Hamshire-Fannett Independent School District



Hamshire-Fannett Middle School

Accountability Rating: B

2026-2027 Campus Improvement Plan

Board Approval Date:
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Mission Statement

Hamshire-Fannett Middle School educates all students to the highest level of academic achievement and prepares them to become productive, responsible, ethical, creative and compassionate members of society.

Vision

Hamshire-Fannett Middle School will become an exemplar Professional Learning Community(PLC) campus by continuously collaborating to perfect the PLC process.

Value Statement

Safe, Secure Environment,

Academics,

Social,

Emotional,

Physical Health

Productive Citizen and 21st Century Learners

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Hamshire-Fannett Middle School is a campus in Hamshire-Fannett ISD and serves 439 students in grades sixth through eighth during the 2026-2027 School Year. This campus is a welcoming and collaborative environment for all students through an approach on personalized learning that is cross-curricular, relevant and rigorous. Safety and learning for all students in a welcoming environment is our priority. We strive to accomplish this through collaborative efforts in Professional Learning Communities to ensure alignment across grade levels and departments. We nurture a positive climate and culture through our Capturing Kids Hearts program, building positive relationships with all stakeholders.

Hamshire-Fannett Middle School review state assessment data to evaluate the overall progress to create goals for the current school year. Below is our accountability for the 2026 School Year and SMART Goals for the current school year. Professional Learning Communities met throughout the summer months for data analysis and long range planning for this current year. Campus Administration, Guiding Coalition, and Process Champions meet at least twice a month to review school progress both academically and culturally. Core discipline Professional Learning Communities meet every week to review data, collaborate on strategies and best practices, and develop responses to intervention and enrichment to ensure our students are progressing. Hamshire-Fannett Middle School values the support and feedback from our parents and community. To ensure that the community is well-informed, campus communication is provided to all parents via *Finalsite,* Campus Newsletters, District website and school social media.

Campus Targets

The 2025-2026 STAAR and Map Growth Data data used to determine the academic needs of all students. Our 2026 TEA Accountability Rating is a B. (See Table Below)

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**82**	**B**	
Student Achievement		**81**	**B**	**70%**
STAAR Performance	50	81		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**79**	**C**	**0%**
Academic Growth	67	79	C	
Relative Performance (Eco Dis: 36.5%)		66	D	
Closing the Gaps	**65**	**85**	**B**	**30%**

Overall accountability increased by 2%. Student Achievement increased by 4% , School Progress increased by 1%. All leadership teams met to create SMART Goals to include a plan of action to ensure student academic progress and a positive culture and climate for students and staff, and for continuous improvement across all grade levels and student demographic populations, the following priorities will continue to be our goals for the 2026-2027 School Year.

Campus SMART Goals

* By the end of the 2027 School Year and given targeted intervention and enrichment, HFMS will increase ***Student Achievement by 4%***

* By the end of the 2027 Student Year and given targeted intervention and enrichment, HFMS will increase **Student Progress by**

4%.

* By the end of the 2027 School Year and given targeted intervention and enrichment for all sub groups, HFMS will increase *Closing the Gaps* **by 3%.**

Grade Level SMART Goals

* By the end of the 2027 School Year, 6th grade students will improve by 3% or above as measured by the 2027 RLA STARR Assessment.

* By the end of the 2027 School Year, 7th grade students will improve by 3% or above as measured by the 2027 RLA STARR Assessment.

* By the end of the 2027 School Year, 8th grade students will improve by 3% or above as measured by the 2027 RLA STARR Assessment.

* By the end of the 2027 School Year, 6th grade students will improve by 4.5% or above as measured by the 2027 MATH STARR Assessment.

* By the end of the 2027 School Year, 8th grade Science students will decrease the percentage of students who do not approach the Science STAAR assessment by 1%.

* By the end of the 2027 school year, 8th grade Social Studies students will improve their meets score by 2% or above as measured by the 2027 Social Studies STAAR Assessment.

Demographics

Summary

Hamshire Fannett Middle School is located at 11375 Dugat Rd in Fannett, TX. The campus currently serves **438** students, grades sixth thru eighth. Enrollment has decreased approximately 4% compared to the last school year due to an increase in families relocating and homeschooling. (**See Demographics Data Chart available in the Data Documentation section**). The decrease in enrollment has resulted in a decrease across ethnic groups with the exception of multi-race that remained the same. Our student groups that includes At Risk, Economically Disadvantaged and Special Education has also shown decreases. Gifted and Talented, 504 amd English Learners have remained the same as compared to last school year. The daily average attendance decreased slightly by .6% with not much variation for attendance between grade levels. We have an accumulated total of fifty transfers outside of HFISD School District within the last three years.

