

Hamshire-Fannett Independent School District
Hamshire-Fannett High School
Campus Improvement Plan
2020-2021

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Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2018-2019 school year, Hamshire-Fannett High School housed about 557 students and 58 staff members. Information is based on the last three years of TAPR reports.

	2018-2019	2017-2018	2016-2017
Student Enrollment	557	553	534
African American	7.7%	6.3%	5.6%
Hispanic	17.4%	15.2%	14.6%
White	71.3%	74.3%	77.0%
Eco. Dis.	46.3%	40.9%	24.7%
EL	1.6%	0.9%	1.5%
At-Risk	52.4%	45.6%	37.1%
Sp. Ed.	7.5%	7.2%	7.7%

Teacher Experience	2018-2019	2017-2018	2016-2017
Beginning Teachers	9.2%	11.5%	28.6%
1-5 Years	40.2%	26.6%	16.9%
6-10 Years	13.8%	23.1%	17.2%
11-20 Years	9.2%	11.1%	15.3%
Over 20 Years	27.6%	27.7%	22.1%

Demographics Strengths

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

Student Learning

Student Learning Summary

Percent of Students Approaching Grade Level

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EOC Test	Campus 2019	Campus 2018	Campus 2017	State 2019	State 2018	State 2017
English 1	78%	70%	75%	68%	65%	65%
English 2	70%	78%	77%	68%	67%	67%
Algebra 1	82%	90%	91%	85%	83%	78%
Biology	89%	88%	84%	88%	87%	87%
US History	90%	93%	98%	93%	92%	91%

Percent of Students Approaching/Meeting/Mastering Grade Level

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2019 EOC Test	Campus Approaches	Campus Meets	Campus Masters
ELAR	74%	54%	10%
Algebra 1	82%	45%	26%
Biology	89%	63%	19%
US History	90%	69%	35%

	Campus Class of 2018	Campus Class of 2017	Campus Class of 2016	State Class of 2018	State Class of 2017	State Class of 2016
Graduated 4-Yr Rate Longitudinal	96.7%	96.2%	100%	90.0%	90.1%	89.1%
FHSP, Recommended or Distinguished Plan Graduates	97.4%	89.6%	90.8%	86.8%	88.5%	87.4%
College-Ready Graduates ELA	73.3%	57.9%	58.5%	58.2%	53.2%	50.6%
College-Ready Graduates Mathematics	50.0%	40.5%	47.6%	46.0%	42.0%	44.6%
Postsecondary Credit 9+ Hours	30.2%	29.4%	27.1%	20.7%	19.9%	12.2%
CTE Coherent Sequence Graduate Average	78.4%	55.6%	57.9%	38.7%	50.5%	47.8%
SAT Score All Subjects	1073	1022	1376	1036	1019	1375

	Campus Class of 2018	Campus Class of 2017	Campus Class of 2016	State Class of 2018	State Class of 2017	State Class of 2016
Average SAT Score ELA	546	520	913	521	512	903
Average SAT Score Mathematics	527	502	462	515	507	472
Average ACT Score All Subjects	22.5	20.5	21.0	20.6	20.3	20.3
Average ACT Score ELA	22.4	20.3	20.6	20.3	19.9	19.8
Average ACT Score Mathematics	21.7	20.2	21.1	20.6	20.4	20.5
Average ACT Score Science	22.9	20.9	21.3	20.9	20.6	20.5

	Campus Class of 2017	Campus Class of 2016	Campus Class of 2015	State Class of 2017	State Class of 2016	State Class of 2015
Graduates Enrolled in TX Institution of Higher Ed.	63.5%	56.4%	58.4%	54.6%	54.7%	56.1%
Graduates Enrolled in TX IHE Completing One Year Without Remediation	55.3%	62.7%	60.8%	59.2%	55.7%	55.6%

Student Learning Strengths

- Academic Achievement in Science
- Academic Achievement in Mathematics
- Academic Achievement in English Language Arts/Reading
- Acknowledgement in Post-Secondary Readiness
- College, Career, Military Readiness (CCMR) score of 94 (75% of 2019 graduates qualified for at least 1 CCMR indicator)
- The campus received a "B" (86) 2019 Accountability rating
- Graduation 4-year longitudinal rate for the class of 2018 was 96.7% (Above state average)
- The campus graduated 97.4% of students on the FSHP, Recommended or Distinguished Plan Graduates in 2018 (Above state average)
- 30.2% of 2018 graduates had 9 or more hours of post-secondary credit (Above state average)
- 78.4% of 2018 graduates completed a CTE Coherent Sequence of courses (Above state average)

