

Benito Martinez Elementary School
2022-2023

Campus Improvement Plan

2022-2023 School Year

Campus Improvement Plan
Benito Martinez Elementary School 2022-2023

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Munoz, Yadira	Principal	Benito Martinez Elementary School	
Serrano, Rebecca	Assistant Principal	Benito Martinez Elementary School	
Gonzalez, Teresa	Counselor	Benito Martinez Elementary School	5-2023
Samaniego, Yvonne	Associate Superintendent	Fort Hancock ISD	5-2023
Robledo, Christine	Reading Specialist	Fort Hancock ISD	5-2023
Ulloa, Marcela	Special Education Teacher	Benito Martinez Elementary School	5-2023
Chavez, Elizabeth	Second Grade Teacher	Benito Martinez Elementary School	5-2023
Gonzalez, Jessica	Third Grade Teacher	Benito Martinez Elementary School	5-2023
Retamoza, Francisco	Fourth Grade Teacher	Benito Martinez Elementary School	5-2023
Santiesteban, Enrique	Fourth Grade Teacher	Benito Martinez Elementary School	5-2023
Hernandez, Juan	Fifth Grade Teacher	Benito Martinez Elementary School	5-2023
Estrada, Susana	Fifth Grade Teacher	Benito Martinez Elementary School	5-2023
Mercardo, Karina	Parent	Benito Martinez Elementary School	5-2023
Echegoyen, Araceli	Parent	Benito Martinez Elementary School	5-2023
Lujan, Thelma	Community Representative	Benito Martinez Elementary School	5-2023
Taboada, Javier	Business Representative	Benito Martinez Elementary School	5-2023

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Names of People Responsible For Implementation

Name	Title	Campus / District
Munoz, Yadira	Principal	Benito Martinez Elementary School
Serrano, Rebecca	Assistant Principal	Benito Martinez Elementary School
Gonzalez, Teresa	Counselor	Benito Martinez Elementary School
Samaniego, Yvonne	Homeless Liaison	Fort Hancock ISD
Robledo, Christine	Reading Specialist	Fort Hancock ISD
Martinez, Luis	Technology Director	Fort Hancock ISD
Robledo, Christine	G/T Director	Fort Hancock ISD
Samaniego, Yvonne	Bilingual Director	Fort Hancock ISD
Samaniego, Yvonne	Migrant Director	Fort Hancock ISD
Robledo, Christine	504 Coordinator	Fort Hancock ISD
Fierro, Maria	PK Teacher	Benito Martinez Elementary School
Franklin, Caroleen	Kindergarten Teacher	Benito Martinez Elementary School
Alvidrez, Alma	First Grade Teacher	Benito Martinez Elementary School
Lopez, Josefina	First Grade Teacher	Benito Martinez Elementary School
Gonzalez, Kimberly	Second Grade Teacher	Benito Martinez Elementary School
Chavez, Elizabeth	Second Grade Teacher	Benito Martinez Elementary School
Gonzalez, Jessica	Third Grade Teacher	Benito Martinez Elementary School
Estrada, Rogelio	Third Grade Teacher	Benito Martinez Elementary School
Santiesteban, Enrique	Fourth Grade Teacher	Benito Martinez Elementary School
Retamoza, Francisco	Fourth/Fifth Grade Teacher	Benito Martinez Elementary School
Hernandez, Juan	Fourth/Fifth Grade Teacher	Benito Martinez Elementary School
Estrada, Susana	Fifth Grade Teacher	Benito Martinez Elementary School
Ulloa, Marcela	Special Education Teacher	Benito Martinez Elementary School
Santillan, Elsa	Special Education Aide	Benito Martinez Elementary School

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Names of People Responsible For Implementation

Name	Title	Campus / District
Chavez, Elizabeth	Interventionist	Benito Martinez Elementary School
Rubio, Maria	Parental Involvement Liaison	Benito Martinez Elementary School
Silva, Norma	Library Aide	Benito Martinez Elementary School
Grajeda, Refugio	Instructional Aide	Benito Martinez Elementary School

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STAAR

Grade: **3rd-5th**

All Subjects

	2018	2019	2021	2022	2023	2024	2025
All Students	75.00	73.00	41.00	73.00	82.00	91.00	100.00
Economically Disadvantaged	76.00	75.00	40.00	72.00	81.33	90.67	100.00
Emergent Bilingual/English Learners	77.00	74.00	44.00	71.00	80.67	90.33	100.00
Hispanic	75.00	72.00	41.00	73.00	82.00	91.00	100.00
Special Education	44.00	57.00	7.00	22.00	48.00	74.00	100.00
White	0.00	73.00	56.00	0.00	70.67	85.33	100.00

Grade: **3rd-5th**

STAAR ELA/Reading

	2018	2019	2021	2022	2023	2024	2025
All Students	71.00	69.00	55.00	75.00	83.33	91.67	100.00
Economically Disadvantaged	71.00	73.00	54.00	74.00	82.67	91.33	100.00
Emergent Bilingual/English Learners	73.00	69.00	59.00	74.00	82.67	91.33	100.00
Hispanic	69.00	69.00	56.00	76.00	84.00	92.00	100.00
Special Education	20.00	57.00	20.00	29.00	52.67	76.33	100.00
White	0.00	60.00	0.00	0.00	33.33	66.67	100.00

Grade: **3rd-5th**

STAAR Mathematics

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STAAR

	2018	2019	2021	2022	2023	2024	2025
All Students	81.00	74.00	29.00	70.00	80.00	90.00	100.00
Economically Disadvantaged	83.00	75.00	27.00	70.00	80.00	90.00	100.00
Emergent Bilingual/English Learners	80.00	77.00	34.00	69.00	79.33	89.67	100.00
Hispanic	80.00	73.00	30.00	71.00	80.67	90.33	100.00
Special Education	71.00	57.00	0.00	14.00	42.67	71.33	100.00
White	0.00	80.00	0.00	0.00	33.33	66.67	100.00

Grade: **5th**

STAAR Science

	2018	2019	2021	2022	2023	2024	2025
All Students	95.00	88.00	36.00	72.00	81.33	90.67	100.00
Economically Disadvantaged	95.00	92.00	35.00	71.00	80.67	90.33	100.00
Emergent Bilingual/English Learners	100.00	86.00	36.00	67.00	78.00	89.00	100.00
Hispanic	95.00	88.00	35.00	70.00	80.00	90.00	100.00
Special Education	0.00	0.00	0.00	25.00	50.00	75.00	100.00

About Benito Marinez Elementary

Mission Statement:

Benito Martinez Elementary is committed to building critical thinkers and lifelong learners utilizing good character, confidence, and leadership to become productive members of society.

Vision:

Benito Martinez Elementary in collaboration with parents and the community will provide its students a safe and effective learning environment with opportunities to develop into responsible and successful students.

Motto:

Success for All

Grade Span:

PK – 5

Enrollment:

180

Accountability Ratings:

2022 State Accountability:

Overall Accountability Rating: B

- Student Achievement Rating: Not Rated: Senate Bill 1365
- School Progress Rating: A
- Academic Growth Rating: A
- Relative Performance Rating: C
- Closing the Gaps Rating: C

*** Distinction Designations:**

- Academic Achievement in ELA/Reading
- Comparative Academic Growth

Comprehensive Needs Assessment (CNA)

Comprehensive Needs Assessment Process:

During the spring and summer, the campus invites teachers, paraprofessionals, parents, and students in planning for the upcoming school year. During the meetings, we analyze data to determine the strengths and needs to recommend strategies to address the needs.

The CNA was reviewed/revised on September 14, 2022.

Areas of Concern:

1. Demographics:

People Responsible – Campus Administrator, PEIMS Clerk, and Program Directors

Data reviewed quarterly.

a. Data Sources Reviewed:

- * Enrollment
- * Daily attendance
- * Mobility/Stability
- * Socioeconomic status
- * Special program participation

b. Summary of Strengths:

- * Teacher-pupil ratios are low, with an average 15 students per teacher

c. Summary of Needs:

- * Improve English scores in TELPAS

d. Priorities:

- * Increase number of newcomers
- * Improve English scores in TELPAS

e. Actions:

- * Improve monitoring
- * Supplemental programs

2. Parent and Community Involvement:

People Responsible – Campus Administrator and Parent Liaison

Data reviewed bi-annually.

a. Data Sources Reviewed:

- * Parental involvement – Volunteering and Open House
- * Involvement of parents and community in school decisions
- * Health services (SHAC)

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- * District parent meetings
- * Involvement of parents at after school activities

b. Summary of Strengths:

- * Monthly District Parent Meetings with academic topic
- * Monthly newsletter
- * Monthly safety meetings
- * Districtwide Health Fair
- * Communication Apps, Webpage, Facebook page, Class Dojo

c. Summary of Needs:

- * Parenting skills
- * Parent involvement
- * Completion of online programs

d. Priorities:

- * Completion of online programs
- * Parent involvement
- * Parenting skills

e. Actions:

- * Continue to promote parent involvement
- * Offer online learning videos in app

3. Student Achievement, Curriculum, Instruction, and Assessment:

People Responsible – Campus Administrator, Instructional Coaches, Reading Specialist, and Counselor
Data reviewed quarterly.

a. Data Sources Reviewed:

- * Academic performance – Report card grades, Student work, Benchmarks, STAAR Interim assessments, AR Reading Levels
- * Completion rates – Promotion rates, Retention rates
- * Instructional programs – Monitoring, evaluating, and modifying programs, and Maximize student engagement and learning
- * Instructional materials – Amount/quality of textbooks and supplemental resources
- * Available professional and paraprofessional staff

b. Summary of Strengths:

- * Monthly meetings with Campus Instructional Leadership Team
- * TEKS Resource System Curriculum implemented Districtwide
- * Using T-TESS
- * PLCs

c. Summary of Needs:

- * Utilization of curriculum components with fidelity
- * Continue to use STEMscopes with all grade levels
- * Continue to use the STAR Early Literacy

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- * Online instructional strategy
- * Materials to be used at home
- * Learning loss due to the COVID-19 pandemic

d. Priorities:

- * Mitigate learning loss
- * Utilization of TEKS Resource System
- * Utilization of STEMscopes
- * Utilization of Early Literacy

e. Actions:

- * Alignment of TEKS Resource System and STEMscopes
- * Provide materials for at-home use
- * Provide evidence-based activities including ELAR and Math intervention, intervention days during the school year, and tutorials

4. Staff Quality, Professional Development, Recruitment, and Retention

Person Responsible – Campus Administrator

Data reviewed bi-annually.

a. Data Sources Reviewed:

- * High quality/effective status – Number of staff specialists and counselors
- * Professional development opportunities and resources
- * Staff demographics
- * School administrators – Number and experience of administrators
- * Recruitment and retention strategies

b. Summary of Strengths:

- * Survey teachers on professional development needs
- * Ongoing collaboration among campuses

c. Summary of Needs:

- * Training in Guided Reading
- * Retain fully certified staff and continue to employ existing staff

d. Priorities:

- * Training in Guided Reading
- * Retain fully certified staff and continue to employ existing staff

e. Actions:

- * Districtwide training on Guided Reading
- * Districtwide training on High Quality Instructional Materials (HQIM) and Research Based Instructional Strategies (RBIS) through E3 Alliance
- * Monitoring of ELlevation program to assist ELPS implementation
- * Training in effective online instruction
- * Offer retention, high need field, performance, and Reading Academy stipends

5. Technology:

People Responsible – Campus Administrator and Technology Director

Date reviewed bi-annually.

a. Data Sources Reviewed:

- * Amount, quality and/or availability of equipment, software
- * Extent to which teachers integrate technology into instruction
- * Type of computer systems available
- * Up-to date/out-of-date hardware and software
- * Barriers preventing effective use of technology
- * Technology professional development opportunities

b. Summary of Strengths:

- * Technology Director and knowledgeable technicians
- * Per pupil technology ratio is less than 20 to 1 in all grades
- * All students have a mobile device
- * All classrooms have interactive boards and instructional cameras

c. Summary of Needs:

- * Refresher training on available technology applications
- * Training on online programs
- * Additional educational technology in response to the COVID-19 pandemic

d. Priorities:

- * Training on online programs
- * Additional educational technology

e. Actions:

- * Schedule training for teachers and parents on available programs
- * Purchase educational technology to mitigate learning loss due to the COVID-19 pandemic

6. School Culture and Climate:

People Responsible – Campus Administrator

Date reviewed bi-annually.

a. Data Sources Reviewed:

- * Average class size
- * School climate – Quality of student-teacher relationships, Student attitudes toward school, Teacher job satisfaction
- * Student discipline and behaviors – Discipline referrals, Suspensions, Expulsion, Attendance, Tardiness
- * Extracurricular activities and clubs
- * Classroom management and organization
- * Student, teacher, parent, and community perceptions of the school through Meetings

b. Summary of Strengths:

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- * Remediation is built into the schedule
- * Prekindergarten program is offered
- * Low teacher to student ratio

c. Summary of Needs:

- * Additional remediation for at-risk students in core areas
- * Excessive absences
- * Increase safety, awareness, and hygiene
- * Mental health and support services to address the social, emotional, and mental health needs of all students

d. Priorities:

- * Remediation for at-risk students
- * Excessive absences
- * Mental health and support services

e. Actions:

- * Grade level collaboration as well as content collaboration to talk about at-risk students and best practice strategies.
- * Weekly PLCs
- * Money allocation for Extended School Year activities (i.e., After school, Saturday school, and Summer school) for student improvement as well as Remediation Slots
- * Community outreach to inform parents of the benefits of preschool and attending school
- * Provide Counseling services as well as a Social Emotional Learning program to all students

Facilities Review

Year facility opened: 1947
10 rooms were added in 1970.
A Cafeteria/Gym and 8 rooms were added in 1990.