The following is a breakdown of our student population for the 2026-2027 School Year:

(See trends below compared to last year)

Category	2025-2026	2026-2027	
Enrollment	455	438	4% decrease
Attendance	95%	94.4%	.6% decrease
WHITE	62%	57%	5% decrease
HISPANIC	23%	27%	4%increase
AFRICAN AMERICAN	12%	11%	1% decrease
ASIAN	.88%	.91%	.3% increase
AMERICAN INDIAN	.43%	.91%	.5%
MULTI-RACE	3%	3%	Same
ECO. DIS.	44%	40%	4% decrease
At-Risk	37%	33%	4% decrease
SPED	20%	17%	3% decrease
504	10%	10%	Same
G/T	10%	10%	Same
EL	3.3%	3%	Same

Strengths

1. Many families have move into the area or seek special enrollment to enroll their students in HFISD.

2. The school's PTA Board is in its second year of existence and has increased membership.

3. Volunteers from various church communities help at the school daily.

4. Local businesses donate school supplies every year.

5. Parents and local businesses donate refreshments and snacks for staff.

5. 45% of staff attended school in Hamshire-School ISD or have children who currently attends school in the District and has a strong sense of ownership in the school.

6. The teaching staff at Hamshire Fannett Middle School are highly qualified and 99% of our teachers hold a Bachelors or Masters degree from an accredited college or university.

7. The teaching staff at Hamshire Fannett Middle School represents the diversity of the school.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The 5% increase in the number of students identified as Special Education.	Students identified as students with dyslexia are now under the services of Special Education.
2 ★	Enrollment decreased by 2% compared to the last school year..	Families relocating or home schooling.

★ = Priority

Student Learning

Summary

HFMS overall 2025-2026 TEA Accountability Rating is a B. Compared to the 24-25 School Year we progressed in the following areas: Algebra 1 (Eighth grade Honors) increased by 8% in Masters, Eighth grade math increased by 14% in Approaches cand 7% in the Meets, and Sixth Grade Math increased by 3% in Masters . Seventh grade RLA increased by 3% in Meets, and 8% in the Masters, Eighth Grade RLA increased by 8% Approaches and 5% in Meets. Social Studies increased by 3% in the Meets category. Eight Grade Science had tremendous gains: 14% increase in Approaches, 20% increase in Meets, and 18% increase in Masters. **(See trends in the Student Achievement Summary). W**e were awarded again the UIL Junior HIgh Academic Champions for the 2025-2026 school year making this the sixteen plus consecutive years for this achievement. We were also awarded 2025-2026 CKH National Showcase status for the fourth consecutive year.

School wide multi-tiered support (Tier 2 and 3) daily intervention and enrichment are offered Mondays through Thursdays each morning using the IXL Digital program for Math and Reading. Tier I instruction is provided for all students within the classroom to include differentiation and extension. Tier 1 instruction is supported by strong Professional Learning Communities(PLCs) who meet weekly to collaborate on student data, best practices and instructional strategies, Tiers II and III are also supported by core subject PLCs and the Guiding Coalition who also doubles as the school's Multi-Tiered Support Committee. The MTSS Committee has created a Tier 2 and 3 Accelerated Instructional plan for students who need reteaching and Tier III for students who need targeted individual and small group support. In addition to students who were not successful on the 2024-2025 and 2025-2026 STAAR assessments. Accelerated Instruction is provided for thirty minutes, four days a week. Additionally, teachers offer morning and after school small group tutoring for reteaching and providing opportunities for make up assignments and assessments. Professional Learning Communities have analyzed 2025-2026 STAAR data and is in the process of analyzing the NWEA Map Growth data to determine areas of strengths and growth for each student for the 2026-2027 School Year.

School SMART GOALS:

* By the end of the 2027 School Year, and given targeted intervention and enrichment, HFMS will increase ***Student Achievement*** by 4%.
* By the end of the 2027 School year, and given targeted intervention and enrichment, HFMS will increase ***Student Progress*** by 4%.
* By the end of the 2027 School Year, and given targeted intervention and enrichment, HFMS will increase ***Closing the Gaps*** by 3%.

Grade Level SMART Goals

* By the end of the 2027 School Year, 6th grade students will improve by 3% or above as measured by the 2027 RLA STARR Assessment.

* By the end of the 2027 School Year, 7th grade students will improve by 3% or above as measured by the 2027 RLA STARR Assessment.

* By the end of the 2027 School Year, 8th grade students will improve by 3% or above as measured by the 2027 RLA STARR Assessment.

* By the end of the 2027 School Year, 6th grade students will improve by 4.5% or above as measured by the 2027 MATH STARR Assessment.

* By the end of the 2027 School Year, 7th grade students will improve/increase by 3% for mastery, 6% increase for approaches and 5% for meets or above for students as measured by the 2027 MATH STARR Assessment.

* By the end of the 2027 school year, 8th grade students will increase their Meets category score by 5% and will increase their Masters to 10% or above as measured by the 2027 Math STAAR Assessment.

* By the end of the 2027 School Year, 8th grade Science students will decrease the percentage of students who do not approach the Science STAAR assessment by 1%.

* By the end of the 2027 school year, 8th grade Social Studies students will improve their meets score by 2% or above as measured by the 2027 Social Studies STAAR Assessment.