School Processes & Programs

School Processes & Programs Summary

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

Our district provides excellent support for special needs students and related services, such as physical therapy, occupational therapy, auditory impairment services, vision impairment services, speech therapy, and special education counseling. Parents of special needs students are provided access to materials and parent training seminars at no cost. We continue to provide targeted staff development in many areas, including autism, ADHD, discipline, ESL, and GT. Dyslexic students are serviced by a trained dyslexic teacher. 504 services and accommodations are provided to students who meet 504 criteria.

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

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

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

School Processes & Programs Strengths

- TalentED recruiting program for application and staffing management.
- Strong CTE participation by students.
- Mentor teacher program for new teachers.
- One-to-one student Chromebook distribution.

Perceptions

Perceptions Summary

A district wide survey was available to staff members as well as parents of students. A survey was not conducted for the spring of 2020.

- The Survey was conducted in late spring of 2019.
- Staff and community members received a survey invitation via email, which contained a unique access code. Each access code could only be used once to take the survey.

Perceptions Strengths

Parent survey:

- **89% of parents agree that the district uses technology effectively to support teaching**
- **96% of parents agree that their child has a good relationship with at least one adult at school**
- **88% of parents agree that parent-teacher conferences provide productive communication**
- **81% of parents agree that their child feels safe at school**

Staff survey:

- **88% of staff believe that learning targets and curriculum objectives for their job assignment are clear**
- **81% of staff think the district offers high quality academic programs**
- **91% of staff are proud of our district**
- **91% of staff enjoy being involved in District affiliated activities outside the normal day**
- **92% of staff felt they have the flexibility to do their job the way they think is most effective**

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A large portion of the staff believes there is a lack of communication from campus administration and district administration. **Root Cause:** Campus administration does not consistently communicate information to staff.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for measures of CCMR(HB 3)
- Current and/or prior year(s) campus and/or district improvement plans
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Dyslexia Data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett High School will obtain a rating of "B" or higher on state accountability reporting and increase the percentage of graduates that meet the criteria for CCMR from 60% to 80 % by August 2025

Performance Objective 1: 70% of students score at the "Meets Grade Level" or higher on all STAAR/EOC assessments in high school.

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

Summative Evaluation: None

Strategy 1: Target instructional gaps in the core areas by providing additional instructional time before, during and after school. Strategy's Expected Result/Impact: STAAR reports, CBA's, TAPR, State and Federal report cards Staff Responsible for Monitoring: Core Area Teachers Counselor Administration Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use Regional Service Centers (4 and 5) to train teachers in research based strategies for the classroom. Strategy's Expected Result/Impact: STAAR reports, CBA's, TAPR, State and Federal report cards Staff Responsible for Monitoring: Administrators Teachers Department Heads	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: High school teachers will use curriculum based assessments (CBA) to assess students in their growth and weaknesses along with adjusting as need throughout the school year. Strategy's Expected Result/Impact: STAAR reports, CBA's, TAPR, State and Federal report cards, state accountability Staff Responsible for Monitoring: Teachers Administrators Instructional Technologist	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Send AP and Honors teachers along with other core area teachers to AP-training to learn on how to use research based instruction and strategies in the classroom. Strategy's Expected Result/Impact: STAAR reports, CBA's, TAPR, State and Federal report cards, state accountability index reports Staff Responsible for Monitoring: Administration Higher Ed Coordinator Counselors	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett High School will obtain a rating of "B" or higher on state accountability reporting and increase the percentage of graduates that meet the criteria for CCMR from 60% to 80 % by August 2025





Performance Objective 2: HFHS students will perform above regional and state averages in 75% of board adopted TAPR categories.