Level of occupancy: 100%

Facilities include:

- * 2 Administration
- * 2 Computer Labs
- * 1 Nurse's Office
- * 1 Counselor's Office
- * 10 Toilet Facilities
- * 15 Classrooms
 - * Grades K – 5 have 2 classrooms per grade level
 - * Prekindergarten has 1 classroom
 - * 1 Resource Room
- * 1 Library
- * 1 Science Lab
- * 1 Cafeteria/Gymnasium
- * 1 Kitchen
- * 1 Multipurpose Room

Chronic problems include:

- * Inadequate Air Conditioning in 7 classrooms and Cafeteria/Gym

Federal Requirements - Schoolwide Program

ESSA requires three elements that are essential for effective implementation of a schoolwide program.

In accordance with the revised (07/31/2018) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment – (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
 - a. Includes academic achievement of students.
 - b. Needs of students who are failing, or are at-risk of failing, to meet State academic standards.
 - c. Barriers for educators, students, and parents.

2. Prepare a comprehensive schoolwide plan – (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Use instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Provide enriched and accelerated curriculum.
 - e. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - f. Includes the involvement of parents, community members, teachers, principals, other school leaders, paraprofessionals, administrators, to the extent feasible, tribes and tribal organizations, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and students.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct an annual evaluation the schoolwide plan – (SWP EPE) Evaluation of Program Effectiveness. (Section 1116(b)(3))
 - a. Regular monitoring and revision as necessary based on student needs.
 - b. Ensure all students are provided opportunities to meet the State academic standards.

Federal Requirements - Schoolwide Program Elements

Benito Martinez Elementary School operates a Title I Schoolwide Program on the campus. The Schoolwide Elements are addressed in the Campus Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SWP CNA).

* Benito Martinez Elementary reviewed/revised the CNA on September 14, 2022.

- Goal #2: Campus Performance Objectives Strategy
- Goal #2: Foundation Program Strategy
- Goal #2: Accelerated Instruction Strategy
- Goal #5: Professional Development Program Strategy

2. Prepare a comprehensive schoolwide plan (SWP CIP).

* Benito Martinez Elementary reviewed/revised the CIP on September 21, 2022. The Plan was reviewed by the following: Rebecca Serrano, Assistant Principal; Teresa Gonzalez, Counselor; Enrique Santiesteban, Alma Alvidrez, Rogelio Estrada, Priscilla Santiesteban, Kimberly Gonzalez, Francisco Retamoza, Maria Fierro, Josefina Lopez, and Juan Hernandez, Teachers; and Marcela Ulloa, Special Education Teacher. The CIP will be available at the campus office and on the district website. The CIP will be distributed in English.

- Goal #1: Parent and Family Engagement Strategy
- Goal #1: Shared Responsibility for High Student Academic Achievement Strategy
- Goal #2: Foundation Program Strategy
- Goal #2: Early Intervention Program Strategy
- Goal #2: Accelerated Instruction Strategy
- Goal #3: Dropout Prevention Program Strategy
- Goal #4: Career Guidance and Counseling Strategy
- Goal #5: Professional Development Program Strategy
- Goal #5: Recruitment and Retention Initiatives Strategy
- Goal #6: Technology Integrated Curriculum Strategy
- Goal #7: Safe Schools Initiatives Strategy
- Goal #7: Counseling Responsive Services Strategy

3. Conduct annual Evaluation of Program Effectiveness (SWP EPE).

* Benito Martinez Elementary evaluated/revised the schoolwide plan on November 1, 2022.

- Goal #2: Accelerated Instruction Strategy / Evaluation of Program Effectiveness Activity
- Goal #5: Evaluation of Professional Development Program Strategy
- Goal #6: Evaluation of Technology Program Strategy

Needs Assessment Summary

Benito Martinez Elementary received a State Accountability Rating of B from TEA in 2022. This rating requires that the campus met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps. The campus received Distinction Designations for Academic Achievement in ELA/Reading and Comparative Academic Growth.

Student Strengths and Needs:

Reading/ELA: 75% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Reading/ELA test. Percentages for other student groups ranged from 76% for Hispanic students to 29% for Special Education students.

Math: 70% of All students met or exceeded the Approaches Grade Level standard on the STAAR Math test. Percentages for other student groups ranged from 71% for Hispanic students to 14% for Special Education students.

Science: Students in fifth grade took the STAAR Science test. 72% of All Students met or exceeded the Approaches Grade Level standard on the Science test. Percentages for other student groups ranged from 71% for Economically Disadvantaged students to 25% for Special Education students.

Interventions:

Benito Martinez Elementary has several programs in place to address identified needs. Students who need additional support or have difficulty passing the STAAR tests will qualify to receive additional assistance through the following programs

- * Saturday School for grades 3 - 5
- * STAAR Acceleration classes for grades 3 - 5
- * Summer School for grades PK - 5
- * Individualized Instruction for grades K - 5
- * ELAR/Math Intervention for grades PK - 5
- * Intervention Days for grades PK - 5
- * Counseling services for grades PK - 5

Goal: 1 **Parents and community members will be full partners with educators in the education of Benito Martinez Elementary students. (SWP CIP) [TEC §4.001 (b)(1)]**

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

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Goal: 1 Parents and community members will be full partners with educators in the education of Benito Martinez Elementary students. (SWP CIP) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Family Engagement (SWP CIP) - Fort Hancock ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will:</p> <ul style="list-style-type: none"> * involve parents and family members in developing the local plan, * provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement, * coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs, * conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and * use the findings of such evaluation to design strategies for more effective parental involvement. <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy will be developed and reviewed by the campus principal, counselor, and staff. The policy will be available at the campus office</p>	8/2022 - 6/2023	Principal - Yadira Munoz	Local Funds - Time Contributions of Staff, Parents and Community		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Involvement Records - 05/23: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

Goal: 1 Parents and community members will be full partners with educators in the education of Benito Martinez Elementary students. (SWP CIP) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>and on the website. It will be distributed in English and Spanish.</p> <p>Stakeholders are notified through the Fort Hancock ISD Website, marquee postings, newsletters, conferences, phone calls, home visits, and letters from the district and campus in English and Spanish. Information will also be provided through ClassDojo and Blackboard Connect, which are community message systems. This technology ensures that parents and students are notified of activities in a timely manner.</p> <p>The campus will inform parents of the school's participation in a Schoolwide Program, provide a description of the curriculum used, the assessments used and the achievement levels of the State academic standards, and of their right to be involved in planning, reviewing and improvement of programs. (Sec. 1116 (c) (4))</p> <p>The campus will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location and at various times to allow parents multiple opportunities to attend. Parents will be invited to come and a Public Notice will be posted. Parent and Family Engagement meetings will be held on Mondays during the school day.</p>						

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Goal: 1 Parents and community members will be full partners with educators in the education of Benito Martinez Elementary students. (SWP CIP) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP CIP) - In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand (English and Spanish).</p> <p>The compact is discussed, at least annually, at Parent-Teacher conferences and Parent Round-Ups.</p>	8/2022 - 6/2023	Principal - Yadira Munoz	Local Funds - Time Contributions of Staff and Parents		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Involvement Records - 05/23: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

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Goal: 1 Parents and community members will be full partners with educators in the education of Benito Martinez Elementary students. (SWP CIP) [TEC §4.001 (b)(1)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Conferences, School Visits, Phone Calls, and Home Visits - Parent/Teacher conferences will be scheduled throughout the year at the parent's convenience as needed. Teachers will contact each student's parent at least once a year, with parents of struggling students contacted more frequently.</p> <p>A parent may request a conference at any time with the Principal or classroom teacher(s) as they deem necessary.</p> <p>Parents are invited to visit the campus. Phone calls are used for quick and efficient communication regarding tardiness, absenteeism, student academic needs, and other pertinent issues. Home visits are made to communicate with hard-to-reach parents.</p>	8/2022 - 6/2023	Principal - Yadira Munoz	Local Funds - Time Contributions of Teachers	Documentation :School Records - - 12/22: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s) or guardian(s).	Increased student performance as a result of increased parent participation.	Documentation :School Records - - 05/23: School records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.

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Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Parent and Community Support Organizations - Benito Martinez Elementary conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include:</p> <ul style="list-style-type: none"> * Open House * Award Assemblies * Student programs * District Parent Meetings * SHAC Meetings * Volunteer Opportunities such as assisting with Book Fairs, Annual Health Fair, Field Day, Little Dribblers, and after school sales; assisting in the classroom; and participating in Teacher Appreciation Week activities, Red Ribbon Week activities, Career Day, and after school activities such as Math Night, Literacy Night, and Science Night. <p>The campus will support the annual district health fair and encourage parents to attend.</p>	8/2022 - 6/2023	Principal - Yadira Munoz Parental Involvement Liaison - Maria Rubio	<p>Federal - Title I, Part A - Time Contributions of Parent Liaison FTE: 0.25</p> <p style="text-align: right;">\$8,009.67</p> <p>Federal - Title I, Part A - Parent Involvement Resources</p> <p style="text-align: right;">\$300.00</p>	Documentation :Parent Involvement Records - - 12/22: Increase in the participation of parents and community members in the educational system of Fort Hancock ISD.	Parents as full partners in the education of Fort Hancock ISD students.	Documentation :Parent Involvement Records - - 05/23: Increase in the participation of parents and community members in the educational system of Fort Hancock ISD.