Action Plan:

* Analyze STAAR and NWEA Map Growth Data
* Intentional placement of student for Accelerated instruction based on various sources of data
* Fidelity in implementing Math Bluebonnet Math for the second year
*Region 5 ESC Math Bluebonnet support for the second year
* Fidelity in implementing RLA Amplify RLA for the first year
* Core PLC Teams have created SMART Goals and plans for each grade level.
* Daily formative assessments and Common Formative Assessments per unit
* Data Analysis per unit
* Mon-Thursdays targeted Tier 2 and Tier 3 intervention and enrichment.
*Multi-Tiered Support when needed.
* Students becoming self-directed learners by creating their own academic goals and monitoring their own progress.

Strengths

Below are the following academic growths based on 2026 STAAR compared to the 2025 STAAR:

Math:

Algebra I(Honors) - Progressed in Masters by 8%

6th Grade:- Progressed in Masters by 3%

8th: Progressed in Approaches by 14% and Meets by 7%

RLA

7th Grade: Progressed in Meets by 3% and Masters by 8%

8th Grade: Progressed in Approaches by 8% and Meets by 5%

Eighth Grade Science:

Progressed in Approaches by 14%, Meets by 20% and Masters by 18% (Phenomenal gains in Science)

Eighth Grade Social Studies:

Progressed in Meets by 3%

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	RLA: 21% of our incoming seventh grade students did not score at the Meets category on the 2025-2026 STAAR.	There is a need to increase accountability for rigorous quality work and provide more opportunities for intentional individualized intervention.
2 ★	Math: 25% of our incoming seventh grade students did not score at the Meets category on the 2025-2026 STAAR.	There is a need to increase accountability for rigorous quality work and provide more opportunities for intentional targeted individualized instruction.
3 ★	RLA: 17% of our incoming eighth grade students did not score at the Meets category on the 2025-2026 STAAR.	There is a need to close the gap by providing more targeted support and intentional individualized instruction.
4 ★	Math: 55% of our incoming eighth grade students did not score at the Meets category on the 2025-2026 STAAR.	Previous math personnel did not embrace Bluebonnet, the new math curriculum and did not display teacher efficacy for students or the curriculum.
5 ★	Professional Learning Communities: PLCs need more collaboration time to share high yield practices answering questions three and four of the PLC process:	Time allotted for PLCs is forty-five minutes because of the design of the school day

6	RLA: 39% of our incoming sixth graders did not score at the Meets category on the 2025-2026 STARR	There is a need to close the gap by providing more targeted support and intentional individualized instruction.
7	Math: 54% of our incoming sixth graders did not score at the Meets category on the 2025-2026 STARR.	There is a need to close the gap by providing more targeted support and intentional individualized instruction.

★ = Priority

School Processes & Programs

Summary

HFMS School Processes and Programs

Curriculum	Technology	Instruction	Professional Development	Leadership/ Decision Making	Communication	Organization/ Context	Supp
Texas Essential Knowledge and Skills IXL(Accelerated Instruction)	Google Suite(LMS) Tech Applications(6th Grade, Digital AV(7th Grade), Intro to Business(8th Grade)	Nine Period Instructional Day including a 30 minute intervention/ enrichment period.	Annually Scheduled District Professional Developments. Region 5 Education Service Center Professional Developments.	PLC Department Team Leaders. Guiding Coalition, Process Champions, Grade Level Alignment Teams, Campus Site Base Committee	Campus Social Media, Final Site(Blackboard), CKH Newsletter	MS Standard Operating Procedures	Scho Distric Coun Speec and Sc Spee Sch Diagno assigne Coach Sys Comn Coa Ac Instruct Interve four d the be day. Acade Inclusic acco Dysl Pro Leader offe acad befor CKH S Learni ev
HF Instructional Framework(Scope/ Sequence)	IXL	Multi-Tiered Systems of Support(IXL-Math and Reading, Two days each and when needed.	Region 5 Education Service Center Professional Developments	Grade Level Team Leaders	Campus Website	Student Code of Conduct	
RLA-Amplify Lowman Consulting, STAR Renaissance, Accelerated Reader	SAMR	English as a Second Language	Solution Tree PLC	Guiding Coalition	Finalsite	Student Handbook	

Curriculum	Technology	Instruction	Professional Development	Leadership/ Decision Making	Communication	Organization/ Context	Supp
Math-Bluebonnet	Tech Applications-Grade 6	Dyslexia	Gifted and Talented	CKH Process Champions	Individual Groups Remind	Employee Handbook	
Science-McGraw Hill, Science Duo.Boom Learning, Lowman Consulting	CTE-Digital AV-Grade 7	Life Skills	T-TESS annual Evaluations	Campus Site Base Committee	Campus and CKH Newsletters	Extracurricular Handbooks(Student Council, Honor Society, Cheer, Band/Choir	
				Mentor Teachers	Google Classroom		
Social Studies-Lowman Consulting	CTE-Business Management Systems-Grade 8	Special Education Resource			Skyward		
Dyslexia-Reading by Design		Adaptive Behavior Center					
ESL-Summit K-12		Special Education Inclusion/504					
Gifted/Talented-TEA G/T Educational Resources		Gifted and Talented					
Social Emotional Learning-Capturing Kids Hearts							

Strengths

* High Quality Instructional Material(HQIM) Curriculum for Math and RLA

* HIgh Quality Instructional Program for Dyslexia and ESL

*Inclusion Support

* Daily Intervention Period utilizes the multi-tiered support system to address gaps in learning.

