

Hamshire-Fannett Independent School District

Hamshire-Fannett Middle School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: October 26, 2020
Public Presentation Date: October 26, 2020

Mission Statement

We at Hamshire-Fannett Middle School, believe that all students can achieve. We are dedicated to providing an academic environment that will ensure student success. With that belief we will provide:

A safe and orderly campus for all students

Curricula that aligns with the Texas State Standards

Daily instruction meeting individual student needs

Programs and activities that enhance academic achievement, as well as each student's social and emotional growth

Vision

The faculty and staff at Hamshire-Fannett Middle School are focused on preparing students for college and careers. We aim to inspire and empower students to excel academically, socially, and emotionally while preparing them to be productive citizens and future leaders. H.F.M.S. strives to provide a nurturing and safe environment that fosters a rigorous academic curriculum while integrating technology to prepare students to become lifelong learners.

Core Beliefs

Safe, Secure Environment,

Academics,

Social,

Emotional,

Physical Health

Productive Citizen and 21st Century Learners

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Comprehensive Needs Assessment

Demographics

Demographics Summary

During the last two school years enrollment has remained relatively unchanged with a 3% decrease in attendance from the last school year. This decrease is attributed to COVID 19 and other natural phenomena. There is a 11% decrease of White students which mimics the enrollment pattern from the 2016-2017 and the 2017-2018 School Years. This can be attributed to the demographics of students that transition of students from the Intermediate campus. Hispanic, African American, Asian, American Indian, and Multi-Race remained relatively unchanged with slight increases. There is also a 13% increase of the Economically Disadvantaged; also attributed to COVID 19 resulting in a change in families economic situations. **(See attendance trends below)**

Category	2020-2021	2019-2020	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Enrollment	466	466	303	292	286	274	259
Attendance	93.0%	96.5%	96.7%	95.4%	95.4%	95.6%	96%
WHITE	61%	72%	65.3%	72.9%	77.3%	76.6%	78.8%
HISPANIC	17%	15.4%	18.2%	16.1%	14%	15%	15.8%
AFRICAN AMERICAN	9.0%	8.0%	11.9%	6.8%	4.9%	4.7%	3.1%
ASIAN	1.5%	0.08%					
AMERICAN INDIAN	0.2%	1.0%					
MULTI-RACE	1.9%	1.7%					
ECO. DIS.	67%	53.8%	48.8%	26.7%	22%	24.8%	30.2%
At-Risk	40%	57%	52.5%	37.7%	33.9%	33.9%	32%
SPED	8.0%	6.4%	5.5%	5.5	7.7	7.7	5.4
G/T	7.0%	10%					
EL	5.0%	5.3%	3.3%	2.7%	1.4%	5.5%	4.2%

Demographics Strengths

1. Hamshire Fannett Middle School performed exceptionally well in Closing the Gap, scoring in the top 25% during the 2018-19 School Year.
2. Families have strong ties to the community.
3. 75% of staff have attended school or have children that currently attend school in Hamshire-Fannett ISD.
4. Staff has a strong sense of ownership in the school.
5. The teaching staff is highly qualified and 100% of teachers hold a bachelors or masters degree from an accredited college or university.
6. The teaching staff at Hamshire Fannett Middle School represents the diversity of the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The average daily attendance has decreased by 3.6% from the last two school years. **Root Cause:** COVID/Natural Disasters have contributed to the decline in the average daily attendance.

Student Learning

Student Learning Summary

Beginning of the Year Assessments:

As a result of COVID-19, and the cancellation of the State of Texas Assessments of Academic Readiness(STAAR) for the 2019-2020 School Year, Hamshire-Fannett Middle School administered the Reading and Math optional beginning of the year(BOY) assessments. The purpose of these assessments were to gauge students understanding of the TEKS for the 2019-2020 School Year. The Texas Education Agency will not use this data for any accountability purposes. The data will only be used to determine the educational impact of the current crisis. The assessments were administered only to Face-to-Face students. The Middle School have used these results in addition to other assessments to design plans of intervention for students needing additional support in Reading and Math. During the first six weeks of school, teachers have identified students for Multi-System of Support in Reading and Math. Math and Reading intervention courses have been created for students needing that additional support. Students are enrolled in these courses in addition to their core math and reading classes.

Below are the results:

September 2020 Math BOY:

	2020 Beginning-of-Year Assessment Grade 5 Mathematics							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Middle School	80	18	1518	50.33%	57.50%	17.50%	6.25%	09/21/20
	2020 Beginning-of-Year Assessment Grade 6 Mathematics							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Middle School	87	15	1551	40%	54.02%	16.09%	2.30%	09/21/20
	2020 Beginning-of-Year Assessment Grade 7 Mathematics							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Middle School	34	15	1555	37.29%	41.18%	2.94%	0%	09/21/20

2020 Reading BOY:

	2020 Beginning-of-Year Assessment Grade 5 Reading							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Middle School	77	23	1502	59.58%	55.84%	24.68%	14.29%	09/21/20

	2020 Beginning-of-Year Assessment Grade 6 Reading							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Middle School	85	25	1554	61.54%	55.29%	30.59%	12.94%	09/22/20
	2020 Beginning-of-Year Assessment Grade 7 Reading							
	Total Students	Raw Score	Scale Score	Percent Score	Approaches	Meets	Masters	Date Taken
Middle School	65	27	1625	63.46%	67.69%	44.62%	13.85%	09/22/20

2016, 2017, 2018 STAAR:

	March 2016 STAAR Mathematics, Grade 8			March 2017 STAAR Mathematics, Grade 8			Total Students												
	Total Students	Raw Score	Percent Score	Total Students	Raw Score	Percent Score													
								8.1(B) [P]	8.1(F) [P]	8.2(A) [S]	8.2(B) [S]	8.2(D) [R]	8.3(A) [S]	8.3(C) [R]	8.4(B) [R]	8.4(C) [R]	8.5(A) [S]	8.5(B) [S]	8.5(C) [S]
Middle School	110	37.43	66.89%	115	28.27	67.30%	136	67.51%	67.51%	78.68%	82.35%	65.07%	58.09%	73.90%	69.49%	58.82%	68.38%	63.97%	90.48%
American Indian/Alaskan Native	1	35	63%	1	37	88%	-	-	-	-	-	-	-	-	-	-	-	-	-
Asian	1	48	86%	1	37	88%	3	82.54%	82.54%	66.67%	100%	83.33%	66.67%	100%	83.33%	100%	100%	100%	100%
Black/African American	6	38.83	69.50%	8	24.13	57.50%	13	59.71%	59.71%	61.54%	76.92%	61.54%	69.23%	61.54%	61.54%	61.54%	46.15%	38.46%	76.92%
Hispanic	18	36.56	65.33%	15	31.47	74.87%	25	66.19%	66.19%	92%	88%	70%	40%	70%	70%	60%	68%	64%	90.48%
Native Hawaiian/Pacific Islander	2	39	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	1	33	59%	1	40	95%	2	70.24%	70.24%	100%	100%	75%	50%	75%	100%	50%	100%	50%	100%
White	81	37.43	66.88%	89	27.78	66.12%	93	68.41%	68.41%	77.42%	80.65%	63.44%	61.29%	75.81%	69.35%	56.99%	69.89%	66.67%	90.48%
Female	45	40.02	71.51%	56	27.52	65.48%	59	67.15%	67.15%	79.66%	81.36%	62.71%	64.41%	69.49%	64.41%	57.63%	57.63%	57.63%	81.25%
Male	65	35.63	63.69%	59	28.98	69.02%	77	67.78%	67.78%	77.92%	83.12%	66.88%	53.25%	77.27%	73.38%	59.74%	76.62%	68.83%	90.48%
Special Ed Indicator	5	27	48.40%	8	17.75	42.38%	5	44.29%	44.29%	80%	40%	80%	40%	40%	50%	50%	20%	40%	100%
	March 2016 STAAR Reading, Grade 8			March 2017 STAAR Reading, Grade 8			April 2018 STAAR Reading, Grade 8												
	Total Students	Raw Score	Percent Score	Total Students	Raw Score	Percent Score	Total Students	All Learning Standards											
								8.2(A) [R]	8.2(B) [R]	8.2(E) [R]	8.6(A) [R]	8.6(B) [R]	8.6(C) [S]	8.8(A) [S]	8.10(A) [R]	8.10(B) [S]	8.10(C) [R]	8.10(D) [R]	8.10(E) [S]
Middle School	127	39.37	75.69%	132	32.21	73.20%	141	86.52%	61.70%	92.20%	81.21%	64.54%	64.18%	82.98%	73.62%	65.25%	72.34%	84.40%	81.25%

	March 2016 STAAR Mathematics, Grade 8			March 2017 STAAR Mathematics, Grade 8															
	Total Students	Raw Score	Percent Score	Total Students	Raw Score	Percent Score	Total Students												
								8.1(B) [P]	8.1(F) [P]	8.2(A) [S]	8.2(B) [S]	8.2(D) [R]	8.3(A) [S]	8.3(C) [R]	8.4(B) [R]	8.4(C) [R]	8.5(A) [S]	8.5(B) [S]	8.5(C) [S]
American Indian/Alaskan Native	1	31	60%	1	26	59%	1	100%	0%	100%	100%	100%	50%	100%	100%	100%	100%	100%	100%
Asian	2	42	80.50%	1	31	70%	5	100%	100%	100%	100%	50%	90%	80%	92%	100%	70%	80%	100%
Black/African American	8	40.38	77.75%	8	27.63	62.75%	13	84.62%	53.85%	92.31%	57.69%	46.15%	53.85%	76.92%	64.62%	38.46%	57.69%	76.92%	60%
Hispanic	18	37.17	71.50%	16	34.13	77.63%	30	93.33%	60%	90%	80%	61.67%	50%	73.33%	74%	50%	76.67%	86.67%	70%
Native Hawaiian/Pacific Islander	2	40	76.50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Two or More Races	1	47	90%	2	36.5	83%	2	100%	100%	100%	100%	75%	100%	100%	70%	100%	100%	100%	100%
White	95	39.64	76.20%	104	32.26	73.30%	90	83.33%	61.11%	92.22%	83.33%	68.33%	68.33%	86.67%	73.56%	71.11%	72.22%	84.44%	80%
Female	56	42.13	80.96%	64	32.23	73.25%	62	88.71%	66.13%	90.32%	82.26%	68.55%	64.52%	85.48%	72.90%	64.52%	72.58%	83.87%	80%
Male	71	37.2	71.52%	68	32.19	73.15%	79	84.81%	58.23%	93.67%	80.38%	61.39%	63.92%	81.01%	74.18%	65.82%	72.15%	84.81%	70%
Special Ed Indicator	4	29.25	56%	8	21.25	48.38%	5	60%	40%	80%	60%	60%	10%	60%	44%	20%	30%	60%	40%

May 2016 STAAR Social Studies, Grade 8

	Total Students	All Learning Standards																	
		8.1(A) [R]	8.2(A) [R]	8.2(B) [S]	8.3(A) [R]	8.3(B) [S]	8.4(A) [R]	8.4(C) [R]	8.4(E) [R]	8.5(A) [R]	8.5(C) [R]	8.5(E) [R]	8.5(F) [S]	8.6(A) [R]	8.6(B) [R]	8.6(C) [S]	8.6(D) [R]	8.7(B) [S]	8.7(C) [S]
Middle School	130	70.77%	48.46%	64.62%	53.85%	58.46%	61.54%	63.85%	53.08%	74.62%	41.54%	59.23%	46.92%	44.62%	43.08%	50%	75.38%	43.08%	20%
American Indian/Alaskan Native	1	0%	100%	0%	0%	100%	100%	100%	100%	100%	0%	0%	0%	0%	0%	100%	0%	100%	0%
Asian	2	50%	50%	50%	50%	100%	100%	100%	50%	100%	50%	50%	50%	50%	100%	50%	100%	50%	50%
Black/African American	8	62.50%	50%	50%	62.50%	25%	62.50%	50%	50%	87.50%	50%	75%	37.50%	50%	50%	62.50%	87.50%	50%	20%
Hispanic	18	72.22%	44.44%	61.11%	72.22%	55.56%	72.22%	83.33%	44.44%	72.22%	33.33%	44.44%	38.89%	38.89%	61.11%	55.56%	66.67%	44.44%	20%
Native Hawaiian/Pacific Islander	2	50%	50%	50%	100%	100%	100%	50%	50%	100%	100%	50%	50%	50%	0%	100%	100%	50%	0%
Two or More Races	1	100%	0%	100%	0%	100%	100%	0%	0%	100%	100%	0%	100%	100%	0%	100%	100%	0%	100%
White	98	72.45%	48.98%	67.35%	50%	59.18%	57.14%	61.22%	55.10%	72.45%	40.82%	62.24%	48.98%	44.90%	39.80%	45.92%	75.51%	41.84%	10%
Female	56	78.57%	44.64%	64.29%	51.79%	66.07%	67.86%	60.71%	53.57%	82.14%	50%	53.57%	51.79%	48.21%	37.50%	51.79%	80.36%	42.86%	20%