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Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Building Capacity for Involvement - In compliance with Federal Title I, Part A Improving Basic Programs regulations (Sec. 1116 (e)), parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district and campus will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement. <p>Teachers, support personnel, principals, and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	8/2022 - 6/2023	Principal - Yadira Munoz Parental Involvement Liaison - Maria Rubio	Local Funds - Time Contributions of Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Involvement Records - 05/23: Parent involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

Campus Improvement Plan
Benito Martinez Elementary School 2022-2023

Goal: 1 Parents and community members will be full partners with educators in the education of Benito Martinez Elementary students. (SWP CIP) [TEC §4.001 (b)(1)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Site-Based Decision-Making Committee (SBDMC) - As directed by Board policy, the SBDMC will be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. [TEC 11.251(d)]</p> <p>The SBDMC is made up of members of the Benito Martinez Elementary staff, parent representatives, business representatives, and community members. Parents are selected to be members by campus administrators for one-year terms. The SBDMC will meet periodically to discuss plans, progress, and ideas for improving the education and environment at Benito Martinez Elementary. [TEC 11.251(b)]</p> <p>Each school year, the principal, with the assistance of the SBDMC, will review and revise the Campus Improvement Plan (CIP) to improve student performance for all student populations [TEC 11.253(c)]. The SBDMC reviewed/ revised the CIP on September 21, 2022. The CIP will be available at the campus office and on the district website. The CIP will be distributed in English.</p> <p>The SBDMC will play an integral role in the planning, development, and evaluation of the educational system of Benito Martinez Elementary. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Benito Martinez Elementary.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2022 - 6/2023	Principal - Yadira Munoz	Local Funds - Time Contributions of Committee Members	<p>Documentation :Agendas, Notes, Sign-In Sheets - 08/22: SBDMC minutes will reflect that staff, parents, and community members have been involved in the educational system.</p> <p>Documentation :Agendas, Notes, Sign-In Sheets - 12/22: SBDMC agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>A CIP that is a living document that provides guidance to the implementation of the educational system and support components of Benito Martinez Elementary.</p> <p>Benito Martinez Elementary will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.</p>	<p>Documentation :School Records - 01/23: A current CIP has been approved by the Fort Hancock ISD Board of Trustees.</p> <p>Documentation :School Records - 05/23: Benito Martinez Elementary will receive the State Accountability Rating of B or higher.</p>

Campus Improvement Plan
Benito Martinez Elementary School 2022-2023

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The SBDMC meets quarterly to review the campus curriculum, instruction, and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness; reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program; and reviewing the professional and paraprofessional staff available.</p> <p>Campus performance objectives are based on data available through the comprehensive needs assessment process.</p>	5/2022 - 8/2022	Principal - Yadira Munoz	Local Funds - Time Contributions of Committee Members		The campus performance objectives will support the needs of Benito Martinez Elementary.	Documentation :Agendas, Notes, Sign-In Sheets- 08/22: SBDMC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.
<p>Strategy:</p> <p>Federal and State Mandated Testing Program - Benito Martinez Elementary participates in the State-Developed Testing Program that is consistent with the regulations of ESSA.</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 3 – 5), and Science (grade 5).</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p>	1/2023 - 5/2023	Principal - Yadira Munoz	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests. 80% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 81% of students in grade 5 will pass the STAAR Science test.

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Benito Martinez Elementary School 2022-2023

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Strategy: Foundation Program (SWP CNA, CIP) - Using TEKS Resource System, teachers and staff implement scientifically research-based instructional strategies, activities, and initiatives to increase the amount and quality of learning time, promote accelerated instruction, and provide educational enrichment to all students. The educational system is grounded in the state's TEKS that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.	8/2022 - 6/2023	Principal - Yadira Munoz	Local Funds - Time Contributions of Faculty and Staff State - Early Education Allotment - Early Education Allotment <div style="text-align: right;">\$105,186.00</div>	Informal Assessment :Classroom Assessments - 12/22: 80% of students achieving passing scores on classroom assignments, unit and six-weeks tests, and TEKS-based tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - 05/23: 90% of PK student will master the State's Prekindergarten Guidelines. Informal Assessment :Classroom Assessments - 05/23: 90% of students in grades K – 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - 05/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests. 80% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 81% of students in grade 5 will pass the STAAR Science test.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Assessment Program - Students in grades PK – 3 are given assessments at the beginning of the year to determine their performance level. These assessments include STAR Reading and Math for grades 1 – 5, Circle Assessment for PK students, and STAR Early Literacy for students in PK – 3. Throughout the year, Interim testing, Benchmark assessments, classroom assessments, STAR Reading and Math, STAR Early literacy and DIBELS are administered to evaluate the student's progress. Students in 4th and 5th grade are administered STAR Reading and Math tests, and benchmark assessments in November and March to measure progress.	8/2022 - 6/2023	Principal - Yadira Munoz Counselor - Teresa Gonzalez	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/23: 90% of PK student will master the State's Prekindergarten Guidelines. Informal Assessment :Classroom Assessments - - 05/23: 90% of students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests. 80% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 81% of students in grade 5 will pass the STAAR Science test.

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Benito Martinez Elementary School 2022-2023

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Evaluation of Foundation Program - Faculty and staff are trained in analyzing (disaggregating) test data from the State-adopted assessment instruments. This data is used to identify student strengths and weaknesses so that teachers can design an educational system that is data driven for each individual student. In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An ongoing monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need.	8/2022 - 6/2023	Principal - Yadira Munoz	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - - 12/22: 80% of students achieving passing scores on classroom assignments, unit and six-weeks tests, and TEKS-based tests.	Program improvements are implemented. All targeted student groups show improvement on STAAR tests.	Informal Assessment :Classroom Assessments - - 05/23: 90% of PK student will master the State's Prekindergarten Guidelines. Informal Assessment :Classroom Assessments - - 05/23: 90% of students in grades K - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - - 05/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests. 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 81% of students in grade 5 will pass the STAAR Science test.

Campus Improvement Plan
Benito Martinez Elementary School 2022-2023

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Early Intervention Program (SWP CIP) - A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being unable to speak and comprehend English, educationally disadvantaged, homeless, a child of an active duty member of the armed forces, a child of a member of the armed forces who was injured or killed on active duty, or ever has been in the conservatorship of the Department of Family and Protective Services, or a child of a person eligible for the Star of Texas Award. [TEC 29.153(b)] Benito Martinez Elementary conducts a full day Prekindergarten program with emphasis on language acquisition skills for special population groups. Instruction is provided through an experiential and multi-sensory approach with developmentally appropriate and scientifically research-based activities. The PK curriculum is based on the state-adopted PK guidelines.	8/2022 - 6/2023	Principal - Yadira Munoz PK Teacher - Maria Fierro	Local Funds - Time Contributions of PK Teacher FTE: 1.00	Informal Assessment :Classroom Assessments - 12/22: 80% of students performing at mastery level of appropriate developmental skills, as indicated by teacher records.	Increased student achievement.	Informal Assessment :Classroom Assessments - 05/23: 90% of PK student will master the State's Prekindergarten Guidelines.

Campus Improvement Plan
Benito Martinez Elementary School 2022-2023

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Prekindergarten Transition Services - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Benito Martinez Elementary. Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits, parent meetings, participating in Christmas and Veteran's Day plays together, PK and Headstart meetings, and Principal TAC meetings. The Prekindergarten teacher will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten. The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.	8/2022 - 6/2023	PK Teacher - Maria Fierro	Local Funds - Time Contributions of PK Teacher FTE: 1.00	Informal Assessment :Classroom Assessments - - Six Weeks: Progress reports will indicate increased skill levels and appropriate behavior.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/23: 90% of PK student will master the State's Prekindergarten Guidelines.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Intervention Program - ELAR and Math intervention will be provided to students in grades PK - 5 to mitigate learning loss. An instructional aide will provide supplemental one-on-one assistance in math for students in grades PK - 5 to mitigate learning loss. Students in grades PK - 5 will also be provided 3 intervention days during the school year to mitigate learning loss in core subject areas.	8/2022 - 6/2023	Reading Specialist - Christine Robledo	Federal - ESSER III - Time Contributions of Reading Specialist FTE: 1.00 <p style="text-align: right;">\$86,635.98</p> Federal - ESSER III - Time Contributions of Math Intervention Aide FTE: 1.00 <p style="text-align: right;">\$22,563.57</p> Federal - ESSER III - Extra Duty Pay for Intervention Teachers <p style="text-align: right;">\$28,421.68</p> Federal - Title I, Part A - Time Contributions of Reading/Literacy Aide FTE: 0.24 <p style="text-align: right;">\$10,417.76</p> Federal - ESSER III - Districtwide Tutoring Resources <p style="text-align: right;">\$5,000.00</p> Federal - Title I, Part A - Supplemental Reading Materials <p style="text-align: right;">\$500.00</p> Federal - Title I, Part A - Learning A - Z Site License <p style="text-align: right;">\$2,000.00</p> Federal - Title I, Part A - Amplify Reading Program <p style="text-align: right;">\$1,000.00</p> Federal - Title I, Part A - Studies Weekly	Informal Assessment :Classroom Assessments - - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/23: 90% of students in grades PK - 2 will pass campus benchmark tests. Criterion-Referenced Test :STAAR Tests - - 05/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests. 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 81% of students in grade 5 will pass the STAAR Science test.

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Activity: Extended Learning Opportunities - A Saturday School Program is available to students in grades 3 - 5 who have met the at-risk criteria. Students will receive assistance in core subject areas on Saturdays during the school year.	8/2022 - 6/2023	Principal - Yadira Munoz	\$4,600.00 State - State Compensatory Education (SCE) - Extra Duty Pay for Saturday School \$1,231.64	Informal Assessment :Classroom Assessments - - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests. 80% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 81% of students in grade 5 will pass the STAAR Science test.
Activity: Individualized Instruction - An Instructional Aide, under direct supervision of the foundation teachers, will provide at-risk students in grades K - 5 with supplemental assistance in core subject areas using state-of-the-art software that is grounded in scientifically-based research.	8/2022 - 6/2023	Principal - Yadira Munoz	Federal - Title I, Part A - Time Contributions of Instructional Aide FTE: 1.00 \$32,445.84	Informal Assessment :Classroom Assessments - - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/23: 90% of students in grades K - 2 will pass campus benchmark tests. Criterion-Referenced Test :STAAR Tests - - 05/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests. 80% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 81% of students in grade 5 will pass the STAAR Science test.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Summer School - Instruction in core subject areas, including science and reading, for grades PK - 5 will be provided by certified teachers and aides during a summer session. Summer school duration is four weeks.	June 2023	Principal - Yadira Munoz	State - State Compensatory Education (SCE) - Extra Duty Pay for Summer School Staff <p style="text-align: right;">\$7,081.93</p> Federal - Title I, Part A - Extra Duty Pay for Summer School Staff <p style="text-align: right;">\$10,197.70</p> Federal - Title I, Part A - Extra Duty Pay for Districtwide Summer Reading Aide <p style="text-align: right;">\$2,353.32</p> Federal - Title I, Part A - Summer School Resources <p style="text-align: right;">\$1,500.00</p>		Increased student achievement.	Informal Assessment :Classroom Assessments - - 06/23: Students will receive promotion to the next grade.
Activity: Evaluation of Program Effectiveness (SWP EPE) - Benito Martinez Elementary will utilize data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Benito Martinez Elementary will annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.	May 2023	Principal - Yadira Munoz	Local Funds - Time Contributions of Faculty and Staff		Program improvements are implemented. All targeted student groups show improvement on STAAR tests.	Informal Assessment :Classroom Assessments - - 05/23: 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - - 05/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests. 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 81% of students in grade 5 will pass the STAAR Science test.

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Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2022 - 6/2023	Principal - Yadira Munoz Special Education Teacher - Marcela Ulloa	State - Special Education Allotment - Time Contributions Special Education Staff	Informal Assessment :Classroom Assessments - 12/22: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - 05/23: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

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<p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is unable to speak and comprehend English, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.004, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Assessment Instruments include Woodcock Johnson for Grades 1 – 5.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2022 - 6/2023	Counselor - Teresa Gonzalez Special Education Teacher - Marcela Ulloa	State - State and Local Funds - District Contracted Diagnostic Services		Students' needs are accurately diagnosed, and special programs and modification are reflective of the needs of individual students as described in the students' IEPs.	Documentation :School Records - - 05/23: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