Evaluation Data Sources: TEA Accountability Reports, STAAR reports, TAPR reports, State and Federal Report Cards

Summative Evaluation: None

Strategy 1: Target instructional gaps in the core areas by providing additional instructional time before, during and after school. Strategy's Expected Result/Impact: CBA STAAR reports State and Federal Report Cards TAPR Staff Responsible for Monitoring: Core Area Teachers Administration Sp Ed teachers Technology Specialist Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All high school core area teachers will go to AP training over the next 3 years to increase the rigor in instruction with research based instruction. Strategy's Expected Result/Impact: CBA STAAR reports State and Federal Report Cards TAPR Staff Responsible for Monitoring: Administration Higher Ed Coordinator Core Teachers Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Staff Development days will be used to collaborate on the Written, Taught, and Tested curriculum used at HFHS and plan their lessons accordingly. Strategy's Expected Result/Impact: CBA STAAR reports State and Federal Report Cards TAPR Staff Responsible for Monitoring: Administration Teachers High Ed Coordinator	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4: The high school campus will prioritize the staff development and training for any STAAR passing rates lower than 80% to meet the students needs. Strategy's Expected Result/Impact: STAAR reports TAPR State accountability reports Staff Responsible for Monitoring: Administration Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June





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Performance Objective 3: Increase the 4 year Longitudinal Graduation Rate to 100%.

Evaluation Data Sources: TAPR, State Accountability

Summative Evaluation: None

Strategy 1: Offer before and after school tutorials, remediation classes and credit recover. Strategy's Expected Result/Impact: State reports, Accountability reports, Distinctions Staff Responsible for Monitoring: Administration Teachers Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Market CTE programs and certification for students' varied interest. Strategy's Expected Result/Impact: State reports, distractions, accountability reports Staff Responsible for Monitoring: CTE teachers \Administration Counselor Higher Ed Coordinator	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teacher/Parent/Administrator conferences with parents whose students are absent more than 10% of a semester. Strategy's Expected Result/Impact: State reports, accountability reports Staff Responsible for Monitoring: Administration Attendance Clerk Attendance committee Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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Performance Objective 4: Increase the Foundation High School Plan/Distinguished Graduation Plan annual rate to at least 95%.

Evaluation Data Sources: TAPR, State Accountability

Summative Evaluation: None

Strategy 1: Counselor and Higher Ed. Coordinator will monitor students' progress toward Distinguished Graduation Plan each year from 9th through 12th grade. Strategy's Expected Result/Impact: State Accountability report Staff Responsible for Monitoring: Higher Ed Coordinator Counselor Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continue to require all students to take Algebra II as part of the graduation plan. Strategy's Expected Result/Impact: State Accountability Report Staff Responsible for Monitoring: Administration Teachers Counselor Higher Ed Coordinator	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Continue RTI training for teachers to help remediation of students who are struggling with a specific course . Strategy's Expected Result/Impact: State Accountability Report Staff Responsible for Monitoring: Administration Teachers Counselor Higher Ed Coordinator	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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Performance Objective 5: Increase the advanced placement courses / dual-credit courses completion rate.

Evaluation Data Sources: TAPR, State Accountability

Summative Evaluation: None

Strategy 1: Continue expansion of AP/ Dual Credit classes to meet the needs of all students. Strategy's Expected Result/Impact: State Accountability Reports Staff Responsible for Monitoring: Administration Teachers Counselors	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All AP/Honors Teachers along with the dual credit teacher will attend advanced training to increase the rigor taught in the curriculum about research based instruction. Strategy's Expected Result/Impact: State Accountability Report Staff Responsible for Monitoring: Administration Teachers Counselor Higher Ed Coordinator	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use the Regional Service Centers to increase training for teachers for best practices and researched based instruction. Strategy's Expected Result/Impact: State Accountability Report Staff Responsible for Monitoring: Administration High Ed Coordinator Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Continue to expand AP courses opportunities to meet the needs of all students. Strategy's Expected Result/Impact: State Accountability Report Staff Responsible for Monitoring: Administrators Teachers Counselor Higher Ed Coordinator	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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Performance Objective 6: Increase college ready graduates in all subjects based on SAT, ACT and TSI.

