

Fort Hancock Middle School 2022-2023

Campus Improvement Plan

2022-2023 School Year

Campus Improvement Plan
Fort Hancock Middle School 2022-2023

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Medina, Danny	Principal	Fort Hancock Middle School	
Schultz, Jess	Counselor	Fort Hancock Middle School	8-2023
Cecilia, Aceves	6th Grade ELAR / Social Studies Teach	Fort Hancock Middle School	8-2023
Briones, Cecilia	7th/8th Grade Social Studies Teacher	Fort Hancock Middle School	8-2023
Gonzalez, Paulean	7th/8th Math Teacher	Fort Hancock Middle School	8-2023
Iturbe, Diana	Instructional Aide	Fort Hancock Middle School	8-2023
Garcia, Margarita	Parent	Fort Hancock Middle School	8-2023
Carr, Curtis	Business/Community Representative	Fort Hancock Middle School	8-2023

Campus Improvement Plan
Fort Hancock Middle School 2022-2023

Names of People Responsible For Implementation

Name	Title	Campus / District
Medina, Danny	Principal	Fort Hancock Middle School
Samaniego, Yvonne	Homeless Liaison	Fort Hancock ISD
Schultz, Jess	Counselor	Fort Hancock Middle School
Ramos, Melissa	Special Education Teacher	Fort Hancock Middle School
Samaniego, Yvonne	Bilingual/ESL Director	Fort Hancock ISD
Robledo, Christine	G/T Director	Fort Hancock ISD
Robledo, Christine	504 Coordinator	Fort Hancock ISD
Samaniego, Yvonne	Migrant Director	Fort Hancock ISD
Garcia, Jessica	Parent Liaison	Fort Hancock Middle School
Castro, Ceceila	6th Grade ELAR / Social Studies Teacher	Fort Hancock Middle School
Quijas, Zenia	6th Grade Math / Science Teacher	Fort Hancock Middle School
Macias, Socorro	7th/8th Grade ELAR/Writing Teacher	Fort Hancock Middle School
Gonzalez, Paulean	7th/8th Grade Math Teacher	Fort Hancock Middle School
Franzoy, Lauren	7th/8th Grade Science Teacher	Fort Hancock Middle School
Briones, Cecilia	7th/8th Grade Social Studies Teacher	Fort Hancock Middle School
Vega, Betsy	Teacher	Fort Hancock Middle School
Robledo, Christine	Reading Literacy Teacher	Fort Hancock ISD
Iturbe, Diana	Instructional Aide	Fort Hancock Middle School

STAAR

Grade: **6th-8th**

All Subjects

100%

	2018	2019	2021	2022	2023	2024	2025
All Students	80.00	81.00	56.00	72.00	81.33	90.67	100.00
Economically Disadvantaged	79.00	79.00	55.00	71.00	80.67	90.33	100.00
Emergent Bilingual/English Learners	77.00	79.00	54.00	70.00	80.00	90.00	100.00
Hispanic	80.00	81.00	55.00	70.00	80.00	90.00	100.00
Special Education	27.00	14.00	42.00	67.00	78.00	89.00	100.00
Two or More Races	0.00	0.00	0.00	100.00	100.00	100.00	100.00
White	0.00	0.00	0.00	70.00	80.00	90.00	100.00

Grade: **6th-8th**

STAAR ELA/Reading

100%

	2018	2019	2021	2022	2023	2024	2025
All Students	86.00	80.00	65.00	72.00	81.33	90.67	100.00
Economically Disadvantaged	85.00	78.00	64.00	72.00	81.33	90.67	100.00
Emergent Bilingual/English Learners	85.00	78.00	61.00	73.00	82.00	91.00	100.00
Hispanic	86.00	80.00	64.00	71.00	80.67	90.33	100.00
Special Education	33.00	17.00	43.00	57.00	71.33	85.67	100.00