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Activity: Special Education Modifications - Benito Martinez Elementary provides a range of educational programs and different instructional arrangements for students with disabilities. Both inclusion classes and daily pullout classes are available. The appropriate instructional setting will be determined for each student by ARD committees. Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration. Students receiving Special Education services in grades 3 - 5 will participate in the Texas Assessment program. The individual student's ARD committee will determine which assessments will be appropriate. a) STAAR (with approved or allowable accommodations) b) STAAR Alternate 2 – will assess students who have significant cognitive disabilities and are receiving special education services.	8/2022 - 6/2023	Special Education Teacher - Marcela Ulloa	Federal - IDEA-B Formula - Time Contributions of Special Education Staff FTE: 0.80 \$32,807.19 Federal - IDEA-B Formula - Extra Duty Pay for Districtwide Special Education Intervention Teacher \$2,842.17 Federal - IDEA-B Formula - Districtwide Life Skills Resources \$1,500.00	Informal Assessment :Classroom Assessments - - 12/22: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments - - 05/23: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Speech Therapy and Occupational Therapy.	8/2022 - 6/2023	Principal - Yadira Munoz	Federal - IDEA-B Preschool - Contracted Speech Therapy \$1,099.00 Federal - IDEA-B Formula - Districtwide Contracted Speech Therapy \$10,000.00 Federal - IDEA-B Formula - Districtwide Contracted Occupational Services \$3,000.00		Students will receive the services dictated by the IEPs and will have the opportunity to meet the same performance standards that all children are expected to meet.	Documentation :Student Records - - 05/23: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.
Strategy: Bilingual Program - Fort Hancock ISD offers a Bilingual Program whose goal is to enable Emergent Bilingual (EB)/English Learners (EL) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The Bilingual Program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable EB/EL to participate equitably in school. Fort Hancock ISD will provide supplemental parent outreach training and activities, family outreach and training and family literacy services, and community participation programs to EB/EL and their families.	8/2022 - 6/2023	Principal - Yadira Munoz Bilingual Director - Yvonne Samaniego	State - Bilingual Education Block Grant - Time Contributions of Bilingual Education Staff Federal - Title III, Part A - ELA - Districtwide Parent, Family, and Community Engagement Resources \$500.00 Federal - Title III, Part A - ELA - Districtwide Reading Materials for EB/EL Parents \$500.00	See Activities below.	Students exiting EB/EL designation by LPAC.	See Activities below.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Emergent Bilingual (EB)/English Learners (EL) Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EB/EL. Students in PK – K will be administered the Pre-LAS. LAS Links (listening and speaking components) will be administered to students in grade 1 and LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 2 – 5. The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an EB/EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention (TEC 29.063).	8/2022 - 6/2023	Bilingual Director - Yvonne Samaniego	State - State and Local Funds - Assessment Instruments		Significant increase in oral, verbal, and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	Documentation :Counselor Records - - 05/23: 100% of the students identified as EB/EL have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor Records.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Bilingual Instruction - In compliance with State mandates, Benito Martinez Elementary conducts a Dual Language Education Program in Spanish and English. The program is designed so that EB/EL acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential. English Language Proficiency Standards (ELPS) will be implemented throughout the content areas. The LPAC prescribes the instructional length of time based on students' linguistic levels. Monthly LPAC meetings are scheduled for initial placement and progress monitoring as needed. The LPAC prescribes the academic achievement test that will be administered to each EB/EL: * STAAR * STAAR Spanish * STAAR Alternate 2 * TELPAS * TELPAS ALT.	8/2022 - 6/2023	Bilingual Director - Yvonne Samaniego	State - State and Local Funds - Time Contributions of Staff Federal - Title III, Part A - ELA - Districtwide Discovery Education <p style="text-align: right;">\$781.00</p> Federal - Title III, Part A - Immigrant - Districtwide Supplemental Curriculum Resources/Educational Software <p style="text-align: right;">\$1,231.00</p>	Informal Assessment :Classroom Assessments - - 12/22: 80% of students passing formal and informal assessment instruments	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/23: 90% of EB/EL in grades PK - 2 will pass campus benchmark tests. Criterion-Referenced Test :STAAR Tests - - 05/23: 83% of EB/EL in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests. 79% of EB/EL in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 78% of EB/EL in grade 5 will pass the STAAR Science test.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s):						
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Activity: Program Reclassification - A student may not be reclassified as English proficient in prekindergarten or kindergarten (TAC 89.1226(j)). Reclassification criteria are applicable to students in grades 1 – 5 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the reclassification notification/parent permission form before a student is reclassified from the Bilingual or ESL program. To be reclassified from a Bilingual or ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English instructional program. The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful: * English Language Proficiency Assessment: Grades 1 – 5: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing. * State Standardized Reading Assessment: Grades 1, 2: Score at or above 40th percentile on the TEA-approved Norm-Referenced Standardized Achievement Test and Grades 3 – 5: Meet passing standard on the STAAR Reading (English) test. * Results of a subjective teacher evaluation using the state's standardized rubric.	8/2022 - 6/2023	Bilingual Director - Yvonne Samaniego	State - State and Local Funds - Time Contributions of Staff and LPAC	Informal Assessment :Classroom Assessments - - 12/22: 80% of students served in the Bilingual program have met LPAC expectations based on results of an oral language proficiency test.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/23: 83% of EB/EL in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests in English and/or Spanish.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>The LPAC will monitor students who are reclassified from the Bilingual or ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two-year monitoring period, the student will be reenrolled in the Bilingual or ESL program as prescribed by the LPAC.</p> <p>Strategy: Migrant Program - Fort Hancock ISD provides information and services to students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.</p>	8/2022 - 6/2023	Principal - Yadira Munoz Migrant Director - Yvonne Samaniego	Federal - Title I, Part C (Migrant) - Time Contributions of Districtwide Aide FTE: 0.84 <p style="text-align: right;">\$19,076.31</p> Federal - Title I, Part C (Migrant) - Districtwide Supplemental Instructional Resources <p style="text-align: right;">\$1,000.00</p>	Informal Assessment :Classroom Assessments - 12/22: 80% of Migrant students passing formal and informal assessment instruments	Increased student achievement.	Informal Assessment :Classroom Assessments - 05/23: 90% of students in grades PK - 2 will pass campus benchmark tests. Criterion-Referenced Test :STAAR Tests - 05/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests. 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 81% of students in grade 5 will pass the STAAR Science test.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Priority For Services (PFS) Action Plan - The PFS Action plan goal is to provide Priority Services to Migrant students in grades 3 through 5 who failed one or more sections of the State Assessment, ARD Exempt, absent or were not enrolled in a Texas school during the assessment period of their grade level and have their school interrupted during the previous or current regular school year. PFS services are provided to students in grades PK through 2 who are designated EL in the NGS system, or have been retained, or are overage for their current grade level and have their school interrupted during the previous or current regular school year. Title I, Part C can be utilized only after all other funding sources have been considered and additional services are still needed. All PFS migrant students are provided instructional services as needed to assist them in mastering the state content standards, passing state assessments and accruing credits for on-time graduation. See Migrant PFS Action Plan in the DIP for more information.	8/2022 - 6/2023	Migrant Director - Yvonne Samaniego	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/22: 80% of Migrant students passing formal and informal assessment instruments.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/23: 90% of students in grades PK - 2 will pass campus benchmark tests. Criterion-Referenced Test :STAAR Tests - - 05/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests. 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 81% of students in grade 5 will pass the STAAR Science test.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Migrant Services - Instructional arrangements provided to Migrant students include daily 50 minute tutorial sessions for students in grades 3 – 5 and a Migrant summer session for students in grades K – 5. The summer session will serve all Migrant students and serve students for half a day for a week. Support services are also available for Migrant families. This will include; * School supplies * Parent involvement support to include transportation, light snacks at meetings, and conference registration.	8/2022 - 6/2023	Migrant Director - Yvonne Samaniego	Local Funds - Extra Duty Pay for Summer School Aide \$1,360.04	Informal Assessment :Classroom Assessments - - 12/22: 80% of Migrant students passing formal and informal assessment instruments.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 06/23: 90% of students in Summer School will be promoted to the next grade. Criterion-Referenced Test :STAAR Tests - - 06/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests. 80% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 81% of students in grade 5 will pass the STAAR Science test. Documentation :Parent Involvement Records - - 06/23: Increased parent involvement from prior year.

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Strategy: Dyslexia Program - Fort Hancock ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below. (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. (2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.	8/2022 - 6/2023	Principal - Yadira Munoz Reading Specialist - Christine Robledo	State - Dyslexia Allotment - Time Contributions of Dyslexia Staff	See Activities below.	Increased student achievement.	See Activities below.

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Activity: Dyslexia Assessment - The district Dyslexia Coordinator coordinates the identification of dyslexia among students with the individual campuses. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing. Assessment Instruments include: * Words Their Way - Grades K – 5 * Shafer - Grades K - 5 The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include and modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend.	8/2023 - 6/2023	Reading Specialist - Christine Robledo	State - State and Local Funds - Assessment Instruments	Informal Assessment :Report Card Grades - - 12/22: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.	Dyslexia services to students are not delayed; the students' needs are accurately diagnosed, and special programs and modifications are reflective of the needs of each student.	Documentation :Counselor Records - - 05/23: 100% of the students identified as having dyslexia have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor Records.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Modifications for Dyslexia - At Benito Martinez Elementary, students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Students will be served through pullout classes and inclusion classes on an as-needed basis.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed.</p>	8/2022 - 6/2023	Reading Specialist - Christine Robledo	State - State and Local Funds - Time Contributions of Staff	<p>Informal Assessment</p> <p>:Classroom Assessments - - 12/22: 80% of students will demonstrate improved reading and comprehension skills.</p>	Increased student achievement.	<p>Informal Assessment</p> <p>:Classroom Assessments - - 05/23: 90% of students in grades K – 2 will score at least "Developed" on the four screening sections of the TPRI.</p> <p>Criterion-Referenced Test</p> <p>:STAAR Reading - - 05/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests.</p>

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Strategy: 504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations. The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data. Testing accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, or use of a calculator or overlays. Environmental accommodations may also be made for students. These may include changing student seating as needed for the situation; adapting environment to avoid distractions; providing notebooks for organization, lighting accommodations, or non-verbal behavior cues (cue cards). Students receiving services under section 504 services are required by TEC §28.025(c) to meet all curriculum requirements and assessment graduation requirements to receive a Texas high school diploma. Students will take STAAR with or without allowable accommodations.	8/2022 - 6/2023	Principal - Yadira Munoz Counselor - Teresa Gonzalez 504 Coordinator - Christine Robledo	Local Funds - Time Contributions of Staff		Increased student achievement	Documentation :Counselor Records - 05/23: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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Strategy: Gifted and Talented (G/T) Program - Fort Hancock ISD has adopted a process for identifying and serving G/T students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or 3) excels in a specific academic field.	8/2022 - 6/2023	Principal - Yadira Munoz G/T Director - Christine Robledo	State - Gifted and Talented Block Grant - Time Contributions of G/T Staff	Documentation :School Records - 12/22: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per school records.	G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - 05/23: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.

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<p>Activity:</p> <p>G/T Assessment - New Students in grades 1 - 5 are identified for eligibility and nominated for the G/T Program in October and January. Returning Students are identified within 10 days of return. Transfer Students are identified within 30 days of enrollment.</p> <p>Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Assessment instruments include: 1) Portfolios, Grades 1—5 2) Teacher Recommendations, Grades 1 – 5 3) Parent Nominations, Grades 1 – 5 4) SAGES – 2 Screening Assessment for Gifted Elementary Students, Grades 1 – 5 5) Naglieri Nonverbal Ability Test (NNAT) Grades 1 – 5 6) Scales for Identifying Gifted Students (SIGS), Grades 1 – 5</p> <p>Coordinator's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class or through a pullout program.</p>	8/2022 - 6/2023	G/T Director - Christine Robledo	State - State and Local Funds - Assessment Instruments		G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documentation :School Records - - 05/23: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.

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Activity: Modifications for G/T Students - Elementary G/T students in grades 1 – 5 are provided with a bi-weekly, 30-minute pullout session. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas.	8/2022 - 6/2023	G/T Director - Christine Robledo	State - State and Local Funds - Supplemental Resources	Documentation :School Records - - 12/22: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per school records.	G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - - 05/23: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.
Strategy: Ancillary Services - Fort Hancock ISD provides Ancillary Services or related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2022 - 6/2023	Principal - Yadira Munoz	Coordinated Funds - Time Contributions of Ancillary Staff	Documentation :School Records - 12/22: 80% of students referred for Ancillary Services will have been served as indicated in school records.	All students are provided an equitable education, with Ancillary Services available to "help level the playing field".	Informal Assessment :Classroom Assessments - 05/23: 90% of students in grades PK - 2 will pass EOY benchmark tests. Criterion-Referenced Test :STAAR Tests - 05/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests. 80% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 81% of students in grade 5 will pass the STAAR Science test.