Evaluation Data Sources: TAPR, State Accountability reports

Summative Evaluation: None

Strategy 1: Give the TSI to all seniors who have not met college ready standard in all subjects. Strategy's Expected Result/Impact: State Accountability Report Staff Responsible for Monitoring: Administrators Counselor Higher Ed Coordinator	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Ensure students are aware of the SAT/ACT resources that are free including Khan Academy allowing students to have personalized instructional practice. Strategy's Expected Result/Impact: SAT/ACT 3 % above state average and 6% above regional average Staff Responsible for Monitoring: Administration Counselor Higher Ed Coordinator	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide SAT/ACT dates and deadlines along with other opportunities in the Longhorn Lookout, social media, Facebook page, Twitter and Sky- alerts. Strategy's Expected Result/Impact: Avg SAT/ACT scores Staff Responsible for Monitoring: Administration Higher Ed Coordinator Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Continuing to offer and pay for the PSAT to 10th and 11th graders to show growth as they prepare for the SAT. Strategy's Expected Result/Impact: Avg SAT/ACT scores Staff Responsible for Monitoring: Higher Ed Coordinator Counselor Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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Performance Objective 7: Increase the percentage of students who complete 9 or more hours of post-secondary credit.

Evaluation Data Sources: TAPR, State Accountability Reports

Summative Evaluation: None

Strategy 1: Use the Higher Ed Coordinator and Counselor to facilitate and guide students and parents about Dual Credit options. Strategy's Expected Result/Impact: TAPR, State Assessments, Dual Credit Completion Rates Staff Responsible for Monitoring: Administrators Counselor Higher Ed Coordinator	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continue to have a full time Dual Credit Facilitator on Staff at HFHS. Strategy's Expected Result/Impact: TAPR, State Assessments, Dual Credit Completion Rates Staff Responsible for Monitoring: Administration Higher Ed Coordinator Counselor Dual Credit Facilitator	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Continue to offer face to face along with Computer based Dual credit instruction plus AP Computer Science through Edhesive to attain college credit. Strategy's Expected Result/Impact: TAPR, State Assessments, Dual Credit Completion Rates, AP results, TSI Staff Responsible for Monitoring: Administration Teachers Counselor Higher Ed Coordinator	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





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Performance Objective 8: Increase the percentage of graduates enrolled in TX Institution of Higher Education.

Evaluation Data Sources: TAPR

Summative Evaluation: None

Strategy 1: Continue to have Jr and Sr students to take up to two "College Days" per year. Strategy's Expected Result/Impact: TAPR, State Accountability Staff Responsible for Monitoring: Higher Ed Coordinator Counselor Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Bring in college recruiters to speak to students about 2 and 4 year colleges along with certification programs. Strategy's Expected Result/Impact: TAPR, State Accountability, SAT/ACT report Staff Responsible for Monitoring: Higher Ed Coordinator Counselor Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use Remind, Facebook, and Twitter to remind students of deadlines and important information such as "Apply Texas". Strategy's Expected Result/Impact: RAPR, State accountability reports Staff Responsible for Monitoring: Higher Ed Coordinator Counselor Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Counselor and Higher Ed Coordinator will continue to host Senior Parent Night Meetings to discuss options after graduation. Strategy's Expected Result/Impact: RAPR, State Accountability Report Staff Responsible for Monitoring: Higher Ed Coordinator Counselor Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Continue to advertise and publicize students acceptance to college, armed services and universities. Strategy's Expected Result/Impact: TARP, State accountability report Staff Responsible for Monitoring: Higher Ed Coordinator Counselor Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June





Strategy 6: "Apply Texas Day"-LIT representative will visit with students and help them apply to LIT and School of their choice. Strategy's Expected Result/Impact: TARP, State accountability report Staff Responsible for Monitoring: Higher Ed Coordinator	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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Performance Objective 9: Increase the graduates in TX Institutions of Higher Learning completing one year without remediation.

Evaluation Data Sources: TAPR

Summative Evaluation: None

Strategy 1: Send all core area teachers to AP training over the next 3 years to accelerate the rigor of the taught curriculum and inform teachers about best practices. Strategy's Expected Result/Impact: TAPR, State accountability report Staff Responsible for Monitoring: Higher Ed Coordinator Counselor Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Use the Region 4 and 5 service centers to train teachers and increase the rigor in their classrooms. Strategy's Expected Result/Impact: TAPR, State accountability Staff Responsible for Monitoring: Higher Ed Coordinator Counselor Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Continue to give the TSI test to students at the high school campus at various times during the year. Strategy's Expected Result/Impact: TAPR, state accountability report Staff Responsible for Monitoring: Higher Ed Coordinator Counselor Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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Performance Objective 10: HFHS Students will have more options to obtain Industry Based Certification in CTE programs.