Grade: **6th-8th**

STAAR Mathematics

100%

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STAAR

	2018	2019	2021	2022	2023	2024	2025
All Students	75.00	83.00	55.00	72.00	81.33	90.67	100.00
Economically Disadvantaged	74.00	81.00	53.00	72.00	81.33	90.67	100.00
Emergent Bilingual/English Learners	71.00	82.00	54.00	70.00	80.00	90.00	100.00
Hispanic	75.00	83.00	53.00	70.00	80.00	90.00	100.00
Special Education	10.00	0.00	43.00	57.00	71.33	85.67	100.00

Grade: **8th**

STAAR Science

100%

	2018	2019	2021	2022	2023	2024	2025
All Students	84.00	80.00	48.00	80.00	86.67	93.33	100.00
Economically Disadvantaged	83.00	79.00	48.00	79.00	86.00	93.00	100.00
Emergent Bilingual/English Learners	84.00	75.00	50.00	79.00	86.00	93.00	100.00
Hispanic	84.00	80.00	48.00	76.00	84.00	92.00	100.00

Grade: **8th**

STAAR Social Studies

100%

	2018	2019	2021	2022	2023	2024	2025
All Students	72.00	83.00	48.00	60.00	73.33	86.67	100.00
Economically Disadvantaged	70.00	79.00	44.00	58.00	72.00	86.00	100.00
Emergent Bilingual/English Learners	68.00	79.00	45.00	43.00	62.00	81.00	100.00
Hispanic	71.00	83.00	48.00	53.00	68.67	84.33	100.00

About Fort Hancock Middle School

Mission Statement:

Fort Hancock Middle School will create an educational community that empowers students by affirming individuality, upholding excellence, and inspire lifelong achievement.

Vision:

Fort Hancock Middle School students will be confident, compassionate leaders who positively impact our society while achieving their highest potential as independent thinkers.

School Motto:

Success for ALL!

Grade Span:

6 – 8

Enrollment:

85

Accountability Ratings:

2022 State Accountability:

Overall Accountability Rating: B

- Student Achievement Rating: C
- School Progress Rating: B
- Academic Growth Rating: B
- Relative Performance Rating: B
- Closing the Gaps Rating: C

*** Distinction Designations:**

- Academic Achievement in Social Studies

Comprehensive Needs Assessment (CNA)

Comprehensive Needs Assessment Process:

During the summer, Fort Hancock ISD came together as a district team comprised of students, teachers, parents, administrators, and district and community members. The focus of planning is to analyze campus data such as test scores, attendance, dropout rate, grades, etc. to identify the strengths and weaknesses. Analysis of the data will inform the committee what strategies, programs, and intervention will be used to address the campus needs.

Fort Hancock Middle School reviewed/revised the CNA on September 12, 2022.

Areas of Concern:

1. Demographics:

People Responsible – Campus Administrator, PEIMS Clerk, Campus Improvement Team

Data reviewed bi-annually.

a. Data Sources Reviewed:

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

b. Summary of Strengths:

- * Low teacher to student ratio
- * Low dropout rate
- * Technology
- * Experienced teachers
- * Periodic Subject and Department meetings

c. Summary of Needs:

- * Improve reading levels for Emergent Bilingual (EB)/English Learners (EL)
- * Improve writing skills
- * Positive progress for Special Education students
- * Online/Remote instructional teaching strategies for remote synchronous and face-to-face instruction

d. Priorities:

- * More communication between campuses
- * Assist Special Education students
- * Writing across all subject areas
- * More ELPS training
- * Focus on vocabulary and reading comprehension
- * Provide in-school safe guards for students and teachers
- * Provide the teachers and students with ongoing support with remote and face-to-face instruction

e. Actions:

- * ELL Training
- * Reading specialist working closely with below grade level readers
- * Continue instructional programs such as A-Z Learning and RAZ
- * Utilize AR, Global, IXL, and Galaxy Education

2. Parent and Community Involvement:

People Responsible – Campus Administrator, Parent Liaison, Counselor, and Campus Improvement Committee
Data reviewed monthly.

a. Data Sources Reviewed:

- * Parental involvement – Open House, Volunteering
- * Frequency of information disseminated
- * Involvement of parents and community in school decisions
- * Parent training workshops
- * Health services (SHAC)
- * District parent meetings/Parent Round Up
- * 8th Grade SSI Orientation

b. Summary of Strengths:

- * Parent Round Up
- * Open House
- * SHAC meetings
- * Districtwide Health Fair
- * Districtwide call out system
- * Extracurricular activities
- * Communication Apps, Webpage, Facebook page

c. Summary of Needs:

- * Parental involvement at all grade levels
- * English support at home
- * Parent involvement for struggling students

d. Priorities:

- * Increase parental involvement at all grade levels
- * Provide parents with support on how to help at home

e. Actions:

- * Improve communication
- * Contact parents for both positive and negative matters via phone and letter
- * Incentives for students of parents that get involved

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

People Responsible – Campus Administrator, Instructional Coaches, Reading Specialist, Counselor, and Teachers

Data reviewed monthly and every 3 weeks and 9 weeks.

a. Data Sources Reviewed:

- * Academic performance – Report card grades, Benchmarks, STAAR Interim assessments, AR Reading Levels
- * Completion rates – Promotion rates, Retention rates, Dropout 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:

- * Weekly meetings to review data
- * TEKS Resource System is implemented Districtwide
- * Fundamental 5
- * Instructional Coaches
- * Weekly/Daily 45-minute PLC meetings

c. Summary of Needs:

- * More grade level planning
- * Utilization of TEKS Resource System and Fundamental 5 with fidelity
- * Stronger English program for "newcomers"
- * Learning loss due to the COVID-19 pandemic

d. Priorities:

- * Mitigate learning loss
- * Utilization of TEKS Resource System and Fundamental 5
- * More ELL help for newcomers
- * Newcomer School for anyone with less than 2 years in U.S.

e. Actions:

- * Monitor use of TEKS Resource System
- * Provide professional development on the effective use of TEKS Resource System
- * Tutorials for EB/EL students
- * Instructional coaches support teachers with best instructional practices
- * 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 and Campus Improvement Team

Data reviewed bi-annually and as needed.

a. Data Sources Reviewed:

- * Highly Qualified status – Number of staff specialist and counselors
- * Professional development opportunities and resources
- * Staff demographics
- * School administrators – Number of administrators and experience
- * Recruitment and retention strategies

b. Summary of Strengths:

- * Relevant training
- * Department common planning time
- * Experienced teachers
- * PD opportunities

c. Summary of Needs:

- * More planning time for teachers
- * Increasing rigor in instruction
- * Differentiated instruction
- * Training in Reading and Writing
- * Training on Remote Instruction
- * Retain fully certified staff and continue to employ existing staff

d. Priorities:

- * Training on the use of TEKS Resource System program components
- * Training on differentiated instruction
- * Training in Reading and Writing
- * Training on Remote Instruction
- * Retain fully certified staff and continue to employ existing staff

e. Actions:

- * Districtwide training on TEKS Resource System and Remote Instruction
- * Content specific training on differentiated instruction
- * Districtwide training in Reading and Writing
- * Districtwide training on High Quality Instructional Materials (HQIM) and Research Based Instructional Strategies (RBIS) through E3 Alliance
- * Teacher input/survey
- * Monitoring of ELlevation program to assist ELPS implementation
- * Offer retention, high need field, performance, and Reading Academy stipends

5. Technology:

People Responsible – Campus Administrator, Technology Director, and Campus Improvement Team
Date reviewed quarterly.

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:

- * Low per pupil technology ratio

- * Knowledgeable technicians/technology support
- * Technology use in classrooms
- * All classrooms have access to interactive boards

c. Summary of Needs:

- * Training of technology application and programs available
- * Integration of online resources
- * Additional educational technology in response to COVID-19

e. Priorities:

- * Professional development
- * Additional educational technology

d. Actions:

- * Training provided by district coordinators
- * ESC Professional development
- * Purchase educational technology to mitigate learning loss due to the COVID-19 pandemic

6. School Culture and Climate:

People Responsible – Campus Administrator and Campus Improvement Team

Data 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, teachers, parents, and community perceptions of the school through Surveys and Meetings

b. Summary of Strengths:

- * Good attendance rate
- * Low teacher to student ratio
- * High participation in clubs and extracurricular activities

c. Summary of Needs:

- * Increase in parent and community involvement
- * Mental health and support services to address the social, emotional, and mental health needs of all students

d. Priorities

- * Increase positive community involvement
- * Improve school climate
- * Mental health and support services

e. Actions:

- * Survey community and students more frequently
- * Activities to promote positive climate
- * Provide Counseling services as well as a Social Emotional Learning program to all students

Facilities Review

Year facility opened: 2000

Level of occupancy: 100%

Facilities include:

- * 2 Administration
- * 2 Computer Labs
- * 1 Counselor's Office
- * 1 Nurse's Office
- * 5 Toilet Facilities
- * 10 Classrooms
- * 1 Science Lab
- * 1 Multipurpose Room
- * 3 Storage Areas

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

Ft Hancock Middle 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).

* Fort Hancock Middle School reviewed/revised the CNA on September 12, 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).

* Fort Hancock Middle School reviewed/revised the CIP on September 26, 2022. The Plan was reviewed by the following: Danny Medina, Principal; Jess Schultz, Counselor; Zenia Quijas, Paulean Gonzalez, Ceceila Castro, Jessica Garcia, Cecilia Briones, Socorro Macias, Teachers; Melissa Ramos, Special Education Teacher; and Aurelio Saldana, Parent. The CIP is available at the Middle School Campus Cabinet and on the district website. The CIP is 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: 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 an annual Evaluation of Program Effectiveness (SWP EPE).

* Fort Hancock Middle School evaluated/revised the schoolwide plan on September 21, 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

Fort Hancock Middle School 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 Social Studies.

Student Strengths and Needs:

Reading/ELA: 72% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Reading/ELA test. Percentages for other student groups ranged from 73% for Emergent Bilingual (EB)/English Learner (EL) students to 57% for Special Education students.

Math: 72% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Math test. Percentages for other student groups ranged from 72% for Economically Disadvantaged students to 57% for Special Education students.

Science: Students in eighth grade took the STAAR Science test. 80% of All Students met or exceeded the Approaches Grade Level standard on the Science test. Percentages for other student groups ranged from 79% for Economically Disadvantaged and EB/EL students to 76% for Hispanic students.

Social Studies: Students in eighth grade took the STAAR Social Studies test. 60% of All Students met or exceeded the Approaches Grade Level standard on the Social Studies test. Percentages for other student groups ranged from 58% for Economically Disadvantaged students to 43% for EB/EL students.

Interventions:

Fort Hancock Middle School 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:

- * STAAR Acceleration classes for grades 6 - 8
- * Individualized Instruction for grades 6 - 8
- * ELAR/Math Intervention for grades 6 - 8
- * Intervention Days for grades 6 - 8
- * ESL Remediation for grades 6 - 8
- * Summer School for grades 6 - 8
- * Counseling services for grades 6 - 8

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock Middle School 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>

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock Middle School 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 principal, counselor, teacher, parent liaison, and parent representative. The Policy is</p>	8/2022 - 5/2023	Principal - Danny Medina	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: 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 Fort Hancock Middle School 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>available at the campus office and on the school website. The Policy is 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 the second Tuesday of each month in the morning on campus.</p>						

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock Middle School 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>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 - 5/2023	Principal - Danny Medina	Local Funds - Time Contributions of Parents and 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 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 Fort Hancock Middle School 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>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 - 5/2023	Principal - Danny Medina	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.
<p>Activity:</p> <p>Parent and Community Support Organizations - Fort Hancock Middle School 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 * Student Orientations * SHAC Meetings * District Parent Meetings * Parent Center * Parent Roundups * Adult Literacy Class * Volunteer Opportunities <p>including assisting teachers in the classroom and Red Ribbon Week activities; and participating in after school activities such as Science Night and extracurricular activities.</p> <p>The campus will support the annual district health fair and encourage parents to attend.</p>	8/2022 - 5/2023	Principal - Danny Medina Parent Liaison - Jessica Garcia	<p>Federal - Title I, Part A - Time Contributions of Parent Liaison FTE: 0.25</p> <p style="text-align: right;">\$6,548.70</p> <p>Federal - Title I, Part A - Parent Involvement Resources \$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.