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Activity: Counseling Services - The School Counselor provides the following services: * 1:1 and small group counseling sessions, * Focused informal groups - behavior and attendance, * Assistance with testing coordination, * STAAR presentations, * Parent Training, and * Individual student planning.	8/2022 - 6/2023	Counselor - Teresa Gonzalez	State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE: 1.00 <p style="text-align: right;">\$76,330.11</p>	Documentation :Counselor Records - - 12/22: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention	The Counseling and Guidance Program will have a positive impact on students, resulting in increased student achievement and reduced drop-out rates.	Informal Assessment :Classroom Assessments - - 05/23: 90% of students in grades PK - 2 will pass EOY benchmark tests. Criterion-Referenced Test :STAAR Tests - - 05/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests. 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 81% of students in grade 5 will pass the STAAR Science test.
Activity: Library and Media Services - A contracted, Certified Librarian conducts the Library-Media Services. Available resources include: * Full-scale Library facilities available to students; * Accelerated Reader Books and Tests; * Computers with internet access; * Electronic encyclopedias and references; and * Interactive Language Arts, Math, Science, and Social Studies resources.	8/2022 - 6/2023	Principal - Yadira Munoz	Federal - Title I, Part A - Districtwide Supplemental Library Books <p style="text-align: right;">\$3,000.00</p> Federal - Title I, Part A - Accelerated Reader Site License <p style="text-align: right;">\$11,400.00</p>	Documentation :School Records - - 12/22: All students have access to the library on a regularly scheduled basis. Documentation :School Records - - 12/22: Librarian and teacher records indicate that at least 90% of the students have participated in library activities.	The Fort Hancock ISD Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Documentation :School Records - - 05/23: Librarian and teacher records indicate that 100% of the students have participated in library activities.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Homeless Services - The Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. The Homeless Liaison will conduct a districtwide training on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Fort Hancock ISD will be in compliance with federal Homeless regulations.	8/2022 - 5/2023	Homeless Liaison - Yvonne Samaniego	Federal - Title I, Part A - Districtwide Homeless Resources \$100.00	Documentation :Agendas, Notes, Sign-In Sheets - - 12/22: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	Increased student achievement.	Documentation :School Records - - 05/23: 90% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state of federal regulations.

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Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings. Campus procedures to increase attendance will include phone calls to parents, conferences at school and home visits, if needed, to encourage attendance and reduce excessive absences.</p> <p>Grade level recognition for perfect attendance will be done every six weeks. Ice cream and pizza socials will be provided to students with perfect attendance and AB Honor Roll to encourage excellence in academics. Student of the Month will be recognized at the Monthly Board Meeting. Other incentives offered include certifications, classroom ribbons, and award assemblies.</p> <p>The Principal at Benito Martinez Elementary will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p>	8/2022 - 6/2023	Principal - Yadira Munoz Counselor - Teresa Gonzalez	Local Funds - Time Contributions of Staff	Documentation :Parent Contact Logs - 08/22: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.	Benito Martinez Elementary will encourage increased student attendance.	Documentation :Attendance Records - 05/23: Attendance records reflect an attendance rate at 97% or above. Documentation :Parent Contact Logs - 05/23: Contact with 100% of parents/guardians of students who have excessive absences.
<p>Strategy:</p> <p>Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten in Fort Hancock ISD. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Saturday School, Summer School, and Individualized Instruction to assist them in their academic success.</p>	8/2022 - 6/2023	Principal - Yadira Munoz	Local Funds - Time Contributions of Faculty and Staff	Documentation :Attendance Records - 12/22: Attendance records reflect an attendance rate at 97% or above.	Achieve student dropout rate of 0%.	Documentation :School Records - 05/23: 90% of students will be promoted to the next grade level.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Extracurricular Activities - Benito Martinez Elementary offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure that students develop into goal-oriented and well-rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available. Benito Martinez Elementary has a chapter of the National Honor Society.</p>	8/2022 - 6/2023	Principal - Yadira Munoz	Local Funds - Extracurricular Miscellaneous Expenses		Students will become more diversified, goal-oriented and well-rounded individuals.	Documentation :School Records - 05/23: Increase in the number of students participating in extracurricular activities as compared to the previous year.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Career Guidance and Counseling (SWP CIP) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities and * Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.); 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56; 3) The need for students to make informed curriculum choices to be prepared for success beyond high school; 4) Source of information on higher education admissions and financial aid; and 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits,	8/2022 - 6/2023	Counselor - Teresa Gonzalez	State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE: 1.00	Documentation :Lesson Plans - 12/22: Lesson plans will detail activities that will provide information about career opportunities.	Students will demonstrate positive attitudes and willingness to be accountable for present and future actions and accomplishments.	Documentation :School Records - 05/23: All students complete elementary with ideas of potential careers and goals to prepare themselves for further successful studies.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>early graduation or college credits.</p> <p>The Counselor will be responsible for collaborating with parents, community members and business representatives to provide students with an opportunity to meet and interact with people working in a variety of exciting careers through Career Day, as well as, to visit technical or academic institutions of higher learning through College Days.</p> <p>Benito Martinez Elementary students will engage in a meaningful partnership with El Paso Community College to provide a significant way to involve our students, staff, and community in creating career and college awareness.</p>						

Goal: 5 **Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(6)(9)]**

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

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Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(6)(9)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Professional Development Program (SWP CNA, CIP) - Through the SBDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the campus that: * will coordinate PD programs and activities across programs that will improve, enhance, or develop instructional methods; * will be intense and sustained; and * will be tied to the TEKS and STAAR. Annual needs assessment results indicate a need for: 1) Content Area Best Practices, which will be provided by ESC staff, Campus staff, and Instructional Coaches for all PK — 5 teachers. 2) Training in Reading and Writing through Region XIX. 3) Training in the incorporation of ELPS through ELLevation software. 4) Training on TEKS Resource System for all teachers. 5) Training on Sheltered Instruction Strategies through Region XIX. 6) Training on technology applications and programs. 7) Ongoing training on student mental health awareness and interventions. 8) Training on High Quality Instructional Materials (HQIM) and Research Based Instructional Strategies (RBIS) through E3 Alliance.	8/2022 - 6/2023	Principal - Yadira Munoz	Federal - Title I, Part A - Substitutes for Professional Development <p style="text-align: right;">\$1,080.87</p> Federal - Title I, Part A - Contracted Region 18 Guided Math PD <p style="text-align: right;">\$32,000.00</p> Federal - Title II, Part A - Districtwide Contracted Region 19 PD <p style="text-align: right;">\$1,555.00</p> State - State Compensatory Education (SCE) - Districtwide E3 Alliance Contracted PD <p style="text-align: right;">\$34,000.00</p> Federal - Title I, Part A - PD Travel and Registration <p style="text-align: right;">\$112.00</p> Federal - Title III, Part A - ELA - Districtwide PD Travel and Registration <p style="text-align: right;">\$1,000.00</p>	Documentation :Professional Development Records - 08/22: The SBDMC will have designed a PD program that meets the needs of the Benito Martinez Elementary faculty.	Increase in student performance as professional development activities focus on needs of faculty.	Documentation :Professional Development Records - 04/23: The Principal and the SBDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

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Goal: 5 **Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(6)(9)]**

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy: Evaluation of Professional Development Program (SWP EPE) - The Benito Martinez Elementary Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement. Modifications and adjustments will be made as needed to improve student achievement.</p>	<p>May 2023</p>	<p>Principal - Yadira Munoz</p>	<p>Local Funds - Time Contributions of Staff</p>		<p>Increase in student performance as professional development activities focus on needs of students and faculty.</p>	<p>Informal Assessment :Classroom Assessments - 05/23: 90% of students in grades PK - 2 will pass campus benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests.</p> <p>80% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests.</p> <p>81% of students in grade 5 will pass the STAAR Science test.</p>

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Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP, EPE) [TEC §4.001 (b)(6)(9)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Recruitment and Retention Initiatives (SWP CIP) - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job posting. All applicants are screened prior to the interview process. Recruiting activities will ensure that Fort Hancock ISD has 100% fully certified faculty in each teaching position, as defined by state law.</p> <p>Fort Hancock ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their highly effective status. New teachers will be provided with a mentoring program.</p> <p>In response to the COVID-19 pandemic, Fort Hancock ISD will provide all staff with retention stipends including high need field stipends, performance stipends, and Reading Academy Stipends to retain fully certified staff and continue to employ existing staff.</p> <p>All teachers must be fully certified or enrolled in an alternative certification program prior to employment at Fort Hancock ISD.</p>	8/2022 - 6/2023	Principal - Yadira Munoz	Federal - Title II, Part A - Bilingual Stipends \$7,132.06 Federal - Title II, Part A - Science Stipend \$2,037.73 Federal - ESSER II - Reading Academy Stipends \$6,113.20 Federal - ESSER II - Retention Stipends \$26,999.98 Federal - ESSER III - High Need Field Stipends \$22,160.37 Federal - ESSER III - High Impact Tutoring Stipends \$14,264.14		100% Fully Certified Faculty.	Documentation :Human Resources Records - 05/23: 100% Fully Certified Faculty.

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Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CIP, EPE) [TEC §4.001 (b)(10)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Technology Integrated Curriculum (SWP CIP) - Benito Martinez Elementary classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab, and mobile labs and interactive whiteboards are also available for use in the classrooms. Activities include: 1) Using instructional software programs, such as STEMscopes Texas and Accelerated Reader to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Instructional management software tools such as Eduphoria Aware and ELLevation are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills. Ft Hancock ISD will purchase educational technology to mitigate learning loss due to the COVID-19 pandemic.	8/2022 - 6/2023	Principal - Yadira Munoz Technology Director - Luis Martinez	Federal - Title I, Part A - Contracted Instructional Software <p style="text-align: right;">\$2,733.33</p> Federal - Title I, Part A - STEMscopes Texas <p style="text-align: right;">\$1,200.00</p> Federal - Title I, Part A - Title I Crate Software <p style="text-align: right;">\$550.00</p>	Documentation :Lesson Plans - 12/22: Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	An educational system that is strengthened by utilizing technology as an integral component.	Informal Assessment :Classroom Assessments - 05/23: 90% of students in grades PK - 2 will pass campus benchmark tests. Criterion-Referenced Test :STAAR Tests - 05/23: 83% of students in grades 3 - 5 will pass the appropriate grade-level STAAR ELA/Reading tests. 80% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 81% of students in grade 5 will pass the STAAR Science test.

Goal: 7 Benito Martinez Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

Goal: 7 Benito Martinez Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction: 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy. 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care. 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being. 4. Counseling services designed to improve the mental, emotional and social health of students. 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities. 6. School, parent and community involvement in the health and well-being of students. 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and	8/2022 - 6/2023	Principal - Yadira Munoz	Local Funds - Time Contributions of Faculty and Staff Federal - ESSER III - Districtwide Cleaning and Sanitization Supplies <p style="text-align: right;">\$10,000.00</p>	Documentation :Discipline Records - 12/22: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Discipline Records - 05/23: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.

<p>Goal: 7 Benito Martinez Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)]</p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>social development.</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>In response to the COVID-19 pandemic, Ft Hancock ISD will purchase cleaning and sanitizing supplies to clean and sanitize the facilities to minimize the spread of infectious diseases in accordance with CDC recommendations.</p> <p>Strategy:</p> <p>Safe Schools Initiative (SWP CIP) - The health and safety of Fort Hancock ISD students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools," Benito Martinez Elementary will promote special initiatives and activities that support Safe Schools. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * Medical Services (screening and information) * Assemblies and Speakers to encourage safety and healthy choices * Security Devices such as ID Tags, Cameras, and Alarms * 3 B's * 8 Step Discipline Plan * Safety Patrol 	8/2022 - 6/2023	Principal - Yadira Munoz	<p>State - School Safety Allotment - Districtwide School Safety Allotment</p> <p style="text-align: right;">\$3,535.00</p>	<p>Documentation :Discipline Records - 12/22: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :Discipline Records - 05/23: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p>

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Goal: 7 Benito Martinez Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)]

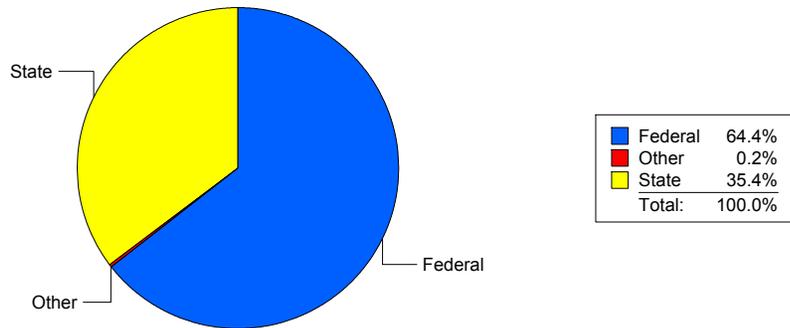
Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Fort Hancock ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselors and Principals, using the data to plan specific programs and activities.</p> <p>Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * National Red Ribbon Week presentations and activities * Student Assemblies on bullying, drug prevention, health and safety * Positive Behavioral Interventions and Supports (PBIS) * Border Patrol presentations * Speak Out to Drugs Student Engagement * Community Service Opportunities * Annual Health Fair * Dating Violence Policy (see Board Policy FFH-Local) 	<p>8/2022 - 6/2023</p>	<p>Principal - Yadira Munoz Counselor - Teresa Gonzalez</p>	<p>State - State and Local Funds - Time Contributions of Faculty, Staff and Community</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :Discipline Records - - 05/23: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p>

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Goal: 7 Benito Martinez Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Counseling Responsive Services (SWP CIP) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include: <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on: <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior In response to the COVID-19 pandemic, a counselor will provide mental health and support services to address the social, emotional, and mental health needs of all students using an SEL program.	8/2022 - 6/2023	Principal - Yadira Munoz Counselor - Teresa Gonzalez	State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE: 1.00 Federal - ESSER III - Time Contributions of Districtwide Counselor FTE: 1.00 \$87,399.38	Documentation :Agendas, Notes, Sign-In Sheets - 12/22: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Counselor Records - 05/23: Counselor records indicate that referrals to counselor have decreased as compared to the previous year.