Evaluation Data Sources: Region 5 CTE data, School Report Card, TEA School accountability

Summative Evaluation: None

Strategy 1: Continue to have a CTE dept. head with a stipend. Strategy's Expected Result/Impact: Additional certifications, additional courses, TEA, Staff Responsible for Monitoring: Administration Principal CTE Dept Head Counselor Higher Ed Coordinator	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: CTE teachers will meet in staff development in the Fall as well as throughout the year as to make adjustments in the department. Strategy's Expected Result/Impact: State accountability, School report card Staff Responsible for Monitoring: Administration Principal Counselor Higher Ed Coordinator CTE teachers CTE Dept Head	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Use Region 5 personnel for training, information and updates. Strategy's Expected Result/Impact: Additional certifications, additional courses, TEA Staff Responsible for Monitoring: Administration Principal Counselor Higher Ed Coordinator CTE Dept Head CTE teacher	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4: CTE teachers will develop lesson plans and a scope and sequence that will align with CTE TEKS for their particular class(es). Strategy's Expected Result/Impact: Additional certifications, additional courses, TEA, distinction designation for accountability Staff Responsible for Monitoring: Administration Principal Counselor Higher Ed Coordinator CTE Dept Head CTE teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Continue to expand the CTE courses offered to meet the needs and interest of our community and students based on a local advisory committee. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Administration CTE Department Head Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett High School will obtain a rating of "B" or higher on state accountability reporting and increase the percentage of graduates that meet the criteria for CCMR from 60% to 80 % by August 2025

Performance Objective 11: Achieve 85% of all students in Special Education and 504 will have the ability to think critically and apply their assessed knowledge on all portions of the STAAR/EOC test by meeting TAPR and performance index standards.

Evaluation Data Sources: CBA's, TEA Accountability tables, TAPR, School Report Cards

Summative Evaluation: None

Strategy 1: Continue vertical /horizontal teaming and planning to align, write,extend and revise TEKS based curriculum guides, activities and assessments. Meetings will be scheduled monthly and as needed. Strategy's Expected Result/Impact: Percentage of 504 and special education students receiving "Approaches and Meets" grade level on state testing will increase. Staff Responsible for Monitoring: Principal Administration Dept heads Teachers Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Allocate money annually for staff to be paid to work in the summer to write curriculum. This will help to close the gaps in learning with regular and special populations and/or demographics. Strategy's Expected Result/Impact: STAAR results Formative assessments 4 week CBA TAPR, CIP,DIP Staff Responsible for Monitoring: Principal Administration Dept heads Teachers Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Target instructional gaps in core academic areas by providing additional instructional time before and/or after school; creative scheduling, and Study Skills Class. Strategy's Expected Result/Impact: 4 week CBA, formative assessments, STAAR results, 3 weeks progress reports, 6 week grade reports, TAPR Staff Responsible for Monitoring: Principal Administration Dept heads Teachers Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett High School will obtain a rating of "B" or higher on state accountability reporting and increase the percentage of graduates that meet the criteria for CCMR from 60% to 80 % by August 2025

Performance Objective 12: Reduce the dropout rate and decrease any disparity in performance in state assessments between students at risk of dropping out of school and other district students.

Evaluation Data Sources: TAPR, State Accountability Reports

Summative Evaluation: None

Strategy 1: Offer credit recovery classes during the school year and the summer. Strategy's Expected Result/Impact: TAPR, State Accountability Staff Responsible for Monitoring: Campus Admin Counselors Higher Ed Coordinator	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continue and increase parent involvement with administration conferences to discuss student who are continually absent. Strategy's Expected Result/Impact: TAPR, State Accountability Staff Responsible for Monitoring: Campus Admin Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide an opportunity to make-up time for excessive absences offered throughout the school year. Strategy's Expected Result/Impact: TAPR, State Accountability Staff Responsible for Monitoring: Campus Admin	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Continue to provide CTE programs for students' varied interest. Strategy's Expected Result/Impact: TAPR, State Accountability Staff Responsible for Monitoring: Campus Admin Counselors Higher Ed Coordinator CTE Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Continue providing Teen Leadership classes for At -Risk students at the high school campus. Strategy's Expected Result/Impact: TAPR, State Accountability Staff Responsible for Monitoring: Campus Admin Counselors Higher Ed Coordinator Teen Leadership teacher	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: ACADEMIC ACHIEVEMENT: Hamshire-Fannett High School will obtain a rating of "B" or higher on state accountability reporting and increase the percentage of graduates that meet the criteria for CCMR from 60% to 80 % by August 2025

Performance Objective 13: Increase high school attendance rate to 96% or higher for the school year.