* Capturing Kids Hearts helps to cultivate a positive climate and culture and meet the social emotional needs of students and staff.

* District Support Staff

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Additional teacher personnel per grade level for sixth and seventh grade math, and eighth grade science and social studies.	Student enrollment and District budget
2 ★	Teachers are not at the comfort level using the Modification and Redefinition stages of the SAMR Model.	More training is needed to educate teachers on stages three and four of the SAMR Model. Math and RLA curriculum are returning to the use of textbooks. There has been a halt on the District's initiative of the SAMR Mode.
3 ★	Students may not receive the requested electives or desired schedule.	Shared personnel and scheduling conflicts due to the structure of the school day.

★ = Priority

Perceptions

Summary

Parent, Staff and Student Surveys were administered by the District in May of 2026. The following is a summary of individual item analysis: There were 104 Parent Respondents out of an enrollment of 448 for the Middle School. The top three for the Parent Survey revealed: Parents felt that their child is treated fairly when discipline, feels safe at school, and is able to handle the emotional challenges at school. The lower three were: The District is heading in the wrong direction, parents are not satisfied with the school's efforts to address bullying and that District administration is not doing what it takes to make the District successful(See data below). There were 33 Staff Respondents out of 52. The top three for the Staff Survey revealed: Co-workers have a strong work relationships, staff understand expectations of supervisor/administration, and they feel safe at work. The lower three were: The District pay practices are not fair, student discipline practices and policies are not effective and the District only seek input from a broad group of staff members(See data below). The Student Survey had 378 Respondents out of 426 revealed: The top three: Students have friends to sit with at lunch and hang out at school. students try their best at school and parents help them with school as much as they can if asked. The lower three revealed that most kids do not follow rules, students do not talk to about what they are learning outside of school and do not feel safe answering questions in class when I am not sure I have the right answer. **(See Addendum for Survey)**

Hamshire-Fannett Middle School has been selected a Capturing Kids' Hearts National Showcase School for four consecutive years since its inception in 2022. We were the first school in the District to be awarded this honor. The school operates as a Professional Learning Community and is committed to building relationships among students and staff in its efforts to continue building a positive culture and climate, addressing the academic, social and emotional needs of our students and staff. Parents from other school districts seek to enroll their children in HFMS and employees also seek to work in HFISD. Campus Administration has an Open Door Policy for students, staff and parents. The school has maintained a B TEA Accountability rating for every accountability year with a 4% increase in Student Achievement, 19% increase in School Progress and Closing the Gaps.

Strengths

* Safety

* Fair Treatment

* Student Challenges

* Healthy working environment

* Expectations of staff

* Communication of District policies

* School Communication

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	School Efforts to address bullying	Parents' misinformation regarding the legal definition of bullying and the District's process for investigating bullying.

★ = Priority

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	38% of teachers are not state certified.	Shortage of state certified teachers.
2 ★	Professional Learning Communities: PLCs need more collaboration time to share high yield practices answering questions three and four of the PLC process:	Time allotted for PLCs is forty-five minutes because of the design of the school day
3 ★	RLA: 21% of our incoming seventh grade students did not score at the Meets category on the 2025-2026 STAAR.	There is a need to increase accountability for rigorous quality work and provide more opportunities for intentional individualized intervention.
4 ★	Math: 25% of our incoming seventh grade students did not score at the Meets category on the 2025-2026 STAAR.	There is a need to increase accountability for rigorous quality work and provide more opportunities for intentional targeted individualized instruction.
5 ★	RLA: 17% of our incoming eighth grade students did not score at the Meets category on the 2025-2026 STAAR.	There is a need to close the gap by providing more targeted support and intentional individualized instruction.
6 ★	Math: 55% of our incoming eighth grade students did not score at the Meets category on the 2025-2026 STAAR.	Previous math personnel did not embrace Bluebonnet, the new math curriculum and did not display teacher efficacy for students or the curriculum.

7 ★	Enrollment decreased by 2% compared to the last school year..	Families relocating or home schooling.
8 ★	Students may not receive the requested electives or desired schedule.	Shared personnel and scheduling conflicts due to the structure of the school day.
9 ★	Parent involvement decreases when students enter Middle School.	Not enough academic events for parent participation.
10 ★	Teachers are not at the comfort level using the Modification and Redefinition stages of the SAMR Model.	More training is needed to educate teachers on stages three and four of the SAMR Model. Math and RLA curriculum are returning to the use of textbooks. There has been a halt on the District's initiative of the SAMR Mode.