Funding Values By Program



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Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Federal		
ESSER II		
Districtwide Instructional Resources	0.00	\$20559.00
Reading Academy Stipends	0.00	\$6113.20
Retention Stipends	0.00	\$26999.98
ESSER III		
High Need Field Stipends	0.00	\$22160.37
High Impact Tutoring Stipends	0.00	\$14264.14
Districtwide Cleaning and Sanitization Supplies	0.00	\$10000.00
Time Contributions of Districtwide Counselor	1.00	\$87399.38
Districtwide Tutoring Resources	0.00	\$5000.00
Time Contributions of Reading Specialist	1.00	\$86635.98
Time Contributions of Math Intervention Aide	1.00	\$22563.57
Extra Duty Pay for Intervention Teachers	0.00	\$28421.68

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
IDEA-B Formula		
Extra Duty Pay for Districtwide Special Education Intervention Teacher	0.00	\$2842.17
Districtwide Life Skills Resources	0.00	\$1500.00
Time Contributions of Special Education Staff	0.80	\$32807.19
Districtwide Contracted Speech Therapy	0.00	\$10000.00
Districtwide Contracted Occupational Services	0.00	\$3000.00
IDEA-B Preschool		
Contracted Speech Therapy	0.00	\$1099.00
Title I, Part A		
Extra Duty Pay for Summer School Staff	0.00	\$10197.70
Extra Duty Pay for Districtwide Summer Reading Aide	0.00	\$2353.32
Summer School Resources	0.00	\$1500.00
Time Contributions of Instructional Aide	1.00	\$32445.84
Supplemental Reading Materials	0.00	\$500.00
Learning A - Z Site License	0.00	\$2000.00
Time Contributions of Parent Liaison	0.25	\$8009.67
Parent Involvement Resources	0.00	\$300.00
Time Contributions of Reading/Literacy Aide	0.24	\$10417.76
Districtwide Supplemental Library Books	0.00	\$3000.00
Districtwide Homeless Resources	0.00	\$100.00
Amplify Reading Program	0.00	\$1000.00
Studies Weekly	0.00	\$4600.00
Accelerated Reader Site License	0.00	\$11400.00
Contracted Instructional Software	0.00	\$2733.33
STEMscopes Texas	0.00	\$1200.00

Campus Improvement Plan
Benito Martinez Elementary School 2022-2023

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Title I Crate Software	0.00	\$550.00
Substitutes for Professional Development	0.00	\$1080.87
PD Travel and Registration	0.00	\$112.00
Supplemental Instructional Resources	0.00	\$2000.00
Contracted Region 18 Guided Math PD	0.00	\$32000.00
Title I, Part C (Migrant)		
Time Contributions of Districtwide Aide	0.84	\$19076.31
Districtwide Supplemental Instructional Resources	0.00	\$1000.00
Title II, Part A		
Districtwide Contracted Region 19 PD	0.00	\$1555.00
Districtwide Instructional Resources	0.00	\$919.00
Bilingual Stipends	0.00	\$7132.06
Science Stipend	0.00	\$2037.73
Title III, Part A - ELA		
Districtwide Reading Materials for EB/EL Parents	0.00	\$500.00
Districtwide PD Travel and Registration	0.00	\$1000.00
Districtwide Discovery Education	0.00	\$781.00
Districtwide Parent, Family, and Community Engagement Resources	0.00	\$500.00
Title III, Part A - Immigrant		
Districtwide Supplemental Curriculum Resources/Educational Software	0.00	\$1231.00
		\$544,598.25
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		

Campus Improvement Plan
Benito Martinez Elementary School 2022-2023

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of Ancillary Staff	0.00	\$0.00
Local Funds		
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Extracurricular Miscellaneous Expenses	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Accetable Use Policy	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of PK Teacher	1.00	\$0.00
Time Contributions of Staff, Parents and Community	0.00	\$0.00
Time Contributions of Staff and Parents	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of PK Teacher	1.00	\$0.00
Time Contributions of Teachers	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Extra Duty Pay for Summer School Aide	0.00	\$1360.04
Time Contributions of Faculty and Staff	0.00	\$0.00

Campus Improvement Plan
Benito Martinez Elementary School 2022-2023

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Other		
Local Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
		\$1,360.04
State		
Bilingual Education Block Grant		
Time Contributions of Bilingual Education Staff	0.00	\$0.00
Dyslexia Allotment		
Time Contributions of Dyslexia Staff	0.00	\$0.00
Early Education Allotment		
Early Education Allotment	0.00	\$105186.00
Gifted and Talented Block Grant		
Time Contributions of G/T Staff	0.00	\$0.00
School Safety Allotment		
Districtwide School Safety Allotment	0.00	\$3535.00
Special Education Allotment		
Time Contributions Special Education Staff	0.00	\$0.00
State and Local Funds		
District Contracted Diagnostic Services	0.00	\$0.00
Time Contributions of Faculty, Staff and Community	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00

Campus Improvement Plan
Benito Martinez Elementary School 2022-2023

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State and Local Funds		
Assessment Instruments	0.00	\$0.00
Supplemental Resources	0.00	\$0.00
Time Contributions of Staff and LPAC	0.00	\$0.00
State Compensatory Education (SCE)		
Districtwide E3 Alliance Contracted PD	0.00	\$34000.00
Supplemental Instructional Resources	0.00	\$3500.00
Time Contributions of Counselor	1.00	\$0.00
Time Contributions of Counselor	1.00	\$0.00
Time Contributions of Counselor	1.00	\$76330.11
Time Contributions of Teachers	1.14	\$68181.72
Extra Duty Pay for Saturday School	0.00	\$1231.64
Extra Duty Pay for Summer School Staff	0.00	\$7081.93
		<hr style="width: 100%; border: 0.5px solid black;"/>
		\$299,046.40
Grand Total:		\$845,004.69

2021-22 Texas Academic Performance Report (TAPR)