Evaluation Data Sources: TAPR, State Accountability Reports

Summative Evaluation: None

Strategy 1: Implement New Truancy laws Strategy's Expected Result/Impact: TAPR, State Accountability reports Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continue and increase parent involvement with conferences to discuss student(s) who are continually absent. Strategy's Expected Result/Impact: TAPR, State Accountability reports Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Allow exam exemption incentives for high school students that meet the campus attendance and academic guidelines for exemptions. Strategy's Expected Result/Impact: TAPR, State Accountability Staff Responsible for Monitoring: Administration Teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 1: Train 100% of the staff on EOP procedures and processes.

Evaluation Data Sources: Sign- sheets, certificates ,

Summative Evaluation: None

Strategy 1: Plan Staff Development Days to reinforce EOP procedures and process at the high school campus. Strategy's Expected Result/Impact: Staff morale will increase as a result of clear expectations in possible crisis. Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Include local law enforcement when training for EOP. Strategy's Expected Result/Impact: Cooperation will extend feeling of preparedness which makes people feel safe and prepared for a situation. Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 2: The number of incidents involving violence (to include dating violence), tobacco, alcohol and other drug use will be reduced by 3% as measured by PEIMS and number of discipline referrals.

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

Summative Evaluation: None

Strategy 1: Provide training (mid-year) for faculty in the areas of how to recognize potentially violent situations and procedures to follow to prevent violence. Strategy's Expected Result/Impact: Decrease incidents of violence on school campuses Staff Responsible for Monitoring: Superintendent Campus Principals	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Establish line of communication between the school administration and students to encourage reporting of possible or potential helpful information to prevent violent incidents. Strategy's Expected Result/Impact: Decrease incidents of violence on school campuses Staff Responsible for Monitoring: School administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Increase presence of law enforcement agencies/officers on campus at both predictable and unpredictable days and events. Strategy's Expected Result/Impact: Reduce the number of incidents involving violence to include even Dating Violence, tobacco, Alcohol, and Other Drug use as measured by PEIMS and number of discipline referrals. Staff Responsible for Monitoring: School Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Enforce HFISD policy FFH (local) that prohibits dating violence along with other types of harassment for students and employees. Strategy's Expected Result/Impact: Maintain low incidence of dating violence, increase awareness of dating violence issues, reduce harassment issues and increase the feeling of safety by the students. Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Monitor the district's DAEP and how it provides positive changes in student behavior. Strategy's Expected Result/Impact: Number of incidents involving violence also including dating violence, tobacco, alcohol, and other drug use will be reduced by 3% by measured with PEIMS and the number of discipline referrals. Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 3: Incidences of bullying will continue to decrease.

Evaluation Data Sources: PEIMS reports, discipline referrals

Summative Evaluation: None

Strategy 1: A bullying form will be placed on the HF school web site. Strategy's Expected Result/Impact: Increase awareness of student behavior and feeling of safety at the school by students and parents as indicated on Spring community survey. Staff Responsible for Monitoring: Administration Technology	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Continue Teen Leadership classes. Strategy's Expected Result/Impact: Number of incidents involving violence including dating violence, tobacco, alcohol, and other drug use will be reduced by 3% as measured by the PEIMS report along with discipline referral. Staff Responsible for Monitoring: Curriculum department Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Bring in anti-bullying programs to help reduce the number of incidents involving violence including dating violence, tobacco, alcohol, and other drug use. Strategy's Expected Result/Impact: Number of incidents involving violence including dating violence, tobacco, alcohol, and other drug use will be reduced by 3% as measured by the PEIMS report along with discipline referral. Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 1: Hamshire-Fannett HS will increase the email and electronic communications to parents, staff and community members concerning school events, grading periods, positive notifications, and all pertinent information.

Evaluation Data Sources: Keep log of Skylerts, district Facebook, and the number of parents that ask to be removed from the list.