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock Middle School 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>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 - 5/2023	Principal - Danny Medina	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
Fort Hancock Middle School 2022-2023

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock Middle School 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 Fort Hancock Middle School 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 Fort Hancock Middle School. [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 26, 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 Fort Hancock Middle School. 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 Fort Hancock Middle School.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2022 - 5/2023	Principal - Danny Medina	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 Fort Hancock Middle School.</p> <p>Fort Hancock Middle School 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: Fort Hancock Middle School will receive the State Accountability Rating of B or higher.</p>

Campus Improvement Plan
Fort Hancock Middle 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>
Strategy: 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. Campus performance objectives are based on data available through the comprehensive needs assessment process.	5/2022 - 8/2022	Principal - Danny Medina	Local Funds - Time Contributions of Committee Members		The campus performance objectives will support the needs of Fort Hancock Middle School.	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.
Strategy: Federal and State Mandated Testing Program - Fort Hancock Middle School participates in the State-Developed Testing Program that is consistent with the regulations of ESSA. The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 6 – 8), Science (grade 8), and Social Studies (grade 8). 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.	1/2023 - 5/2023	Principal - Danny Medina	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - 01/23: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/23: 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR ELA/Reading tests. 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 87% of students in grade 8 will pass the STAAR Science test. 73% of students in grade 8 will pass the STAAR Social Studies test.

Campus Improvement Plan
Fort Hancock Middle 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: Foundation Program (SWP CNA, CIP) - 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 - 5/2023	Principal - Danny Medina	Local Funds - Time Contributions of Foundation 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.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/23: 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR ELA/Reading tests. 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 87% of students in grade 8 will pass the STAAR Science test. 73% of students in grade 8 will pass the STAAR Social Studies test.

Campus Improvement Plan
Fort Hancock Middle 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>
Activity: Core Subject Action Steps - Unit assessments are administered to identify student weaknesses and target instruction through data collection and review in the content area. Based on assessment results, researched-based strategies and "Best Practices" will be implemented to increase students' abilities to read and write with greater depth in all content areas. Writing across the curriculum will be implemented through techniques such as Interactive Notebooks and Journaling. Teachers will post daily content and language objectives so that students are aware of the learning expectations during each lesson. Content area instruction, assessment, and resources are aligned using the TEKS Resource System. Instructional coaches will assist the campus faculty with modeling sessions, walkthroughs, and professional learning teams. Eduphoria Aware will continue be used to analyze student progress and improve classroom assessments.	8/2022 - 5/2023	Principal - Danny Medina Counselor - Jess Schultz	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/23: 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR ELA/Reading tests. 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 87% of students in grade 8 will pass the STAAR Science test. 73% of students in grade 8 will pass the STAAR Social Studies test.

Campus Improvement Plan
Fort Hancock Middle 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>
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 - 5/2023	Principal - Danny Medina	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.	Criterion-Referenced Test :STAAR Tests - - 05/23: 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR ELA/Reading tests. 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 87% of students in grade 8 will pass the STAAR Science test. 73% of students in grade 8 will pass the STAAR Social Studies test.

Campus Improvement Plan
Fort Hancock Middle 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>
Strategy: Accelerated Instruction (SWP CNA, CIP, EPE) - Fort Hancock Middle School uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term. Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081(d) – Revised 2021 or local criteria that have been approved by the school board. Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state's academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.	8/2022 - 5/2023	Principal - Danny Medina	State - State Compensatory Education (SCE) - Supplemental Instructional Resources <p style="text-align: right;">\$2,000.00</p> Federal - Title I, Part A - Supplemental Instructional Resources <p style="text-align: right;">\$1,000.00</p> Federal - Title II, Part A - Districtwide Supplemental Instructional Resources <p style="text-align: right;">\$919.00</p> Federal - ESSER II - Districtwide Instructional Resources <p style="text-align: right;">\$20,559.00</p>		Increased student achievement.	Documentation :School Records - 05/23: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