	March 2016 STAAR Mathematics, Grade 8			March 2017 STAAR Mathematics, Grade 8																
	Total Students	Raw Score	Percent Score	Total Students	Raw Score	Percent Score	Total Students													
								8.1(B) [P]	8.1(F) [P]	8.2(A) [S]	8.2(B) [S]	8.2(D) [R]	8.3(A) [S]	8.3(C) [R]	8.4(B) [R]	8.4(C) [R]	8.5(A) [S]	8.5(B) [S]	8.5(C) [S]	
Male	74	64.86%	51.35%	64.86%	55.41%	52.70%	56.76%	66.22%	52.70%	68.92%	35.14%	63.51%	43.24%	41.89%	47.30%	48.65%	71.62%	43.24%	11.11%	
Special Ed Indicator	5	60%	0%	80%	60%	40%	40%	20%	20%	80%	20%	60%	80%	60%	40%	20%	80%	20%	20%	

May 2016 STAAR Reading, Grade 7																			
	Total Students	All Learning Standards																	
		7.2(A) [R]	7.2(B) [R]	7.2(E) [R]	7.4(A) [S]	7.6(A) [R]	7.6(B) [R]	7.6(C) [S]	7.8(A) [R]	7.10(A) [R]	7.10(B) [S]	7.10(C) [R]	7.10(D) [R]	7.11(B) [S]	Fig.19(D) [R&S]	Fig.19(E) [R&S]	Fig.19(F) [R]	7.10 [R]	7.11 [S]
Middle School	131	76.34%	80.92%	80.92%	58.02%	73.28%	58.40%	67.18%	70.99%	78.63%	90.84%	65.65%	70.23%	41.22%	72.37%	66.16%	70.84%	68.27%	6.11%
American Indian/Alaskan Native	1	50%	100%	100%	0%	0%	100%	100%	100%	100%	100%	100%	100%	100%	73.08%	0%	80%	42.86%	50.00%
Asian	1	50%	50%	100%	100%	0%	50%	100%	100%	100%	100%	100%	100%	0%	53.85%	33.33%	40%	42.86%	50.00%
Black/African American	6	66.67%	75%	83.33%	33.33%	50%	41.67%	83.33%	100%	100%	83.33%	100%	50%	50%	60.26%	55.56%	66.67%	61.90%	60.00%
Hispanic	18	77.78%	66.67%	83.33%	61.11%	77.78%	58.33%	66.67%	61.11%	72.22%	83.33%	66.67%	66.67%	50%	69.44%	66.67%	65.56%	64.29%	6.11%
Two or More Races	1	100%	100%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	96.15%	100%	100%	85.71%	10.00%
White	104	76.92%	83.65%	79.81%	59.62%	75%	58.65%	65.38%	70.19%	77.88%	92.31%	62.50%	71.15%	38.46%	73.52%	67.31%	71.92%	69.64%	6.11%
Female	62	73.39%	77.42%	77.42%	62.90%	74.19%	58.06%	70.97%	74.19%	69.35%	93.55%	64.52%	67.74%	41.94%	73.14%	69.35%	67.42%	69.35%	6.11%
Male	69	78.99%	84.06%	84.06%	53.62%	72.46%	58.70%	63.77%	68.12%	86.96%	88.41%	66.67%	72.46%	40.58%	71.68%	63.29%	73.91%	67.29%	6.11%
Special Ed Indicator	5	60%	60%	40%	40%	20%	40%	60%	40%	60%	80%	20%	40%	40%	47.69%	40%	52%	31.43%	40.00%

May 2016 STAAR Mathematics, Grade 7																			
	Total Students	All Learning Standards																	
		7.1(A) [P]	7.1(B) [P]	7.1(C) [P]	7.1(D) [P]	7.1(E) [P]	7.1(F) [P]	7.2(A) [S]	7.3(A) [S]	7.3(B) [R]	7.4(A) [R]	7.4(B) [S]	7.4(D) [R]	7.4(E) [S]	7.5(A) [S]	7.5(C) [R]	7.6(A) [S]	7.6(C) [S]	7.6(D) [S]
Middle School	130	55.60%	55.60%	66.44%	49.11%	54.42%	65%	63.08%	69.23%	67.44%	76.92%	86.92%	68.46%	69.23%	61.54%	53.59%	70.77%	46.92%	6.11%
American Indian/Alaskan Native	1	72.22%	72.22%	75%	68.42%	72.92%	66.67%	100%	100%	100%	100%	100%	100%	100%	100%	33.33%	100%	100%	10.00%
Asian	1	74.07%	74.07%	100%	52.63%	72.92%	83.33%	100%	100%	100%	100%	100%	100%	100%	100%	66.67%	100%	100%	0.00%
Black/African American	6	51.54%	51.54%	77.08%	40.35%	50.69%	58.33%	66.67%	50%	72.22%	83.33%	100%	66.67%	50%	50%	38.89%	83.33%	16.67%	50.00%
Hispanic	18	51.75%	51.75%	58.33%	47.66%	51.27%	55.56%	44.44%	72.22%	64.81%	75.93%	83.33%	64.81%	66.67%	72.22%	50%	77.78%	50%	6.11%

	March 2016 STAAR Mathematics, Grade 8			March 2017 STAAR Mathematics, Grade 8																
	Total Students	Raw Score	Percent Score	Total Students	Raw Score	Percent Score	Total Students													
								8.1(B) [P]	8.1(F) [P]	8.2(A) [S]	8.2(B) [S]	8.2(D) [R]	8.3(A) [S]	8.3(C) [R]	8.4(B) [R]	8.4(C) [R]	8.5(A) [S]	8.5(B) [S]	8	
Two or More Races	1	92.59%	92.59%	100%	84.21%	91.67%	100%	0%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	10	
White	103	55.81%	55.81%	66.50%	49.31%	54.47%	66.50%	66.02%	68.93%	66.67%	76.05%	86.41%	68.28%	69.90%	59.22%	54.69%	67.96%	46.60%	6	
Female	61	53.25%	53.25%	65.57%	47.28%	52.53%	59.02%	57.38%	65.57%	63.39%	75.96%	86.89%	62.84%	63.93%	62.30%	50.82%	75.41%	36.07%	5	
Male	69	57.68%	57.68%	67.21%	50.72%	56.10%	70.29%	68.12%	72.46%	71.01%	77.78%	86.96%	73.43%	73.91%	60.87%	56.04%	66.67%	56.52%	7	
Special Ed Indicator	4	37.04%	37.04%	46.88%	32.89%	38.02%	29.17%	50%	50%	50%	58.33%	50%	50%	50%	25%	25%	75%	50%	2	

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		80	B
STAAR Performance	49	80	
College, Career and Military Readiness			
Graduation Rate			
School Progress		83	B
Academic Growth	74	83	B
Relative Performance (Eco Dis: 30.4%)	49	59	F
Closing the Gaps	90	90	A