District Name: FT HANCOCK ISD

Campus Name: BENITO MARTINEZ EL

Campus Number: 115901101

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Academic Growth

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	70%	70%	-	70%	-	-	-	-	-	*	-	71%	67%	69%	78%
	2021	67%	62%	62%	-	62%	-	-	-	-	-	*	*	63%	60%	61%	67%
At Meets Grade Level or Above	2022	51%	23%	23%	-	23%	-	-	-	-	-	*	-	21%	33%	24%	26%
	2021	39%	38%	38%	-	38%	-	-	-	-	-	*	*	42%	20%	36%	39%
At Masters Grade Level	2022	30%	17%	17%	-	17%	-	-	-	-	-	*	-	17%	17%	17%	17%
	2021	19%	21%	21%	-	21%	-	-	-	-	-	*	*	21%	20%	18%	22%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	77%	77%	-	77%	-	-	-	-	-	*	-	71%	100%	76%	74%
	2021	62%	45%	45%	-	45%	-	-	-	-	-	*	*	50%	20%	43%	50%
At Meets Grade Level or Above	2022	43%	33%	33%	-	33%	-	-	-	-	-	*	-	38%	17%	31%	35%
	2021	31%	7%	7%	-	7%	-	-	-	-	-	*	*	8%	0%	4%	6%
At Masters Grade Level	2022	21%	0%	0%	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
	2021	14%	3%	3%	-	3%	-	-	-	-	-	*	*	4%	0%	4%	6%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	84%	84%	-	84%	-	-	-	-	-	*	*	82%	*	83%	76%
	2021	63%	50%	50%	-	50%	*	-	-	-	*	0%	*	67%	11%	50%	56%
At Meets Grade Level or Above	2022	54%	64%	64%	-	64%	-	-	-	-	-	*	*	64%	*	65%	53%
	2021	36%	17%	17%	-	14%	*	-	-	-	*	0%	*	19%	11%	17%	22%
At Masters Grade Level	2022	28%	28%	28%	-	28%	-	-	-	-	-	*	*	23%	*	30%	35%
	2021	17%	3%	3%	-	4%	*	-	-	-	*	0%	*	5%	0%	3%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	60%	60%	-	60%	-	-	-	-	-	*	*	64%	*	61%	65%
	2021	59%	10%	10%	-	11%	*	-	-	-	*	0%	*	14%	0%	10%	17%
At Meets Grade Level or Above	2022	43%	20%	20%	-	20%	-	-	-	-	-	*	*	18%	*	17%	24%
	2021	36%	0%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
At Masters Grade Level	2022	23%	12%	12%	-	12%	-	-	-	-	-	*	*	9%	*	13%	12%
	2021	21%	0%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	72%	72%	-	74%	*	-	-	-	*	13%	*	73%	71%	71%	67%
	2021	73%	55%	55%	-	55%	*	-	-	-	-	*	*	54%	57%	52%	55%
At Meets Grade Level or Above	2022	58%	41%	41%	-	41%	*	-	-	-	*	0%	*	45%	29%	39%	39%
	2021	46%	24%	24%	-	26%	*	-	-	-	-	*	*	23%	29%	19%	18%
At Masters Grade Level	2022	36%	14%	14%	-	15%	*	-	-	-	*	0%	*	14%	14%	14%	17%
	2021	30%	9%	9%	-	10%	*	-	-	-	-	*	*	12%	0%	6%	0%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	72%	72%	-	74%	*	-	-	-	*	13%	*	82%	43%	71%	67%
	2021	70%	33%	33%	-	32%	*	-	-	-	-	*	*	35%	29%	29%	36%
At Meets Grade Level or Above	2022	48%	34%	34%	-	37%	*	-	-	-	*	0%	*	45%	0%	36%	50%
	2021	44%	9%	9%	-	10%	*	-	-	-	-	*	*	12%	0%	3%	5%
At Masters Grade Level	2022	25%	3%	3%	-	4%	*	-	-	-	*	0%	*	5%	0%	4%	0%
	2021	25%	0%	0%	-	0%	*	-	-	-	-	*	*	0%	0%	0%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	72%	72%	-	70%	*	-	-	-	*	25%	*	77%	57%	71%	67%
	2021	62%	36%	36%	-	35%	*	-	-	-	-	*	*	38%	29%	35%	36%
At Meets Grade Level or Above	2022	38%	41%	41%	-	41%	*	-	-	-	*	0%	*	45%	29%	39%	50%
	2021	31%	9%	9%	-	10%	*	-	-	-	-	*	*	12%	0%	6%	5%
At Masters Grade Level	2022	18%	7%	7%	-	7%	*	-	-	-	*	0%	*	5%	14%	7%	6%
	2021	13%	3%	3%	-	3%	*	-	-	-	-	*	*	4%	0%	3%	5%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	71%	73%	-	73%	*	-	-	-	*	22%	81%	74%	67%	72%	71%
	2021	67%	57%	41%	-	41%	56%	-	-	-	*	7%	64%	47%	24%	40%	44%
At Meets Grade Level or Above	2022	48%	40%	37%	-	37%	*	-	-	-	*	3%	75%	39%	26%	36%	39%
	2021	41%	28%	13%	-	13%	11%	-	-	-	*	4%	9%	15%	7%	10%	12%
At Masters Grade Level	2022	23%	13%	11%	-	12%	*	-	-	-	*	0%	6%	10%	15%	12%	12%
	2021	18%	9%	5%	-	5%	0%	-	-	-	*	0%	0%	6%	2%	4%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	75%	-	76%	*	-	-	-	*	29%	83%	75%	75%	74%	74%
	2021	68%	63%	55%	-	56%	*	-	-	-	*	20%	63%	61%	38%	54%	59%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	46%	42%	-	41%	*	-	-	-	*	7%	67%	43%	38%	41%	38%
	2021	45%	36%	26%	-	26%	*	-	-	-	*	10%	25%	28%	19%	24%	26%
At Masters Grade Level	2022	25%	16%	19%	-	20%	*	-	-	-	*	0%	17%	18%	25%	20%	22%
	2021	18%	12%	11%	-	11%	*	-	-	-	*	0%	0%	13%	5%	9%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	71%	70%	-	71%	*	-	-	-	*	14%	67%	72%	63%	70%	69%
	2021	66%	46%	29%	-	30%	*	-	-	-	*	0%	38%	34%	14%	27%	34%
At Meets Grade Level or Above	2022	42%	27%	30%	-	30%	*	-	-	-	*	0%	67%	34%	13%	29%	36%
	2021	37%	17%	5%	-	6%	*	-	-	-	*	0%	0%	7%	0%	2%	3%
At Masters Grade Level	2022	20%	6%	5%	-	5%	*	-	-	-	*	0%	0%	4%	6%	5%	3%
	2021	18%	2%	1%	-	1%	*	-	-	-	*	0%	0%	1%	0%	1%	2%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	72%	72%	-	70%	*	-	-	-	*	25%	*	77%	57%	71%	67%
	2021	71%	55%	36%	-	35%	*	-	-	-	-	*	*	38%	29%	35%	36%
At Meets Grade Level or Above	2022	47%	45%	41%	-	41%	*	-	-	-	*	0%	*	45%	29%	39%	50%
	2021	44%	29%	9%	-	10%	*	-	-	-	-	*	*	12%	0%	6%	5%
At Masters Grade Level	2022	21%	14%	7%	-	7%	*	-	-	-	*	0%	*	5%	14%	7%	6%
	2021	20%	8%	3%	-	3%	*	-	-	-	-	*	*	4%	0%	3%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	17%	17%	-	17%	-	-	-	-	-	*	-	17%	17%	18%	18%
	2021	24%	7%	7%	-	7%	-	-	-	-	-	*	*	8%	0%	4%	6%
Reading and Mathematics Including EOC	2022	36%	17%	17%	-	17%	-	-	-	-	-	*	-	17%	17%	18%	18%
	2021	24%	7%	7%	-	7%	-	-	-	-	-	*	*	8%	0%	4%	6%
Reading Including EOC	2022	51%	24%	24%	-	24%	-	-	-	-	-	*	-	22%	33%	25%	27%
	2021	38%	38%	38%	-	38%	-	-	-	-	-	*	*	42%	20%	36%	39%
Math Including EOC	2022	43%	34%	34%	-	34%	-	-	-	-	-	*	-	39%	17%	32%	36%
	2021	31%	7%	7%	-	7%	-	-	-	-	-	*	*	8%	0%	4%	6%
4th Graders																	
Reading and Mathematics	2022	36%	19%	19%	-	19%	-	-	-	-	-	*	*	21%	*	14%	25%
	2021	26%	0%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	19%	19%	-	19%	-	-	-	-	-	*	*	21%	*	14%	25%
	2021	26%	0%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Reading Including EOC	2022	54%	69%	69%	-	69%	-	-	-	-	-	*	*	71%	*	71%	50%
	2021	36%	17%	17%	-	14%	*	-	-	-	*	0%	*	19%	11%	17%	22%
Math Including EOC	2022	43%	19%	19%	-	19%	-	-	-	-	-	*	*	21%	*	14%	25%
	2021	36%	0%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
5th Graders																	
Reading and Mathematics	2022	41%	18%	18%	-	20%	*	-	-	-	*	0%	*	27%	0%	19%	27%
	2021	34%	9%	9%	-	10%	*	-	-	-	-	*	*	12%	0%	3%	5%
Reading and Mathematics Including EOC	2022	41%	18%	18%	-	20%	*	-	-	-	*	0%	*	27%	0%	19%	27%
	2021	34%	9%	9%	-	10%	*	-	-	-	-	*	*	12%	0%	3%	5%
Reading Including EOC	2022	58%	41%	41%	-	40%	*	-	-	-	*	0%	*	47%	29%	38%	36%
	2021	46%	24%	24%	-	26%	*	-	-	-	-	*	*	23%	29%	19%	18%
Math Including EOC	2022	48%	23%	23%	-	25%	*	-	-	-	*	0%	*	33%	0%	24%	36%
	2021	44%	9%	9%	-	10%	*	-	-	-	-	*	*	12%	0%	3%	5%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	18%	18%	-	18%	*	-	-	-	*	0%	*	21%	7%	17%	22%
	2021	26%	9%	5%	-	6%	*	-	-	-	*	0%	0%	7%	0%	2%	3%
Reading and Mathematics Including EOC	2022	36%	20%	18%	-	18%	*	-	-	-	*	0%	*	21%	7%	17%	22%
	2021	28%	10%	5%	-	6%	*	-	-	-	*	0%	0%	7%	0%	2%	3%
Reading Including EOC	2022	53%	42%	40%	-	40%	*	-	-	-	*	9%	*	42%	33%	40%	34%
	2021	41%	28%	26%	-	26%	*	-	-	-	*	10%	25%	28%	19%	24%	26%
Math Including EOC	2022	43%	26%	27%	-	28%	*	-	-	-	*	0%	*	33%	7%	25%	34%
	2021	37%	14%	5%	-	6%	*	-	-	-	*	0%	0%	7%	0%	2%	3%

* Indicates results are masked due to small numbers to protect student confidentiality.

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	75	75	-	75	-	-	-	-	-	*	*	75	*	74	71
	2019	61	62	62	-	57	*	-	*	-	*	*	*	65	50	62	60
Grade 4 Mathematics	2022	74	83	83	-	83	-	-	-	-	-	*	*	91	*	82	81
	2019	65	41	41	-	40	*	-	*	-	*	*	*	42	36	45	46
Grade 5 ELA/Reading	2022	87	93	93	-	92	*	-	-	-	*	75	*	90	100	92	88
	2019	81	67	67	-	67	-	-	-	-	-	*	-	65	*	70	63
Grade 5 Mathematics	2022	79	100	100	-	100	*	-	-	-	*	100	*	100	100	100	100
	2019	83	76	76	-	76	-	-	-	-	-	*	-	71	*	79	70
All Grades Both Subjects	2022	74	80	89	-	88	*	-	-	-	*	80	100	89	84	88	86
	2019	69	67	60	-	59	*	-	*	-	*	50	*	60	59	63	59
All Grades ELA/Reading	2022	78	83	85	-	84	*	-	-	-	*	70	100	83	94	84	80
	2019	68	68	64	-	62	*	-	*	-	*	50	*	65	59	65	61
All Grades Mathematics	2022	69	77	92	-	92	*	-	-	-	*	90	100	95	75	92	91
	2019	70	67	56	-	56	*	-	*	-	*	50	*	55	59	61	57

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	71%	73%	70%	-	-	70%	-	-	-	-	-	-	-	76%	70%	100%
	2021	67%	57%	41%	43%	-	-	43%	-	-	-	-	-	-	-	36%	43%	83%
At Meets Grade Level or Above	2022	48%	40%	37%	36%	-	-	36%	-	-	-	-	-	-	-	32%	36%	100%
	2021	41%	28%	13%	9%	-	-	9%	-	-	-	-	-	-	-	15%	9%	67%
At Masters Grade Level	2022	23%	13%	11%	10%	-	-	10%	-	-	-	-	-	-	-	10%	10%	60%
	2021	18%	9%	5%	4%	-	-	4%	-	-	-	-	-	-	-	5%	4%	17%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	75%	73%	-	-	73%	-	-	-	-	-	-	-	77%	73%	*
	2021	68%	63%	55%	57%	-	-	57%	-	-	-	-	-	-	-	50%	57%	*
At Meets Grade Level or Above	2022	53%	46%	42%	36%	-	-	36%	-	-	-	-	-	-	-	50%	36%	*
	2021	45%	36%	26%	23%	-	-	23%	-	-	-	-	-	-	-	26%	23%	*
At Masters Grade Level	2022	25%	16%	19%	20%	-	-	20%	-	-	-	-	-	-	-	12%	20%	*
	2021	18%	12%	11%	9%	-	-	9%	-	-	-	-	-	-	-	15%	9%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	71%	70%	68%	-	-	68%	-	-	-	-	-	-	-	73%	68%	*
	2021	66%	46%	29%	34%	-	-	34%	-	-	-	-	-	-	-	21%	34%	*
At Meets Grade Level or Above	2022	42%	27%	30%	34%	-	-	34%	-	-	-	-	-	-	-	15%	34%	*
	2021	37%	17%	5%	2%	-	-	2%	-	-	-	-	-	-	-	9%	2%	*
At Masters Grade Level	2022	20%	6%	5%	2%	-	-	2%	-	-	-	-	-	-	-	8%	2%	*
	2021	18%	2%	1%	2%	-	-	2%	-	-	-	-	-	-	-	0%	2%	*
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	72%	72%	65%	-	-	65%	-	-	-	-	-	-	-	82%	65%	*
	2021	71%	55%	36%	33%	-	-	33%	-	-	-	-	-	-	-	36%	33%	*
At Meets Grade Level or Above	2022	47%	45%	41%	47%	-	-	47%	-	-	-	-	-	-	-	27%	47%	*
	2021	44%	29%	9%	0%	-	-	0%	-	-	-	-	-	-	-	18%	0%	*
At Masters Grade Level	2022	21%	14%	7%	6%	-	-	6%	-	-	-	-	-	-	-	9%	6%	*
	2021	20%	8%	3%	0%	-	-	0%	-	-	-	-	-	-	-	0%	0%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	80%	89%	85%	-	-	85%	-	-	-	-	-	-	-	93%	85%	*
	2019	69%	67%	60%	59%	-	-	59%	-	-	-	-	-	-	-	-	59%	

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	83%	85%	79%	-	-	79%	-	-	-	-	-	-	-	92%	79%	*
	2019	68%	68%	64%	60%	-	-	60%	-	-	-	-	-	-	-		60%	
All Grades Mathematics	2022	69%	77%	92%	90%	-	-	90%	-	-	-	-	-	-	-	95%	90%	*
	2019	70%	67%	56%	58%	-	-	58%	-	-	-	-	-	-	-		58%	

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.
 Blank cell indicates there are no data available in the group.