Summative Evaluation: None

Strategy 1: Notify parents of progress reports and report card day; notify parents of extracurricular activities involving the community;school calendar changes. Strategy's Expected Result/Impact: Increase communication with parents, staff, and community members which will better results on next year survey. Increase participation at all events at the high school. Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Recognize teams organizations,s and groups for their achievements on the school website, Facebook, Twitter and Instagram. Strategy's Expected Result/Impact: Increase pride and tradition in our school and with our students. Increase parent, staff, and student participation in these events. Build positive connections with community members. Staff Responsible for Monitoring: Administration Sponsors of organizations, teams, and groups.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: The HF school district will implement a survey, each spring, that allows employees and students, if desired to give positive input regarding district improvements. Strategy's Expected Result/Impact: Increase pride and tradition in our school and students. Increase parent, staff, and community participation in all events building positive connections. Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Parent compact will be given out and discussed at open house each year. Strategy's Expected Result/Impact: Increase pride and tradition in our school and students. Increase parent, staff, and community participation in all events building positive connections. Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Continue to be visible on the campus and have an open door policy for teachers, community, parents, and administrators to collaborate on ideas for the district. Strategy's Expected Result/Impact: Increase pride and tradition in our school and students. Increase parent, staff, and community participation in all events building positive connections. Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 2: A majority of HFHS staff will have a positive view on how discipline is handled on campus.

Evaluation Data Sources: District staff survey data.

Summative Evaluation: None





Strategy 1: Student discipline will be addressed in a consistent manner taking into account the specific details of each discipline infraction. Strategy's Expected Result/Impact: Staff survey perception will improve. Staff Responsible for Monitoring: Principal Assistant Principal	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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

Performance Objective 3: HFHS will increase the staff quality, recruitment, and retention of teachers.

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

Summative Evaluation: None

Strategy 1: Pay for Professional Development opportunities for staff members. Strategy's Expected Result/Impact: TAPR, T-Tess, retention and support of staff Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Mentor and support new staff members at HFHS. Strategy's Expected Result/Impact: TAPR, T-Tess, Mentoring Guidelines Staff Responsible for Monitoring: Administration Higher Ed Coordinator Counselor	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: High school administration will attend job fairs to recruit certified and highly qualified teachers. Strategy's Expected Result/Impact: recruit and maintain \certified teachers and staff Staff Responsible for Monitoring: Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: LEADERSHIP: Hamshire-Fannett High School will increase the quality of extra- and co-curricular programs as measured by participation, diversity of programs, and funding.

Performance Objective 1: Continue to increase the participation of students in all Academic UIL activities.

Evaluation Data Sources: Members of UIL academic teams

Summative Evaluation: None

Strategy 1: Advocate for the various programs and encourage participation. Strategy's Expected Result/Impact: More participation in UIL events-UIL district, regionals and state competition Staff Responsible for Monitoring: Administration Teachers UIL Sponsors UIL Department head	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: LEADERSHIP: Hamshire-Fannett High School will increase the quality of extra- and co-curricular programs as measured by participation, diversity of programs, and funding.

Performance Objective 2: Continue to increase participation rates of students in all Athletic UIL.

Evaluation Data Sources: Member of UIL sports teams

Summative Evaluation: None

Strategy 1: Continue to offer summer programs to keep athletes around the campus during the summer and involved with the coaching staff. Strategy's Expected Result/Impact: Increased participation in all athletic events. Staff Responsible for Monitoring: Athletic Director Coaching Staff	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>				

Goal 4: LEADERSHIP: Hamshire-Fannett High School will increase the quality of extra- and co-curricular programs as measured by participation, diversity of programs, and funding.

Performance Objective 3: Continue to increase students advancing to various regional and state competition.





Strategy 1: Have more students participate in the online competitions held in the fall and spring (Best of Texas and Virtual Challenge) Strategy's Expected Result/Impact: There will be students who participate in the actual events on UIL competition days. Staff Responsible for Monitoring: Administration Teachers UIL Sponsors UIL Department head Various sponsors	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Make all students aware that they will qualify to apply for TILF Scholarships only if they qualify at the state level of UIL. Strategy's Expected Result/Impact: There will be students who participate in the actual events on UIL competition days. Staff Responsible for Monitoring: Administration Teachers UIL Sponsors UIL Department head Various sponsors	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: LEADERSHIP: Hamshire-Fannett High School will increase the quality of extra- and co-curricular programs as measured by participation, diversity of programs, and funding.