Campus Improvement Plan
Fort Hancock Middle School 2022-2023

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: STAAR Acceleration - STAAR Acceleration classes are available to students in grades 6 - 8 who are experiencing difficulty in core subject area classes or on the STAAR tests. These pullout classes are offered daily for 90 minutes.	8/2022 - 5/2023	Principal - Danny Medina	State - State Compensatory Education (SCE) - Time Contributions of Teachers FTE: 1.00 <p style="text-align: right;">\$61,991.10</p> Federal - Title I, Part A - Supplemental Science Resources <p style="text-align: right;">\$1,500.00</p>	Informal Assessment :Classroom Assessments - - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/23: 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR ELA/Reading tests. 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 87% of students in grade 8 will pass the STAAR Science test. 73% of students in grade 8 will pass the STAAR Social Studies test.
Activity: Extended Learning Opportunities - A Saturday School Program is available to students in grades 6 - 8 who have met the at-risk criteria. Students will receive assistance in core subject areas on Saturdays during the school year.	8/2022 - 5/2023	Principal - Danny Medina	State - State Compensatory Education (SCE) - Extra Duty Pay for Saturday School <p style="text-align: right;">\$1,231.64</p>	Informal Assessment :Classroom Assessments - - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/23: 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR ELA/Reading tests. 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 87% of students in grade 8 will pass the STAAR Science test. 73% of students in grade 8 will pass the STAAR Social Studies test.

Campus Improvement Plan
Fort Hancock Middle 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: Intervention Program - ELAR and Math intervention will be provided to students in grades 6 - 8 to mitigate learning loss. An instructional aide will provide supplemental one-on-one assistance in math for students in grades 6 - 8 to mitigate learning loss. Students in grades 6 - 8 will also be provided 3 intervention days during the school year to mitigate learning loss in core subject areas.	8/2022 - 5/2023	Principal - Danny Medina Reading Literacy Teacher - Christine Robledo Teacher - Betsy Vega	Federal - ESSER III - Time Contributions of Districtwide ELAR Intervention Teacher FTE: 1.00 <p style="text-align: right;">\$86,632.98</p> Federal - ESSER III - Time Contributions of Districtwide 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> State - State Compensatory Education (SCE) - Reading Materials - AR Books <p style="text-align: right;">\$500.00</p> Federal - ESSER III - Districtwide Tutoring Resources <p style="text-align: right;">\$5,000.00</p>	Informal Assessment :Classroom Assessments - - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/23: 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR ELA/Reading tests. 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 87% of students in grade 8 will pass the STAAR Science test. 73% of students in grade 8 will pass the STAAR Social Studies test.

Campus Improvement Plan
Fort Hancock Middle 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):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Individualized Instruction - The individualized instruction aide will provide small group and individualized assistance while working under the direct supervision of the certified regular education teachers assigned. The aide will assist students with subject mastery in core subject areas.</p>	8/2022 - 5/2023	Principal - Danny Medina	Federal - Title I, Part A - Time Contributions of Instructional Aide FTE: 0.09 <div style="text-align: right;">\$1,953.81</div>	Informal Assessment :Classroom Assessments - - 12/22: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/23: 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR ELA/Reading tests. 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 87% of students in grade 8 will pass the STAAR Science test. 73% of students in grade 8 will pass the STAAR Social Studies test.
<p>Activity: Summer School - Instruction in core subject areas, including ELAR and Math, for grades 6 - 8 will be provided by certified teachers and aides during a four-week summer session. Students who have failed a course or have not met the STAAR standards may participate.</p>	June 2023	Principal - Danny Medina	Federal - Title I, Part A - Extra Duty Pay for Summer School Staff <div style="text-align: right;">\$27,364.39</div> Federal - Title I, Part A - Extra Duty Pay for Districtwide Summer Reading Aide <div style="text-align: right;">\$2,353.32</div> Federal - Title I, Part A - Summer School Resources <div style="text-align: right;">\$900.00</div>		Increased student achievement.	Informal Assessment :Classroom Assessments - - 06/23: Students will receive on-time credit accrual and promotion to the next grade.

