regular meetings, student-led campus initiatives, school events, and community service projects.

Strategy's Expected Result/Impact: Increased student involvement in leadership and service activities, development of student leadership skills, and positive contributions to campus culture and community engagement.

Staff Responsible for Monitoring: Campus Administration, Student Council/CKH Ambassador Sponsors.

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

No Progress

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