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
Percent of Tests															
% at Approaches GL Standard or Above	81%	78%	81%	82%	57%	83%	-	30%	71%	51%	71%	48%	58%	82%	77%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
% at Meets GL Standard or Above	47%	39%	45%	49%	43%	67%	-	10%	36%	16%	36%	32%	25%	49%	42%
% at Masters GL Standard	20%	13%	16%	22%	14%	28%	-	0%	13%	11%	15%	19%	0%	22%	15%
Number of Tests															
# at Approaches GL Standard or Above	845	72	129	622	4	15	-	3	217	19	60	36	7	641	204
# at Meets GL Standard or Above	492	36	72	368	3	12	-	1	110	6	30	24	3	380	112
# at Masters GL Standard	209	12	25	166	1	5	-	0	40	4	13	14	0	168	41
Total Tests	1,043	92	160	756	7	18	-	10	307	37	84	75	12	777	266
ELA/Reading															
Percent of Tests															
% at Approaches GL Standard or Above	86%	80%	89%	88%	*	60%	-	*	74%	45%	75%	55%	*	87%	83%
% at Meets GL Standard or Above	51%	44%	47%	52%	*	60%	-	*	40%	18%	42%	36%	*	53%	44%
% at Masters GL Standard	26%	12%	22%	30%	*	20%	-	*	18%	18%	25%	18%	*	29%	19%
Number of Tests															
# at Approaches GL Standard or Above	257	20	40	192	*	3	-	*	65	5	18	12	*	195	62
# at Meets GL Standard or Above	151	11	21	114	*	3	-	*	35	2	10	8	*	118	33
# at Masters GL Standard	79	3	10	65	*	1	-	*	16	2	6	4	*	65	14
Total Tests	299	25	45	219	*	5	-	*	88	11	24	22	*	224	75
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	84%	88%	89%	84%	*	100%	-	*	82%	73%	88%	41%	*	84%	84%
% at Meets GL Standard or Above	52%	52%	53%	51%	*	100%	-	*	42%	18%	38%	36%	*	51%	52%
% at Masters GL Standard	19%	20%	13%	20%	*	40%	-	*	14%	9%	17%	23%	*	21%	15%
Number of Tests															
# at Approaches GL Standard or Above	252	22	40	184	*	5	-	*	72	8	21	9	*	189	63
# at Meets GL Standard or Above	154	13	24	111	*	5	-	*	37	2	9	8	*	115	39
# at Masters GL Standard	58	5	6	44	*	2	-	*	12	1	4	5	*	47	11
Total Tests	299	25	45	219	*	5	-	*	88	11	24	22	*	224	75
Writing															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
Mathematics															
Percent of Tests															
% at Approaches GL Standard or Above	78%	88%	75%	79%	*	*	-	*	69%	57%	75%	38%	*	80%	74%
% at Meets GL Standard or Above	46%	50%	45%	47%	*	*	-	*	31%	29%	42%	31%	*	47%	41%
% at Masters GL Standard	15%	0%	15%	17%	*	*	-	*	7%	14%	8%	23%	*	14%	18%
Number of Tests															
# at Approaches GL Standard or Above	120	7	15	95	*	*	-	*	31	4	9	5	*	95	25
# at Meets GL Standard or Above	70	4	9	56	*	*	-	*	14	2	5	4	*	56	14
# at Masters GL Standard	23	0	3	20	*	*	-	*	3	1	1	3	*	17	6
Total Tests	153	8	20	120	*	*	-	*	45	7	12	13	*	119	34
Science															
Percent of Tests															
% at Approaches GL Standard or Above	86%	82%	88%	86%	*	*	-	*	74%	*	67%	67%	-	89%	80%
% at Meets GL Standard or Above	58%	35%	52%	63%	*	*	-	*	42%	*	33%	22%	-	61%	49%
% at Masters GL Standard	27%	18%	24%	29%	*	*	-	*	12%	*	17%	11%	-	30%	17%
Number of Tests															
# at Approaches GL Standard or Above	126	14	22	85	*	*	-	*	32	*	8	6	-	93	33
# at Meets GL Standard or Above	84	6	13	62	*	*	-	*	18	*	4	2	-	64	20
# at Masters GL Standard	39	3	6	29	*	*	-	*	5	*	2	1	-	32	7
Total Tests	146	17	25	99	*	*	-	*	43	*	12	9	-	105	41
Social Studies															
Percent of Tests															
% at Approaches GL Standard or Above	62%	53%	48%	67%	*	*	-	*	40%	*	33%	44%	-	66%	51%
% at Meets GL Standard or Above	23%	12%	20%	25%	*	*	-	*	14%	*	17%	22%	-	26%	15%
% at Masters GL Standard	7%	6%	0%	8%	*	*	-	*	9%	*	0%	11%	-	7%	7%
Number of Tests															
# at Approaches GL Standard or Above	90	9	12	66	*	*	-	*	17	*	4	4	-	69	21
# at Meets GL Standard or Above	33	2	5	25	*	*	-	*	6	*	2	2	-	27	6
# at Masters GL Standard	10	1	0	8	*	*	-	*	4	*	0	1	-	7	3

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
Total Tests	146	17	25	99	*	*	-	*	43	*	12	9	-	105	41

Student Learning Strengths

Hamshire Fannett Middle School did exceptionally well in Closing The Gaps, scoring in the top 25%.. This domain tells us how well different populations of students are performing.

I. Closing the Gap-90 out of 100

Grade Level Performance	Academic Growth	Student Achievement
86%	92%	89%

Students who **Meet Grade Level** generally demonstrate the ability to think critically and apply grade level knowledge and skills in familiar contexts. Those who **Master Grade Level** know it well enough to apply those skills even in unfamiliar contexts, outside the classroom. Students who **Approach Grade Level** are likely to succeed in the next grade as long as they receive targeted academic intervention.

II. Student Achievement (STAAR Performance): Shows how much students know and are able to do at the end of the year. Hamshire Fannett Middle School academic achievement strength is that 81% of our students are Approaching.

Total Score-80 out 100

Master 20%	Reading	Math	Science	Social Studies	Writing
	26%	19%	27%	7%	15%
Meets 47%					
	51%	52%	58%	23%	46%

Master	Reading	Math	Science	Social Studies	Writing
20%					
Approaches					
81%					
	86%	84%	86%	62%	78%

III. School Progress: Shows how students perform over time and how that growth compares to similar schools.

Total Score-83 out of 100

Reading	74%
Math	74%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Economically Disadvantaged students did not meet STAAR Performance accountability. **Root Cause:** Lack of targeted intervention to meet the needs of individual students.

School Processes & Programs

School Processes & Programs Summary

I. Instructional/Curricular (Programs)

A. Instructional Framework (Scope and Sequence)

B. Freckles Math

C. Accelerated Reader

D. I Station

E. MYON

II. Instructional (Processes)

A. Response To Intervention

B. Inclusion and 504 Support

School Processes & Programs Strengths

* Provides a framework for high expectations for students and staff.