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

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [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] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**

Employee Data

- [x] **Professional learning communities (PLC) data**

Goals

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

Performance Objective 1 ☑ High Priority

By the end of the school year, the total number of all student groups at Approaches/Meets/Masters will improve by 4% or above as measured by the 2027 STAAR Math assessment.

Evaluation Data Source: IXL BOY, MOY and EOY Data, CFAs, Accountability Data, STAAR reports

Strategy 1

Professional Learning Communities will analyze 2026 STAAR to identify instructional gaps in math.

Strategy's Expected Result/Impact: Identify individual learning gaps before school begins for each individual student.

Staff Responsible for Monitoring: Math Teachers, Principal, Instructional Coach,

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March

Strategy 2 ☑ Targeted Support Strategy

Implement a school wide Tier 2 and Tier 3 math plus time for intervention/enrichment during the instructional day, using IXL, a personalized learning digital program.

Strategy's Expected Result/Impact: Promote student progress as indicated by NWEA Map Growth BOY, MOY and EOY assessments.

Staff Responsible for Monitoring: Campus Admin, Instructional Coach

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

Create strong Tier 1 instruction by implementing Bluebonnet, a state approved HQIM for math with fidelity and additional support from the local Education Service Center.

Strategy's Expected Result/Impact: CFAs will reflect at least a 3% increase each six weeks, impacting academic growth on STAAR.

Staff Responsible for Monitoring: Teachers, Campus Admin, Instructional Coach , District Admin

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March

Strategy 4

Create Accelerated Plans for students who were not successful on the 2025 and 2026 Math state assessment.

Strategy's Expected Result/Impact: Increase student academic progress as indicated on CFAs, Map Growth MOY and EOY

Staff Responsible for Monitoring: Principal, Guiding Coalition, Teachers, Instructional Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March

Strategy 5

Teachers will analyze BOY data from NWEA Map Growth and STAAR Released assessments.

Strategy's Expected Result/Impact: To determine students' strengths and needs to develop growth plans. To improve academic progress by the middle and end of the year.

Staff Responsible for Monitoring: Teachers, Campus Admin

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

No Progress

November **January** **March**

Performance Objective 2

By the end of the school year, the total number of student groups at Approaches/Meets/Masters will improve by 4% or above as measured by the 2027 STAAR RLA assessment.

Evaluation Data Source: CFAs, Accountability Data, STAAR reports

Strategy 1

RLA teams will increase writing opportunities across Science and Social Studies curriculum utilizing RACE, a constructed response format and UNWRAP, a reading comprehension and test taking strategy to prepare for editing and written responses on STAAR.

Strategy's Expected Result/Impact: Engages students in real-world phenomena and project-based problems., allowing for differentiated instruction and learning styles. Impact growth across curriculum on formative assessments and CFAs
Meet or exceed Closing the Gaps targets.

Staff Responsible for Monitoring: PLCs, Campus Admin Instructional Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November **January** **March**

Strategy 2

Create strong Tier 1 instruction by implementing Amplify with fidelity, a state approved HQIM for RLA to improve student progress by 4% on the 2027 STAAR

Strategy's Expected Result/Impact: Progress growth on CFA and formative assessments. Meet or exceed targets on state assessments.

Staff Responsible for Monitoring: Campus Admin, Instructional Coach, PLC Team Members

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March

Strategy 3

Implement a school wide Tier 2 and Tier 3 RLA plus time for intervention/enrichment during the instructional day, using IXL, a personalized learning digital program.

Strategy's Expected Result/Impact: Promote student progress each six weeks as indicated on BOY, MOY and EOY assessments, impacting growth on state assessments.

Staff Responsible for Monitoring: Campus Admin, PLC, Instructional Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March

Strategy 4

Continue to implement STAR Renaissance Accelerated Reader program for all grade levels.

Strategy's Expected Result/Impact: Reading motivation and increase reading volume and stamina, word recognition and language comprehension skills. Progress on state assessments.

Staff Responsible for Monitoring: Campus Admin, RLA PLCs, Instructional Coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

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

Formative Reviews

November	January	March

Strategy 5

Create Accelerated Plans for students who were not successful on the 2025 and 2026 RLA state assessment.

Strategy's Expected Result/Impact: Increase student academic progress as indicated on CFAs, Map Growth MOY and EOY

Staff Responsible for Monitoring: Principal, Guiding Coalition, Teachers, Instructional Coach

Formative Reviews

No Progress

November	January	March

Performance Objective 3

By the end of the school year, eighth grade student groups will improve by 4% or above compared to the 2026 state assessment as measured by the 2027 STAAR Social Studies.

Evaluation Data Source: CFA, Accountability Data, STAAR Reports, BOY, MOY, EOY STAAR Released assessment

Strategy 1

Supplement Houghton, Mifflin, and Harcourt with Lowman Education resources to improve 2027 state assessment by 4%

Strategy's Expected Result/Impact: Allows for differentiated instruction and various learning styles. Progress CFA and daily formative assessment scored each grading period.