Campus Improvement Plan
Fort Hancock Middle 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 Program Effectiveness (SWP EPE) - Fort Hancock Middle School 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. Fort Hancock Middle School will annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.	May 2023	Principal - Danny Medina	Local Funds - Time Contributions of Faculty and Staff		Program improvements are implemented. All targeted student groups show improvement on STAAR tests.	Criterion-Referenced Test :STAAR Tests - - 05/23: 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR ELA/Reading tests. 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 87% of students in grade 8 will pass the STAAR Science test. 73% of students in grade 8 will pass the STAAR Social Studies test.
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 - 5/2023	Special Education Teacher - Melissa Ramos	State - Special Education Block Grant - Time Contributions of 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.

Campus Improvement Plan
Fort Hancock Middle School 2022-2023

<p>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)]</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>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>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 - 5/2023	Counselor - Jess Schultz	State - State and Local Funds - Assessment Instruments		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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<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: Special Education Modifications - Fort Hancock Middle School provides a range of educational programs and different instructional arrangements for students with disabilities. 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. Based on IEP recommendations, pullout classes are available. The "Least Restrictive Environment" required for academic success is always a main consideration. Students receiving Special Education services in grades 6 - 8 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 specials education services.	8/2022 - 5/2023	Special Education Teacher - Melissa Ramos	Federal - IDEA-B Formula - Time Contributions of Special Education Teacher FTE: 0.36 \$23,132.57 Federal - IDEA-B Formula - Extra Duty Pay for Districtwide Special Educational 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.

Campus Improvement Plan
Fort Hancock Middle 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: 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, Occupational Therapy, and Counseling Services.	8/2022 - 5/2023	Special Education Teacher - Melissa Ramos	Federal - IDEA-B Formula - Districtwide Contracted Speech Therapy <p style="text-align: right;">\$10,000.00</p> Federal - IDEA-B Formula - Districtwide Contracted Occupational Services <p style="text-align: right;">\$3,000.00</p>		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.

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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>Transition Services - Fort Hancock Middle School provides students with disabilities requisite transition services and plans in keeping with TEC §29.011, §29.0111 and TAC §89.1055.</p> <p>Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).</p> <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.</p> <p>The district will post the transition and employment guide on the district's website in accordance with TEC §29.0112.</p>	<p>8/2022 - 5/2023</p>	<p>Special Education Teacher - Melissa Ramos</p>	<p>State - State and Local Funds - Time Contributions of Faculty and Staff</p>		<p>Students receive the transition services necessary to be successful in high school.</p>	<p>Documentation :Student Records - - 05/23: Transition activities are 100% in line with students' IEPs.</p>

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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>
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 - 5/2023	Principal - Danny Medina Bilingual/ESL Director - Yvonne Samaniego	State - Bilingual Block Grant - Time Contributions of Bilingual Education Staff Federal - Title III, Part A - ELA - Districtwide Parent, Family, and Community Engagement Resources <div style="text-align: right;">\$500.00</div> Federal - Title III, Part A - ELA - Districtwide Reading Materials for EB/EL Parents <div style="text-align: right;">\$500.00</div>	See Activities below.	Students exiting EB/EL designation by LPAC.	See Activities below.