* Establishes a positive climate and culture.

* Instruction and Curriculum Meets the needs of all students.

Perceptions

Perceptions Summary

Hamshire-Fannett ISD: Spring 2019 Staff Survey

Page		Agree Percent
Change Readiness	Hamshire-Fannett Middle School	
Change Readiness	Our District has a culture of open dialogue.	47%
Change Readiness	There is a process for evaluating the effectiveness of new initiatives.	71%
Change Readiness	Our District strives to achieve consensus on areas that need improvement.	58%
Change Readiness	Our District is committed to making needed improvements as they are identified.	74%
Student Achievement	The social and emotional needs of students are being met.	75%
Student Achievement	The academic needs of students are being met.	88%
Student Achievement	Students have access to additional support when needed.	75%
Student Achievement	Student discipline is handled in a consistent manner by all staff.	31%
Student Achievement	Learning targets and curriculum objectives for my job assignment are clear.	88%
Student Achievement	I have been provided the resources to achieve District learning targets and curriculum objectives.	60%
Student Achievement	Overall, the school offers a high quality academic program.	88%
Engagement	I am proud of our District.	95%
Engagement	I enjoy being involved in District affiliated activities outside of the normal school day.	100%
Engagement	My work contributes to the success of our District	100%
Engagement	My job is personally satisfying.	95%
Engagement	The amount of work I am asked to do is reasonable.	89%
Engagement	I would recommend this District to others seeking employment.	94%
Engagement	It would take a lot to get me to leave this District.	84%
Communication	School Board	28%
Communication	School board policies and procedures affecting me are available and clearly communicated.	77%
Communication	District Administration	28%
Communication	I have a good understanding of the goals of the District.	71%
Communication	Principal/Building Administration	56%
Communication	The District clearly communicates with me about important issues.	28%
Communication	Food Service	29%
Communication	School/department information is communicated effectively to me.	74%
Communication	Transportation	44%
Communication	I am kept informed about matters important to my work.	74%
Communication	Custodians/Maintenance	47%
Communication	I feel comfortable sharing my ideas and opinions.	84%
Communication	Technology Services	72%
Culture	Our school/department is effective at assimilating new employees.	89%
Culture	The academic expectations of our students are:	
Culture	Our school/department operates as a team.	90%

Hamshire-Fannett ISD: Spring 2019 Staff Survey

Culture	Our school/department works hard to find ways to improve.	89%
Culture	I can bring about change in my school/department.	89%
Culture	I have adequate opportunities to participate in decisions that affect me.	58%
Culture	My co-workers are willing to help me when I have a heavy workload.	84%
Work Environment	Based on my interactions with other adults, I feel safe at work.	95%
Work Environment	Based on my interactions with students, I feel safe at work.	94%
Work Environment	I have the materials and supplies I need to do my job effectively.	55%
Work Environment	I receive the training I need to do my job effectively.	90%
Work Environment	I have the flexibility to do my job the way that I think is most effective.	89%
Work Environment	I feel supported by leadership when I make a decision.	82%
Work Environment	I have enough time to do my job effectively.	74%
Work Environment	Our classrooms, building and grounds are well maintained.	53%
Work Environment	I am satisfied with the technology support available to me.	94%
Work Environment	I am satisfied with the technology available to me.	79%
Work Environment	I feel valued by our community.	65%
Health and Wellness	The pace of implementing new initiatives is appropriate.	83%
Health and Wellness	I am able to sustain a healthy work-life balance.	89%
Health and Wellness	I manage my stress well.	84%
Health and Wellness	I get enough sleep.	72%
Health and Wellness	I engage in 30 or more minutes of physical activity 3 or more times per week.	74%
Health and Wellness	I engage in healthy nutritional practices.	79%
Health and Wellness	Our District's wellness committee is effective.	25%
Development and Recognition	The District's professional learning days are organized and well-planned.	82%
Development and Recognition	I have adequate opportunities for training/professional development.	81%
Development and Recognition	I receive meaningful and timely feedback that helps me improve my performance.	89%
Development and Recognition	I receive credit and recognition when I do a good job.	87%
Compensation and Benefits	I am satisfied with my pay.	11%
Compensation and Benefits	I am satisfied with my benefits.	42%
Compensation and Benefits	My pay is fair in relation to my job responsibilities.	11%
Compensation and Benefits	My benefits are competitive with similar jobs I might find elsewhere.	24%
Compensation and Benefits	Pay practices are administered consistently for all employees.	43%
Building Leadership	I trust the leadership in my building.	94%
Building Leadership	Building leadership is consistent when administering policies concerning employees.	77%
Building Leadership	My principal is an effective leader.	94%
District Administration	I trust the District's leadership.	65%
District Administration	District administration is consistent when administering policies concerning employees.	56%
District Administration	The Superintendent/District Administrator presents a positive image to our community.	89%
District Administration	District administration is responsive to major concerns of employees.	65%
District Administration	District administration is doing what it takes to make our District successful.	82%
School Board	The School Board presents a positive image to our community.	82%
School Board	The School Board appropriately balances the mission of the District with fiscal responsibility.	75%

Hamshire-Fannett ISD: Spring 2019 Staff Survey

School Board	The School Board is doing what it takes to make our District successful.	92%
Overall Satisfaction	The District has improved in the past year.	50%
Overall Satisfaction	What grade would you give us?	66%
Overall Satisfaction	I am satisfied with the financial management of the District.	57%
Overall Satisfaction	Our community supports education.	83%
Overall Satisfaction	How would you rate the District compared to neighboring public school districts?	
Overall Satisfaction	All things considered, this District is a good place to work.	100%

Hamshire-Fannett ISD: 2018 Parent Survey Longitudinal Comparison with Spring 2017 Parent Survey

Page	Hamshire-Fannett Middle School	Agree Percent
Communications	Communicating with the public	52%
Communications	Maintaining an informative website	67%
Communications	Involving parents/community members in decision making	50%
Middle School	I know how to get school information when I need it.	71%
Middle School	Academic expectations in this school are:	
Middle School	Parent/teacher conferences provide productive communication.	80%
Middle School	The overall amount of homework my child is asked to complete is:	
Middle School	My phone calls/emails to staff are returned promptly.	88%
Middle School	The overall use of technology at my child's school is:	
Middle School	I am satisfied with the communication that comes from the school.	59%
Middle School	I am informed of school events and activities.	60%
Middle School	The information on my child's report card/progress report is easy to understand.	90%
Middle School	I receive timely feedback when my child's achievement/behavior is below expectations.	67%
Middle School	I am proud of our school.	76%
Middle School	I feel welcomed at my child's school.	80%
Middle School	My child enjoys going to school.	77%
Middle School	My child has a positive relationship with at least one adult at school.	94%
Middle School	The school provides appropriate opportunities for parent involvement.	66%
Middle School	I feel comfortable sharing ideas for school improvement with staff.	60%
Middle School	School staff work hard to build trusting relationships with parents.	61%
Middle School	My child feels safe at school.	74%
Middle School	School facilities are clean and well-kept.	84%
Middle School	I am satisfied with the appearance of our school grounds and landscaping.	69%
Middle School	I am satisfied with our school's efforts to prevent bullying.	58%
Middle School	Rules and standards of student conduct are clearly defined and enforced.	61%
Middle School	Social and cultural differences are respected.	79%
Middle School	Counselors help students solve problems they may be having.	69%
Middle School	School staff maintain a positive attitude with parents and students.	73%