Staff Responsible for Monitoring: Social Studies PLC Team, Campus Admin, Instructional Coach

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March

Strategy 2

Implement RACE, a cross curricular constructed response format to support constructed response.

Strategy's Expected Result/Impact: Improve constructed response on state assessments. Promote academic growth on STAAR.

Staff Responsible for Monitoring: Social Studies PLC team, Principal, and Instructional Coach.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 4

By the end of the school year, eighth grade student groups will improve by 4% or above compared to the 2027 state assessment as measured by the 2027 STAAR Science.

Evaluation Data Source: STAAR Released BOY, MOY, and EOY Data, CFAs, STAAR reports

Strategy 1

Utilize Science Duo and Boon Learning, Bluebonnet Science and digital platforms as a supplemental resources.

Strategy's Expected Result/Impact: Interactive and literacy activities to improve differentiated instruction. Improve academic progress on formative, common formative and eight grade state assessment.

Staff Responsible for Monitoring: Principal, Instructional Coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Science PLC will team teach in eighth grade science utilizing their expertise in Science TEKS.

Strategy's Expected Result/Impact: Offer collaborative support and expertise on various Science TEKS. Promote academic growth on STAAR.

Staff Responsible for Monitoring: Campus Admin, Instructional Coach

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

Supplement McGraw Hill with Lowman Education daily Warm Ups, Exit Passes and STAAR Blitz as a supplemental resource.

Strategy's Expected Result/Impact: Additional resource to provide differentiated instruction and meet the needs of various learning styles.

Staff Responsible for Monitoring: Campus Admin Instructional Coach.

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

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Performance Objective 5 ☑ High Priority

By the end of the school year, Professional Learning Communities will become more efficient in answering the questions, how do we respond when students do not learn and how do we respond whey they have already learned to increase student growth in math and reading by 4% or above as measured by the 2027 STAAR assessment.

Evaluation Data Source: NWEA Map Growth Data, IXL Data, CFA, STAAR Data

Strategy 1

Continue to utilize the Teacher Assessment Reflection document for deep dive analysis.

Strategy's Expected Result/Impact: Determined what standards were mastered and non-mastered. Share and collaborate instructional strategies to reteach non-mastered standards.

Staff Responsible for Monitoring: Campus Administrators, PLCs, Instructional Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Provide a common planning time for Professional Learning Communities.

Strategy's Expected Result/Impact: Promote collaboration and teacher leadership.

Staff Responsible for Monitoring: Campus Administrators/Instructional Coach

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

Formative Reviews

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Strategy 3

Assign mentor teachers to novice teachers and teachers new to the school campus.

Strategy's Expected Result/Impact: Retention and longevity of teachers. Develop teacher leaders.

Staff Responsible for Monitoring: Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 6 ☑ High Priority

Provide professional growth opportunities in Math, RLA, Science and Social Studies to increase student growth by 4% or above as measured by the 2027 STAAR assessment.

Evaluation Data Source: Record of staff developments, feedback from walkthroughs, lesson plans evaluations.

Strategy 1

Continue to utilize the Texas Instructional Leadership program Waterfall document for walkthroughs.

Strategy's Expected Result/Impact: Build capacity of teachers, create effective teachers, improve instruction, empower teacher leaders, improved academic progress.

Staff Responsible for Monitoring: District and campus administration, instructional coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Provide immediate feedback from daily walkthroughs to foster a culture of continuous improvement.

Strategy's Expected Result/Impact: Ensure teachers are meeting state standards. Identify training and support needs, and build relationships between administrators and teachers.

Staff Responsible for Monitoring: Campus administrators, Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 3

Conduct at least three individual or calibrated walkthroughs with members of campus admin and/or the local Education Service Center.

Strategy's Expected Result/Impact: Provides continuous support to strengthen Tier 1 instruction

Staff Responsible for Monitoring: Campus Admin, Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

No Progress

November **January** **March**

Performance Objective 7

Implement the campus MTSS/RTI process to increase student growth metrics in math and reading by 4% or above as measured by the 2027 STAAR assessment.

Evaluation Data Source: NWEA MOY, EOY. Bluebonnet and Amplify Unit Assessments

Strategy 1

Professional Learning Communities will identify Tier 2 and Tier 3 struggling learners through analysis of universal screeners(NWEA MAP Growth),formative and common formative assessments.

Strategy's Expected Result/Impact: Assess student strengths and needs. Improve student progress throughout the school year.

Staff Responsible for Monitoring: Teachers, Campus Administrators

Formative Reviews

November **January** **March**

Strategy 2

Tier 2 and Tier 3 spreadsheet will be utilized at least twice a week to identify students selected for small group math and reading intervention.

Strategy's Expected Result/Impact: Provide additional support to students who has not master specific TEKS.