Performance Objective 4: Continue to increase the number of CTE organizations throughout the campuses.

Evaluation Data Sources: Number of students in each CTE organization

Summative Evaluation: None

Strategy 1: Provide funding for competitive events to include travel and entry expenses. Strategy's Expected Result/Impact: Increase student opportunities for CTSOs. Staff Responsible for Monitoring: Administration CTE teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide memberships for teachers/ sponsors for professional educator organizations related to their assignments. Strategy's Expected Result/Impact: Increase student opportunities for college and career readiness, personal growth, and career success. Staff Responsible for Monitoring: Administration CTE teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide funding for CTSOs conferences, workshops and conventions. Strategy's Expected Result/Impact: Increase student opportunities for CTSOs. Staff Responsible for Monitoring: Administration CTE teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide funding for teacher/sponsors to attend district, area, and state in-service related to their teaching assignment and CTSOs. Strategy's Expected Result/Impact: Provide professional development for training dedicated, enthusiastic CTSO sponsors. Staff Responsible for Monitoring: Administration CTE teachers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Provide funding for certification fees for students Strategy's Expected Result/Impact: Higher number of certification test. Staff Responsible for Monitoring: CTE Sponsors Principal District Adm TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: LEADERSHIP: Hamshire-Fannett High School will increase the quality of extra- and co-curricular programs as measured by participation, diversity of programs, and funding.

Performance Objective 5: Continue to increase the participation rate in band on campus.

Strategy 1: Work on increasing the band's knowledge of intonation, balance, and precision so that they can attain the goals that they set as individuals along with the group. This will spark more interest to join the HFHS band to be part of an award-winning organization. Strategy's Expected Result/Impact: Increase in band enrollment and the retention for year after year. Staff Responsible for Monitoring: Band director Band teacher Principal	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Work on increasing the band budget so that we can make yearly purchases of instruments to replace and increase inventory to be able to have more and offer students who are not able to purchase an instrument one to use during the school year. Strategy's Expected Result/Impact: Increase in band enrollment and the retention for year after year. Staff Responsible for Monitoring: Band director Band teacher Principal	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Work on increasing knowledge about band scholarships opportunities in college and how to obtain them. Help build rapport that is needed for auditions and how to get the most amount for the effort so everyone has a better opportunity for higher education after graduation. Strategy's Expected Result/Impact: Increase in band enrollment and the retention for year after year. Staff Responsible for Monitoring: Band director Band teacher Principal	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Work on creating band officers and leadership positions within the band to create more student involvement and ownership of the band. Strategy's Expected Result/Impact: Increase in band enrollment and the retention for year after year. Staff Responsible for Monitoring: Band director Band teacher Principal	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Locate workshops and clinics for band members to participate in to increase participation in ATSSB, TMEA, and UIL events. Strategy's Expected Result/Impact: Increase in band enrollment and the retention for year after year. Staff Responsible for Monitoring: Band director Band teacher Principal	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 4: LEADERSHIP: Hamshire-Fannett High School will increase the quality of extra- and co-curricular programs as measured by participation, diversity of programs, and funding.

Performance Objective 6: Continue to increase the participation rate in choir on campus.

Strategy 1: Recruit by performing for intermediate and middle schools to show the types of music learned in choir class and have members of the class answer questions to learn more about the choir. Strategy's Expected Result/Impact: Increase in choir enrollment and the retention for year after year. Staff Responsible for Monitoring: Administration Choir director/teacher	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide ample opportunities of performances at school and in the community where students can see and hear the choir. Answer any question that students might have about the program so that they can also be involved. Strategy's Expected Result/Impact: Increase in choir enrollment and the retention year after year along with UIL events and community performances. Staff Responsible for Monitoring: Administration Choir director/teacher	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Place fliers and signs around the campus for maximum exposure. Strategy's Expected Result/Impact: More participation in UIL events- UIL district, regionals and state competition. Staff Responsible for Monitoring: Administration Teachers UIL Sponsors UIL Department head Various sponsors	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Encourage students to help with recruiting at events. Strategy's Expected Result/Impact: More participation in UIL events. UIL district, regionals and state competition Staff Responsible for Monitoring: Administration Teachers UIL Sponsors UIL Department head Various sponsors	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Addendums