Hamshire-Fannett ISD: 2018 Parent Survey Longitudinal Comparison with Spring 2017 Parent Survey

Middle School	The school challenges my child to his/her full potential.	64%
Middle School	Teachers personalize instruction to meet my child's needs.	55%
Middle School	My child is being adequately prepared for the next grade level or post-secondary pursuit.	74%
Middle School	Technology is used effectively to support teaching and learning.	84%
Middle School	When my child has a problem at school, he/she knows how to get help.	70%
Middle School	The assigned homework enhances my child's education/learning.	65%
Overall Satisfaction	Overall, the District is moving in the right direction to accomplish our mission.	72%
Overall Satisfaction	I would recommend this District to a friend moving into the area.	71%
Overall Satisfaction	I am satisfied with the financial management of the District.	69%
Overall Satisfaction	Overall, how satisfied are you with the District?	70%

Perceptions Strengths

- * High Quality Academic Program
- * District Pride
- * District Activities
- * A great place to work
- * Communication of District policies
- * School Communication
- * Technology
- * Safety
- * Positive Culture and Climate

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Inconsistency in school discipline **Root Cause:** The lack of a Campus Wide Discipline Plan and systematic approach to discipline.

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
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- 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
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Goals

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

Performance Objective 1: All student groups in grades 6-8 will score 75% or higher on 2021 STAAR reading, math, writing, science and social studies, meeting TAPR and performance index standards.





Targeted or ESF High Priority

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

Summative Evaluation: None

Strategy 1: Analyze 2019-2020 Common Formative Assessments to identify instructional gaps in core academic courses. Strategy's Expected Result/Impact: Students will be placed in reading and math intervention classes during the instructional day. All subgroups will meet system safeguards with a minimum of 75% on the 2021 STAAR in reading, math, writing, and science. CFAs, STAAR Reports, State Report Card, TAPR Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Technologist, Teachers Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Analyze data to strategically implement the Multi-Tiered System of Supports with fidelity to target students with intensive needs and at-risk performance. Strategy's Expected Result/Impact: Identify additional instructional resources that may be used to target learning deficiencies. Use students' academic performance to make decisions to guide intervention,/CFAs, Formative Assessments, STAAR, State Report Card, TAPR Staff Responsible for Monitoring: RTI Core Team (Principal, Counselor, Referring Teacher), Horizontal Alignment Teams, SPED and EL Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3: Supplement Houghton Mifflin Harcourt Math Program for all grades with Freckles Differentiation Platform computer based intervention program. Strategy's Expected Result/Impact: Allows for differentiated instruction and learning styles to reach all students at their level and beyond. CFA's, STAAR reports, State Report Card, TAPR Staff Responsible for Monitoring: Math teachers, Principal and Assistant Principal, Instructional Technologist. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Supplement Houghton Mifflin Harcourt Grade Six Reading Program with I Station Reading Comprehensive computer-based program. Strategy's Expected Result/Impact: To maximize students, reading fluency, comprehension, and retention for growth and overall academic achievement. CFA's, STAAR reports, State Report Cards, TAPR Staff Responsible for Monitoring: Reading Teachers, Reading Intervention Teacher, Principal, Assistant Principal, Instructional Technologist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Provide Advanced Placement Training for all teachers. Strategy's Expected Result/Impact: Students' access to a rigorous curriculum that will provide enrichment and move students from Approaches to Meets and Meets to Masters. CFA's, STAAR reports, State Report Card, TAPR Staff Responsible for Monitoring: Principal, Assistant Superintendent of Special Education. Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Supplement Houghton Mifflin Reading Program for all grade levels with Accelerated Reader/MYON computer-based programs used to monitor reading practice and progress. Strategy's Expected Result/Impact: Allows additional practice for fluency and comprehension serving as an essential vehicle for daily reading practice on a students' individual reading levels./CFA's, STAAR reports, State Report Card, TAPR Staff Responsible for Monitoring: Principal, Assistant Principal, Reading Teachers, Librarian, Instructional Technologist, Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Analyze data each six weeks to target instructional gaps in Eight Grade Social Studies and provide additional instructional time before and during the instructional day. Strategy's Expected Result/Impact: CFAs will reflect at least a 10% increased academic growth each six weeks and STAAR will reflect at least a 10% increase from the 2017-2018 administration. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Technologist, Social Studies Teacher. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June






Strategy 8: Analyze data each six weeks to target instructional gaps in Seven Grade Writing and provide additional instruction time before and during the instructional day. Strategy's Expected Result/Impact: CFAs will reflect increased academic growth each six weeks and STAAR will reflect at least a 10% increase year's growth from the 2017-2018 administration. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Technologist, Writing Teacher Title I Schoolwide Elements: 2.4, 2.5, 2.6	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: Utilize Educational Service Centers to provide training and staff development designed to equip novice and veteran teachers with researched-based instructional strategies to help students think critically. Strategy's Expected Result/Impact: CFA's will reflect at least a 10% increased academic growth each six weeks and STAAR will reflect at least a 10% increase in student performance. Staff Responsible for Monitoring: Superintendent of Curriculum and Instruction, Principal, Assistant Principal, Instructional Technologist, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: Teachers will continuously revise core instructional frameworks to reflect Essential Standards, vocabulary, common formative and formative assessments. Strategy's Expected Result/Impact: To provide a system of support for instructional expectations, lesson design and teacher collaboration. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Technologist, Department Heads. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	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 campuses will obtain ratings of a "B" or higher.

Performance Objective 2: All students will be provided the appropriate level of intervention in order to pass all core classes with at least a 70% average and be promoted to the next grade level.

Evaluation Data Sources: Six Weeks, semester, and year-end grades






Summative Evaluation: None

Strategy 1: Continuous monitoring of the following programs for effectiveness: Dyslexia, Reading and Math Intervention, 504 placements, and EL Instruction, and Multi-Tiered System of Supports. Strategy's Expected Result/Impact: The impact of the programs will be measured by individual student achievement to be higher than last school year. Staff Responsible for Monitoring: Principal, Assistant Principal , Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: All students enrolled in the Math Intervention course will score 75% or higher on grade level STAAR Math Assessment.