Staff Responsible for Monitoring: Teachers, Campus Administrators

Formative Reviews

November **January** **March**

Goal 2

Hamshire Fannett Middle School will increase its technology integration level by 10% or above the 2025- 2026 baseline as measured by SAMR.

Performance Objective 1

100% of teachers will integrate technology during instruction moving from no technology to Substitute/ Augmentation levels in the SAMR Model.

Evaluation Data Source: Google Suite, Walkthroughs, T-TESS Evaluations

Strategy 1

Continue to provide teachers with ESC, District, and campus staff developments throughout the school year and during the summer to increase their ability to effectively integrate various platforms during instruction instruction.

Strategy's Expected Result/Impact: Technology integration enable teachers to design, develop, and integrate digital learning experiences that utilize moving technology from teacher led (Substitution, Augmentation) to student centered (Modification and Redefinition). Will impact formative and state assessments.

Staff Responsible for Monitoring: Principal , Assistant Principal, Instructional Coach

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Goal 3 OPERATIONAL: Hamshire-Fannett ISD will provide a safe and secure environment for all students and staff.

Performance Objective 1

By the end of the 2026-2027 School Year, 100% of the district's safety policies will be implemented.

Evaluation Data Source: Record of staff developments , safety drills , safety actions in Sentinel.

Strategy 1

Campus administrators and staff complete a Emergency Operation Procedure(EOP) training facilitated by the campus.

Strategy's Expected Result/Impact: Staff is provided training to include Standard Response Protocols, and ICS to provide maximum school safety.

Staff Responsible for Monitoring: District and Campus Administrators, Director of Maintenance

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

Formative Reviews

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Strategy 2

Conduct mandatory Standard Response Protocol drills(fire, shelter in place, intruder, crisis, evacuation) monthly throughout the school year.

Strategy's Expected Result/Impact: Teachers and students will know expectations for an actual emergency/crisis.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Coach.

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

Formative Reviews

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Strategy 3

Daily random checks of all work space doors to include classrooms, offices, storage spaces, exit and entry doors throughout the school day.

Strategy's Expected Result/Impact: Ensure that staff and students are following safety protocols regarding locked doors. First line of defense for intruders.

Staff Responsible for Monitoring: Campus Admin, Instructional Coach

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

Formative Reviews

November	January	March

Strategy 4

Train campus personnel in CPR and First Aid within the first six weeks of school.

Strategy's Expected Result/Impact: Provide knowledge and training to quickly respond to unforeseen emergency situations.

Staff Responsible for Monitoring: District and Campus Administrators.

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

Formative Reviews

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Performance Objective 2

By the end of the 2026- 2027 School Year, the number of incidents involving violence, tobacco, alcohol and other drug use will be reduced by 3%,

Evaluation Data Source: PEIMS data, Skyward data

Strategy 1

Provide safety awareness presentations to students, staff, and parents, regarding bullying, vaping, alcohol, drug use, weapons, etc throughout the school year.

Strategy's Expected Result/Impact: Increase awareness and feeling of safety. Decrease the number of incidents of fighting, vaping, bullying, etc on the school campus comparative to the 2023-2024 School Year.

Staff Responsible for Monitoring: Campus Administration and Counselor

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

Formative Reviews

November	January	March

Strategy 2

Use the Crimestoppers App to establish a line of anonymous communication between school administration and students.

Strategy's Expected Result/Impact: Encourage reporting of possible incidents. Prevention of possible incidents , and decrease the number of incidents of fighting, vaping, bullying, etc on the school campus comparative to the 2025-2026 School Year.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Staff

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

Formative Reviews

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Strategy 3

Investigate all Verdaka Vape Detection and Deledao Wellness alerts.

Strategy's Expected Result/Impact: Decrease the number of vape incidents and intercept harmful intents. Proactive methods to promote safety.

Staff Responsible for Monitoring: Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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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

Maintain 100% participation of students in all Academic UIL activities and ranking of Academic Champion for the 2026-2027 School Year.

Evaluation Data Source: PEIMS Data, Competition results.

Strategy 1

Create awareness by providing Academic (UIL) benefits to students, teachers and parents in relationship to citizenship, character building and good sportsmanship.

Strategy's Expected Result/Impact: Increase participation in UIL events at the district, regional, and state level.

Staff Responsible for Monitoring: Principal, Assistant Principal, UIL Sponsors

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	January	March

Performance Objective 2

Increase participation rates of students by 5% in all Athletic UIL activities by the end of the 2026-2027 School Year.

Evaluation Data Source: PEIMS Data, Competition results .

Strategy 1

Offer athletic summer programs to encourage student involvement for the upcoming school year.

Strategy's Expected Result/Impact: Increased participation in all athletic events comparative to the 2026-2027 School Year.

Staff Responsible for Monitoring: Athletic director and Coaches

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

Formative Reviews

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Performance Objective 3

Increase the number of band and agriculture class participants by the end of the 2026-2027 School Year.