Texas Education Agency
2021-22 STAAR Participation (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	92%	93%	-	93%	*	-	-	-	*	100%	100%	100%	74%	93%	92%
Not Included in Accountability: Mobile	5%	3%	4%	-	4%	*	-	-	-	*	0%	0%	0%	15%	4%	3%
Not Included in Accountability: Other Exclusions	1%	5%	3%	-	3%	*	-	-	-	*	0%	0%	0%	11%	3%	4%
Not Tested	1%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	88%	94%	-	94%	*	-	-	-	*	100%	100%	100%	76%	94%	94%
Not Included in Accountability: Mobile	5%	3%	3%	-	3%	*	-	-	-	*	0%	0%	0%	14%	4%	3%
Not Included in Accountability: Other Exclusions	2%	9%	2%	-	2%	*	-	-	-	*	0%	0%	0%	10%	2%	3%
Not Tested	1%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	95%	94%	-	94%	*	-	-	-	*	100%	100%	100%	76%	94%	94%
Not Included in Accountability: Mobile	5%	3%	3%	-	3%	*	-	-	-	*	0%	0%	0%	14%	4%	3%
Not Included in Accountability: Other Exclusions	1%	1%	2%	-	2%	*	-	-	-	*	0%	0%	0%	10%	2%	3%
Not Tested	1%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	100%	-	100%	*	-	-	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	93%	96%	88%	-	87%	*	-	-	-	*	100%	*	100%	64%	88%	86%
Not Included in Accountability: Mobile	4%	2%	6%	-	6%	*	-	-	-	*	0%	*	0%	18%	6%	5%
Not Included in Accountability: Other Exclusions	1%	2%	6%	-	6%	*	-	-	-	*	0%	*	0%	18%	6%	10%
Not Tested	2%	0%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	100%	100%	-	100%	100%	-	-	-	*	100%	100%	99%	100%	100%	99%
Included in Accountability	83%	92%	95%	-	96%	75%	-	-	-	*	100%	100%	97%	89%	96%	98%
Not Included in Accountability: Mobile	3%	3%	3%	-	2%	25%	-	-	-	*	0%	0%	1%	9%	3%	0%
Not Included in Accountability: Other Exclusions	1%	5%	1%	-	1%	0%	-	-	-	*	0%	0%	1%	2%	1%	2%
Not Tested	12%	0%	0%	-	0%	0%	-	-	-	*	0%	0%	1%	0%	0%	1%
Absent	2%	0%	0%	-	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	10%	0%	0%	-	0%	0%	-	-	-	*	0%	0%	1%	0%	0%	1%
Reading																
Assessment Participant	89%	99%	99%	-	99%	*	-	-	-	*	100%	100%	99%	100%	100%	98%
Included in Accountability	83%	87%	94%	-	95%	*	-	-	-	*	100%	100%	96%	88%	95%	95%
Not Included in Accountability: Mobile	3%	3%	3%	-	2%	*	-	-	-	*	0%	0%	1%	8%	3%	0%
Not Included in Accountability: Other Exclusions	3%	10%	2%	-	2%	*	-	-	-	*	0%	0%	1%	4%	2%	3%
Not Tested	11%	1%	1%	-	1%	*	-	-	-	*	0%	0%	1%	0%	0%	2%
Absent	2%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	10%	1%	1%	-	1%	*	-	-	-	*	0%	0%	1%	0%	0%	2%
Mathematics																
Assessment Participant	88%	100%	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	84%	95%	96%	-	97%	*	-	-	-	*	100%	100%	97%	91%	96%	98%
Not Included in Accountability: Mobile	4%	3%	3%	-	2%	*	-	-	-	*	0%	0%	1%	9%	3%	0%
Not Included in Accountability: Other Exclusions	0%	2%	1%	-	1%	*	-	-	-	*	0%	0%	1%	0%	1%	2%
Not Tested	12%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Absent	2%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Other	10%	0%	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	87%	99%	100%	-	100%	*	-	-	-	-	*	*	100%	100%	100%	100%
Included in Accountability	84%	95%	97%	-	100%	*	-	-	-	-	*	*	100%	88%	97%	100%
Not Included in Accountability: Mobile	3%	3%	3%	-	0%	*	-	-	-	-	*	*	0%	13%	3%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	1%	0%	-	0%	*	-	-	-	-	*	*	0%	0%	0%	0%
Not Tested	13%	1%	0%	-	0%	*	-	-	-	-	*	*	0%	0%	0%	0%
Absent	2%	0%	0%	-	0%	*	-	-	-	-	*	*	0%	0%	0%	0%
Other	10%	1%	0%	-	0%	*	-	-	-	-	*	*	0%	0%	0%	0%

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	95.3%	98.1%	-	98.2%	96.4%	-	-	-	*	98.0%	98.1%	98.1%
2019-20	98.3%	99.1%	99.2%	-	99.2%	*	-	*	-	*	99.0%	99.2%	99.2%
Chronic Absenteeism													
2020-21	15.0%	14.1%	0.6%	-	0.6%	0.0%	-	-	-	*	4.3%	0.6%	0.9%
2019-20	6.7%	2.6%	1.9%	-	2.0%	0.0%	-	*	-	*	0.0%	1.4%	1.9%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	86.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	86.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	86.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	22	358,842
By Ethnicity:				
African American	-	-	0	44,018
Hispanic	-	-	22	183,306
White	-	-	0	103,898
American Indian	-	-	0	1,195
Asian	-	-	0	18,030
Pacific Islander	-	-	0	553
Two or More Races	-	-	0	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	0	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	729
Foundation H.S. Program (No Endorsement)	-	-	3	56,281
Foundation H.S. Program (Endorsement)	-	-	0	13,582
Foundation H.S. Program (DLA)	-	-	19	287,316
Special Education Graduates	-	-	0	31,028
Economically Disadvantaged Graduates	-	-	20	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	5	32,809
At-Risk Graduates	-	-	9	155,884
CTE Completers	-	-	0	99,076

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	184	100.0%	400	5,402,928	184	100.0%	400	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.4%
Pre-Kindergarten	10	5.4%	2.5%	4.1%	10	5.4%	2.5%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	10	5.4%	2.5%	3.5%	10	5.4%	2.5%	3.5%
Kindergarten	30	16.3%	7.5%	6.8%	30	16.3%	7.5%	6.8%
Grade 1	28	15.2%	7.0%	7.1%	28	15.2%	7.0%	7.1%
Grade 2	27	14.7%	6.8%	7.1%	27	14.7%	6.8%	7.1%
Grade 3	32	17.4%	8.0%	7.1%	32	17.4%	8.0%	7.1%
Grade 4	26	14.1%	6.5%	7.1%	26	14.1%	6.5%	7.1%
Grade 5	31	16.8%	7.8%	7.2%	31	16.8%	7.8%	7.2%
Grade 6	0	0.0%	8.5%	7.4%	0	0.0%	8.5%	7.4%
Grade 7	0	0.0%	8.0%	7.7%	0	0.0%	8.0%	7.7%
Grade 8	0	0.0%	5.8%	7.9%	0	0.0%	5.8%	7.8%
Grade 9	0	0.0%	9.3%	8.8%	0	0.0%	9.3%	8.8%
Grade 10	0	0.0%	7.8%	7.6%	0	0.0%	7.8%	7.5%
Grade 11	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.2%
Grade 12	0	0.0%	8.0%	6.7%	0	0.0%	8.0%	6.7%
Ethnic Distribution:								
African American	1	0.5%	0.5%	12.8%	1	0.5%	0.5%	12.8%
Hispanic	179	97.3%	96.5%	52.8%	179	97.3%	96.5%	52.7%
White	2	1.1%	2.0%	26.3%	2	1.1%	2.0%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.3%	4.8%	0	0.0%	0.3%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	2	1.1%	0.8%	2.9%	2	1.1%	0.8%	2.9%
Sex:								
Female	85	46.2%	48.0%	48.9%	85	46.2%	48.0%	48.8%
Male	99	53.8%	52.0%	51.1%	99	53.8%	52.0%	51.2%
Other Student Information:								
Economically Disadvantaged	169	91.8%	88.3%	60.7%	169	91.8%	88.3%	60.6%
Non-Educationally Disadvantaged	15	8.2%	11.8%	39.3%	15	8.2%	11.8%	39.4%
Section 504 Students	5	2.7%	2.5%	7.4%	5	2.7%	2.5%	7.4%
EB Students/EL	122	66.3%	59.8%	21.7%	122	66.3%	59.8%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.0%	0.6%				
Students w/ Dyslexia	7	3.8%	3.3%	5.0%	7	3.8%	3.3%	5.0%
Foster Care	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	8	4.3%	2.5%	2.0%	8	4.3%	2.5%	2.0%
Migrant	6	3.3%	3.8%	0.3%	6	3.3%	3.8%	0.3%
Title I	184	100.0%	99.8%	64.3%	184	100.0%	99.8%	64.3%
Military Connected	0	0.0%	0.3%	3.3%	0	0.0%	0.3%	3.3%
At-Risk	159	86.4%	76.5%	53.5%	159	86.4%	76.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	177	96.2%	73.3%	21.9%	177	96.2%	73.3%	21.8%
Gifted and Talented Education	4	2.2%	6.0%	8.0%	4	2.2%	6.0%	8.0%
Special Education	18	9.8%	9.5%	11.6%	18	9.8%	9.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	18							
By Type of Primary Disability								
Students with Intellectual Disabilities	9	50.0%	60.5%	43.0%				
Students with Physical Disabilities	**	**	21.1%	20.8%				
Students with Autism	0	0.0%	*	14.7%				
Students with Behavioral Disabilities	*	*	*	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2020-21):								
Total Mobile Students	15	8.9%	10.9%	13.6%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.5%				
Hispanic	12	7.1%	10.1%	6.6%				
White	3	1.8%	0.8%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	1	4.3%	4.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	6	5.6%	12.0%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	14	8.8%	10.5%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	17	10.1%	10.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.9%	0.0%	0.0%	5.2%
Grade 1	12.0%	12.0%	2.9%	0.0%	0.0%	4.2%
Grade 2	0.0%	0.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	3.8%	3.8%	1.0%	0.0%	0.0%	1.0%
Grade 4	4.8%	4.8%	0.7%	0.0%	0.0%	0.7%
Grade 5	0.0%	0.0%	0.5%	0.0%	0.0%	0.7%
Grade 6	-	4.3%	0.6%	-	0.0%	0.6%
Grade 7	-	4.8%	0.7%	-	0.0%	0.7%
Grade 8	-	0.0%	0.6%	-	0.0%	0.8%
Grade 9	-	22.2%	10.5%	-	66.7%	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	-	18.7
Grade 1	-	-	18.7
Grade 2	-	-	18.6
Grade 3	-	-	18.7
Grade 4	-	-	18.8
Grade 5	-	-	20.2
Grade 6	-	13.1	19.2
Secondary:			
English/Language Arts	-	8.4	16.3
Foreign Languages	-	-	18.4
Mathematics	-	11.0	17.5
Science	-	13.5	18.5
Social Studies	-	12.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	22.7	100.0%	100.0%	100.0%
Professional Staff:	16.0	70.4%	52.1%	64.1%
Teachers	14.0	61.6%	41.7%	49.3%
Professional Support	1.0	4.4%	3.6%	10.7%
Campus Administration (School Leadership)	1.0	4.4%	3.5%	2.9%
Educational Aides:	6.7	29.6%	17.3%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	1.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	1.0	n/a	2.0	13,550.0
Part-time Counselors	0.0	n/a	1.0	1,176.0
Total Minority Staff:	22.4	98.6%	96.3%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	2.8%	11.2%
Hispanic	13.0	92.9%	91.2%	28.9%
White	1.0	7.1%	6.0%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	3.0	21.4%	31.1%	24.1%
Females	11.0	78.6%	68.9%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	12.0	85.7%	68.0%	72.6%
Masters	2.0	14.3%	32.0%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.0	7.1%	5.7%	7.9%
1-5 Years Experience	5.0	35.7%	36.8%	26.7%
6-10 Years Experience	1.0	7.1%	8.5%	20.6%
11-20 Years Experience	5.0	35.7%	31.2%	28.6%
21-30 Years Experience	2.0	14.3%	17.8%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	0.0%	2.9%
Number of Students per Teacher	13.1	n/a	11.3	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	9.7	6.3
Average Years Experience of Principals with District	7.0	9.7	5.4
Average Years Experience of Assistant Principals	0.0	0.0	5.5
Average Years Experience of Assistant Principals with District	0.0	0.0	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	11.1	12.0	11.1
Average Years Experience of Teachers with District:	10.3	10.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,800	\$48,800	\$51,054
1-5 Years Experience	\$50,804	\$50,820	\$54,577
6-10 Years Experience	\$52,576	\$52,788	\$57,746
11-20 Years Experience	\$56,498	\$56,807	\$61,377
21-30 Years Experience	\$61,480	\$63,814	\$65,949
Over 30 Years Experience	-	-	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$54,346	\$55,055	\$58,887
Professional Support	\$68,011	\$72,542	\$69,505
Campus Administration (School Leadership)	\$69,416	\$76,141	\$84,990
Instructional Staff Percent:	n/a	59.5%	64.9%
Contracted Instructional Staff (not incl. above):	0.3	0.5	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	10.1	71.9%	30.8%	6.2%
Career and Technical Education	0.0	0.0%	7.9%	5.2%
Compensatory Education	2.5	17.7%	15.3%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	0.5	3.2%	34.3%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
BENITO MARTINEZ EL (115901101) - FT HANCOCK ISD - HUDSPETH COUNTY

Program Information	----- Campus -----		District	State
	Count	Percent		
Special Education	1.0	7.1%	9.5%	9.6%
Other	0.0	0.0%	2.2%	3.5%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)