Targeted or ESF High Priority
Evaluation Data Sources: STAAR Math scores
Summative Evaluation: None







Strategy 1: Students receive math intervention daily to supplement their core math class. Math strategies are retaught for student understanding using Renaissance Freckles, and formative assessments. Strategy's Expected Result/Impact: Improved scores on CFAs and STAAR Staff Responsible for Monitoring: Principal, Assistant Principal, Math Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 4: At least 75% of students identified as Gifted and Talented will meet Level 3 standards on the 2020 STARR Assessment in Reading and Math.

Evaluation Data Sources: CFA's STARR, TAPR

Summative Evaluation: None





Strategy 1: Provide additional staff development on accelerated instruction and differentiated instruction in Reading and Math. Strategy's Expected Result/Impact: Improve accelerated instruction and teacher competency in higher level thinking skills. Students will score on the Masters level on STAAR. Staff Responsible for Monitoring: Principal, Assistant Principal, GT Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2: Teachers will develop innovative projects and performances that reflect individuality, creativity and higher level thinking. Strategy's Expected Result/Impact: CFAs, STAAR / Students will create innovative products reflective of higher-level thinking. Staff Responsible for Monitoring: Principal, Assistant Principal, GT Teachers TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Hamshire Fannett Middle School will increase its technology integration level 10% above the 2020-2021 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 Sources: Google Suite, Walkthroughs, T-TESS Evaluations

Summative Evaluation: None








Strategy 1: Provide teachers with campus, District, and service center staff developments throughout the school year and during the summer to increase their ability to effectively integrate various technologies with instruction. Strategy's Expected Result/Impact: Integration of technology would enable teachers to design, develop, and integrate digital learning experiences that utilize technology moving from teacher led (Substitution, Augmentation to student centered. There would be limited disruption of instruction due to natural disasters throughout the school year . (Modification and Redefinition of the SAMR Model. Formative Assessments/STARR Reports Staff Responsible for Monitoring: Principal , Assistant Principal, Instructional Technologist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Instructional Technologist will provide new technology resources monthly to supplement the Learning Management System. . Strategy's Expected Result/Impact: Increase technology resources to provide differentiated technology instruction to meet the learning needs of all students. Staff Responsible for Monitoring: Campus Administration, Instructional Technologist Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Instructional technologist will provide additional trainings as updates are made to the Learning Management System. Strategy's Expected Result/Impact: To increase staff proficiency in the Learning Management System thereby improving technology integration in the classroom. Staff Responsible for Monitoring: Campus Administration, Instructional Technologist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Train 100% all MS staff on COVID 19 best practices for health and safety for the 2020-2021 School Year.

Evaluation Data Sources: Number of positive COVID 19 cases.

Summative Evaluation: None





Strategy 1: Implement an instructional Block Schedule to limit transition, mark hallways for social distancing and schedule student lunches in the classroom. Strategy's Expected Result/Impact: Mitigate contact and decrease the number of contacts when tracing COVID 19 is required. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2: Provide procedures for wearing masks, sanitizing hands, classrooms, surfaces and work spaces. Strategy's Expected Result/Impact: Mitigate the contact of COVID 19 on surfaces in and out of classrooms and work spaces. Staff Responsible for Monitoring: Campus Administration, All staff members	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3: Post literature displaying health and safety practices throughout the school facility to remind staff and students of best practices to avoid contact of COVID 19. Strategy's Expected Result/Impact: To mitigate COVID 19 and decrease the number of positive cases. Staff Responsible for Monitoring: Campus Administration, All staff members	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Train 100% of the MS staff on EOP procedures and processes by June 2021.

Evaluation Data Sources: Sign- sheets, certificates, webinars

Summative Evaluation: None

Strategy 1: Campus Administrators and staff completed a Civilian Response Train the Trainer course within the first six weeks of school. Strategy's Expected Result/Impact: Staff is provided with strategies for surviving active shooter events using the Avoid, Deny, Defend concept. Staff Responsible for Monitoring: District Administration and Campus Administration, Campus Resource Officer. ESF Levers: Lever 1: Strong School Leadership and Planning	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Campus Administrators and staff completed a Stop the Bleed Training within the first six weeks of school. Strategy's Expected Result/Impact: Staff is trained in techniques to help in a bleeding emergency before professional help arrives. Staff Responsible for Monitoring: District and Campus Administrators, Campus Resource Officer	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Administrators and staff completed a CPR and First Aid Training within the first six weeks of school. Strategy's Expected Result/Impact: Administrators and staff are provided with knowledge and training to quickly respond in unforeseen emergency situations. Staff Responsible for Monitoring: District and Campus Administrators	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Campus Site-Based Committee will create a campus based safety plan that includes proactive and preventive measures to include, but not limited to assessing threats, procedures for natural disasters, fire drills, shelter in place, active shooter, and emergency circumstances. Strategy's Expected Result/Impact: Collaboration will extend a feeling of preparedness for crisis prevention. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Technologist.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 3: By June of 2021, 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 ongoing training for staff in the areas of recognizing potential violent situations and procedures to follow for prevention. Strategy's Expected Result/Impact: Decrease the number of incidents of violence on the school campus comparative to the 2018-2019 School Year. Staff Responsible for Monitoring: District Administration, Principal, Assistant Principal, Counselor and Instructional Technologist.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Establish a line of communication between the school administration and students to encourage reporting of possible or potential helpful information to prevent violent incidents by using the Stop It app. Strategy's Expected Result/Impact: Decrease the number of incidents of violence on the school campus comparative to the 2018-2019 School Year. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Technologist, Teachers.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Increase the presence of law enforcement agencies/officers on the campus at both predictable and unpredictable times/days Strategy's Expected Result/Impact: Decrease the number of incidents of violence (to include dating violence), tobacco, alcohol and other drug use as measured by PEIMS and number of discipline referral comparative to the 2018-2019 School Year. Staff Responsible for Monitoring: Campus administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Enforce school board policy FFH (Local) that prohibits dating violence along with all other types of harassment for students and employees. Strategy's Expected Result/Impact: Maintain low or no incidences of dating violence; increase awareness of dating violence issues; reduce harassment situations and increase a feeling of safety by students and staff. Staff Responsible for Monitoring: District and Campus Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Utilize community resource presenters to provide safety awareness education to students, staff, and parents, Strategy's Expected Result/Impact: Increase awareness and feeling of safety by students, staff, and parents indicated on the community survey each spring. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Technologist. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June





Strategy 6: Monitor the district's DAEP and how it provides positive changes in student behavior Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 4: Incidences of bullying will decrease at least 10% by the 2020-2021 School Year.