Evaluation Data Source: PIEMS Data

Strategy 1

Offer athletic summer programs to encourage student involvement for the upcoming school year

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

Staff Responsible for Monitoring: Campus administration, CTE teachers.

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March

Strategy 2

Align seventh and eighth technology/business/agriculture courses with the high school CTE courses for high school credit

Strategy's Expected Result/Impact: Encourage interest in real world career courses and improve CCMR accountability.

Staff Responsible for Monitoring: High School Technology Department Leader, Campus Admin, Instructional Coach

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Performance Objective 4

Increase the participation rate by 5% of MS band members during 2026-2027 School Year.

Evaluation Data Source: Band Enrollment Rosters, PEIMS

Strategy 1

Create opportunities for the Middle School band to participate in high school events.

Strategy's Expected Result/Impact: Improve marching skills, increase band enrollment that will allow more competition at UIL events, and build band members retention rates from year to year, transitioning into high school.

Staff Responsible for Monitoring: Director and band teachers and directors, Campus Admin

TEA Priorities: Connect high school to career and college

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

Formative Reviews

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Strategy 2

Maintain officers and leadership positions within the band to increase student involvement and ownership.

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

Staff Responsible for Monitoring: Band teachers and directors, Campus Administration

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

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Strategy 3

Middle School performances at the Intermediate and Elementary campuses at least twice a year.

Strategy's Expected Result/Impact: Encourage interest in the Middle School band and increase band membership.

Staff Responsible for Monitoring: Band Director and Teacher

TEA Priorities: Connect high school to career and college

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

Formative Reviews

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Performance Objective 5

Increase the participation rate of choir members by the end of the 2026-2027 School Year

Evaluation Data Source: PEIMS

Strategy 1

Provide performance opportunities in the school and community to highlight performances and accomplishments.

Strategy's Expected Result/Impact: Builds competency in skills and performance. Offer new opportunities and encourages student engagement, and promotes civic engagement.

Staff Responsible for Monitoring: Choir Teacher, Fine Arts Director, Campus Admin

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

Formative Reviews

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Goal 5 Hamshire Fannett Middle School will establish a positive school culture.

Performance Objective 1

Decrease the number of teacher and student absences, referrals, and infractions by 4% as compared to the 2025-2026 School Year.

Evaluation Data Source: Skyward data

Strategy 1

Increase recognition and encouragement of students and staff weekly through CKH announcements, Brag Boards, Affirmations and Incentives.

Strategy's Expected Result/Impact: Promote positive morale.

Staff Responsible for Monitoring: Campus Admin

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November	January	March

Strategy 2

Recognize Red Ribbon Week with guest presentations and daily promotional activities for students and staff.

Strategy's Expected Result/Impact: Bullying, drugs and vape awareness

Staff Responsible for Monitoring: Campus Admin

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November January March

Strategy 3

Provide connectedness activities such as monthly staff luncheons, ice cream socials, Kona Ice, coffee days, birthday recognitions and dessert days.

Strategy's Expected Result/Impact: Promote staff morale.

Staff Responsible for Monitoring: Campus Admin, Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals

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

Formative Reviews

November January March

Strategy 4

Conduct grade level presentations on procedures and expectations at the beginning of the first and second semesters.

Strategy's Expected Result/Impact: School culture awareness. Reduction in infractions and referrals.

Staff Responsible for Monitoring: Campus Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 5

Implement the Capturing Kids Heart (CKH) process with fidelity, specifically focusing on student-teacher connectedness and empowerment for self-managing classrooms and clarity with our discipline process.

Strategy's Expected Result/Impact: Build a social emotional learning foundation for sustainable transformation by building meaningful productive relationships between students and staff. Create a positive school culture. Reduce number of discipline infractions and referrals.

Staff Responsible for Monitoring: Campus Admin. Director of Special Education

Formative Reviews

No Progress

November	January	March

Strategy 6

Award students monthly using the CKH Award of Excellence recognition program.

Strategy's Expected Result/Impact: Monthly character traits become meaningful to students. Improve positive citizenship among peers.

Staff Responsible for Monitoring: Campus Admin

Formative Reviews

No Progress

November	January	March

Performance Objective 2

Create a collegial work environment that promotes leadership and collaboration.

Evaluation Data Source: CKH Staff Surveys

Strategy 1

Invite teacher voice that will promote teacher leadership and school ownership.

Strategy's Expected Result/Impact: Create teacher leaders through leadership roles that guide effective instruction, promote a positive culture, and and a safe and secure school.

Staff Responsible for Monitoring: Campus Admin, Instructional Coach

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

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Strategy 2

Maintain Teacher Leadership Teams such as Department PLC Team Leaders, Grade Level Chairs, Guiding Coalition, Process Champions, and Teacher Mentors each school year.

Strategy's Expected Result/Impact: Invites teacher voice that will promote teacher leadership and school ownership., and improves effective instruction, promotes a positive culture/climate, and a safe and secure school.

Staff Responsible for Monitoring: Campus Admin

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

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No Progress

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