Evaluation Data Sources: PEIMS reports, discipline referrals

Summative Evaluation: None






Strategy 1: Provide activities and lessons as part of the curriculum to help students learn about bullying prevention. Strategy's Expected Result/Impact: Interactive instruction on bullying will help to sustain bullying prevention over time. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Technologist, teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide training for staff and students to prevent and address bullying. Strategy's Expected Result/Impact: Decrease the number of bullying incidences comparative to the 2018-2019 School Year. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Technologist ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: Effective communication between the school, parents and community will support the academic, physical, emotional and social well-being of students.

Evaluation Data Sources: 100% contacts reached through Blackboard/Parent, community feedback, campus website, Remind, Google Classrooms

Summative Evaluation: None





Strategy 1: Utilized a variety of resources to enhance effective communication between the school, parents and the community. Strategy's Expected Result/Impact: School website, Remind 101, Blackboard, Google Suite, Skyward, teacher newsletters Staff Responsible for Monitoring: Principal, Assistant Principal, Staff	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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% current participation of students in all Academic UIL activities.

Evaluation Data Sources: PEIMS Data, Competition results for the 2020-2021 School Year.

Summative Evaluation: None





Strategy 1: Create awareness by providing University Interscholastic League(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 Officers Title I Schoolwide Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Establish a peer program to encourage students to assist with recruiting new students to participate in events. Strategy's Expected Result/Impact: Increase participation in UIL events at the district, regional, and state level comparative to the 2019-2020 School Year. Staff Responsible for Monitoring: Principal, Assistant Principal, UIL Officers	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 2: Increase participation rates of students by 10% in all Athletic UIL activities by June 2021.

Evaluation Data Sources: PEIMS Data, Competition results for the 2020-2021 School Year.

Summative Evaluation: None





Strategy 1: Continue to offer 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 2019-2020 School Year. Staff Responsible for Monitoring: Athletic director and Coaches ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 3: Increase the number of CTE class participants by 10% throughout the MS campus by June 2021.

Evaluation Data Sources: PIEMS Data

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 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 4: High-Quality Curriculum, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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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 4: Increase the participation rate of the band by 10% on the MS campus by June 2021.

Evaluation Data Sources: Band Enrollment Rosters, PEIMS

Summative Evaluation: None

Strategy 1: Create opportunities for 7th graders to join band as a beginner in an accelerated program to allow them to move into the Blue or Gold band at the semester. Strategy's Expected Result/Impact: Increase in band enrollment and retention from year to year. Staff Responsible for Monitoring: All band teachers and directors, Campus principals, District Administrators	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create opportunities for 8th grade marchers to participate in the high school marching band. Strategy's Expected Result/Impact: Improving marching skills, increase band enrollment that will allow more competition at UIL events, and build band members retention rates from year to year. Staff Responsible for Monitoring: All band teachers and directors, Campus principals and District administrators	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Create 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: All band teachers and directors, Campus Administration and District Administration	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 5: Increase the participation rate of the choir by 10% on MS campus by June 2021.

Evaluation Data Sources: PEIMS

Summative Evaluation: None

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, Principal and Assistant 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 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 10% compared to the 2020-2021 School Year.

Evaluation Data Sources: Skyward, PEIMS

Summative Evaluation: None

Strategy 1: Increase recognition and encouragement of students and staff. Strategy's Expected Result/Impact: Teachers and students will become more motivated be on track and boost student achievement. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Technologist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Staff and students will recognize Red Ribbon Week, and Bullying Prevention Month. Strategy's Expected Result/Impact: Increase in positive referrals and a decrease in discipline referrals. Staff Responsible for Monitoring: All Staff Title I Schoolwide Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Provide connectedness activities such as teacher luncheons, ice cream socials, birthday recognitions, and dessert days. Strategy's Expected Result/Impact: Decrease teacher absences and discipline referrals. Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Instructional Technologist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Conduct school wide presentations on procedures and expectations at the beginning of the first and second semesters. Strategy's Expected Result/Impact: Reduction in discipline referrals and suspensions. Staff Responsible for Monitoring: Campus Administration and all staff members. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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Goal 5: Hamshire Fannett Middle School will establish a positive school culture.

Performance Objective 2: Create a Guiding Coalition whose members will take on the role of ambassadors for school culture and climate.

Evaluation Data Sources: An increase of teacher retention and a decrease in teacher absences as indicated by PEIMS for the 2020=2021 School Year.

Summative Evaluation: None

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

Performance Objective 3: Provide opportunities for professional development and growth that teachers will find challenging and rewarding.

Evaluation Data Sources: Teacher feedback, walkthroughs, lesson plans, evaluations

Summative Evaluation: None






Strategy 1: Assign mentor teachers, provide departmental conference time to collaborate, share, teach, present mini-lessons at monthly staff meetings and opportunities for peer observations. Strategy's Expected Result/Impact: Empower teachers to become teacher leaders. Build a positive school culture and climate. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Heads TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
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<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 5: Hamshire Fannett Middle School will establish a positive school culture.

Performance Objective 4: Create a collaborative work environment where staff feel safe and valued.

Evaluation Data Sources: Department and committee feedback

Summative Evaluation: None

Strategy 1: Provide monthly snacks/lunches, recognize birthdays, treat carts, shout outs during staff meetings, and staff appreciation activities. Strategy's Expected Result/Impact: Incentives to build teacher efficacy/enhance school ownership Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Analyze data to strategically implement the Multi-Tiered System of Supports with fidelity to target students with intensive needs and at-risk performance.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Analyze 2019-2020 Common Formative Assessments to identify instructional gaps in core academic courses.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Analyze 2019-2020 Common Formative Assessments to identify instructional gaps in core academic courses.

Campus Admin Team

Committee Role	Name	Position
Administrator	Cynthia Jackson	Principal
Administrator	Janna Carter	Asst. Principal
Counselor	Faye Guillory	Counselor
District-level Professional	Stacey Day	Curriculum Coach/IT

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Cynthia Jackson	Principal
Administrator	Janna Carter	Asst. Principal
Classroom Teacher	Lynn Peters	Reading Dept. Head
Classroom Teacher	Allison Boudreaux	English Dept. Head
Classroom Teacher	Candace Abshier	Social Studies Dept. Head
Classroom Teacher	Melinda Walker	Science Dept. Head
Classroom Teacher	Chad Carter	Athletic Coordinator
Counselor	Fay Guillory	Counselor
Classroom Teacher	Pamela Blackwell	Special Education Department Head
Classroom Teacher	Ashley Arevalo	Electives Department Head
Classroom Teacher	Staci Richards	Math Department Head

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Cynthia Jackson	Principal
Administrator	Janna Carter	Asst. Principal
Counselor	Faye Guillory	Counselor
Classroom Teacher	Melinda Walker	Classroom Teacher
Classroom Teacher	Amanda Cox	Classroom Teacher
Classroom Teacher	Debbie Henry	Classroom Teacher
Classroom Teacher	Kerry Overton	Classroom Teacher

Addendums