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: 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. LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 6 – 8. 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 - 5/2023	Principal - Danny Medina Counselor - Jess Schultz	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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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: Bilingual Instruction - In compliance with State mandates, Fort Hancock Middle School conducts a Bilingual Education Program. The Sheltered English Instruction program allows students to receive subject matter instruction in English, modified based on their level of English proficiency. 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 - 5/2023	Principal - Danny Medina Bilingual/ESL Director - Yvonne Samaniego	Federal - Title III, Part A - ELA - Time Contributions of ESL Aide FTE: 0.91 \$20,271.42 Federal - Title III, Part A - ELA - Districtwide Discovery Education \$781.00 Federal - Title III, Part A - Immigrant - Districtwide Supplemental Curriculum Resources/Educational Software \$1,231.00	Informal Assessment :Classroom Assessments - - 12/22: 80% of students passing formal and informal assessment instruments.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/23: 82% of EB/EL in grades 6 – 8 will pass the appropriate grade-level STAAR ELA/Reading tests. 80% of EB/EL in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 86% of EB/EL in grade 8 will pass the STAAR Science test. 62% of EB/EL in grade 8 will pass the STAAR Social Studies 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):						
<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>Program Reclassification - Reclassification criteria are applicable to students in grades 6 – 8 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.</p> <p>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.</p> <p>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:</p> <ul style="list-style-type: none"> * English Language Proficiency Assessment: Grades 6 – 8: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing. * State Standardized Reading Assessment: Grades 6 – 8: Meet passing standard on the STAAR Reading (English) test. * Results of a subjective teacher evaluation using the state's standardized rubric. <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,</p>	8/2022 - 5/2023	Principal - Danny Medina Bilingual/ESL Director - Yvonne Samaniego	State - State and Local Funds - Time Contributions of Staff and LPAC Committee	Informal Assessment :Classroom Assessments - - 12/22: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Increased student achievement.	Criterion-Referenced Test :STAAR Reading - - 05/23: 82% of EB/EL in grades 6 - 8 will pass the 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>
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. 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.	8/2022 - 5/2023	Principal - Danny Medina 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.	Criterion-Referenced Test :STAAR Tests - 05/23: 81% of Migrant students will pass the appropriate grade-level and subject-area STAAR tests.

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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: Priority For Services - The PFS Action plan goal is to provide Priority Services to Migrant students in grades six through eight 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. Instructional services provided to Migrant students include 30 minute after school tutorials three times a week and a weekly summer school program. School supplies and parent involvement support including transportation to meetings, light snacks, and conference registration are also provided. 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 - 5/2023	Principal - Danny Medina Migrant Director - Yvonne Samaniego	Local Funds - Time Contributions of Migrant Personnel	Informal Assessment :Classroom Assessments - - 12/22: 80% of Migrant students passing formal and informal assessment instruments.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/23: 81% of Migrant students will pass the appropriate grade-level and subject-area STAAR tests.

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):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Dyslexia Program - Fort Hancock ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(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.</p> <p>(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.</p>	8/2022 - 5/2023	Principal - Danny Medina	State - Dyslexia Allotment - Time Contributions of Dyslexia Staff	See Activities below.	Increased student achievement.	See Activities below.

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: 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. These include Shafer Ekward, Words Their Way, and Dyslexia Screening Test (DST-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.	8/2022 - 5/2023	Principal - Danny Medina Reading Literacy Teacher - 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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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>Activity:</p> <p>Dyslexia Modifications - At Fort Hancock Middle School, 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.</p> <p>Students will receive assistance from pull-out programs or inclusion classes as needed.</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>	<p>8/2022 - 5/2023</p>	<p>Reading Literacy Teacher - Christine Robledo</p>	<p>State - State and Local Funds - Dyslexia Program</p>	<p>Informal Assessment :Classroom Assessments - - 12/22: 80% of students will demonstrate improved reading and comprehension skills.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/23: 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR ELA/Reading tests.</p>

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>
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 including the Dyslexia Screening Test (DST-5) are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations. Medical reports are also used to identify students. 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 individual or small group administration, oral/signed administration, and extra time. Environmental accommodations may also be made for students. These may include an early release from class and altering supplies for easier access. 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 - 5/2023	Principal - Danny Medina Counselor - Jess Schultz 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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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: 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.</p>	<p>8/2022 - 5/2023</p>	<p>Principal - Danny Medina Counselor - Jess Schultz G/T Director - Christine Robledo</p>	<p>State - Gifted and Talented Block Grant - Time Contributions of G/T Staff</p>	<p>Documentation :Counselor 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 counselor records.</p>	<p>G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance. Students will become more diversified, goal-oriented and well-rounded individuals.</p>	<p>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.</p>

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: G/T Assessment - New students are identified for eligibility and nominated for the G/T program in October and January for the following year. Transfer students are identified within 10 days of enrollment. Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that use 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). Assessment instruments include: 1) Teacher Recommendations 2) Parent Nomination 3) Naglieri Nonverbal Ability Test (NNAT) 4) Torrance Tests of Creative Thinking 5) Scales for Identifying Gifted Students (SIGS) Observation Protocol 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.	8/2022 - 5/2023	G/T Director - Christine Robledo	State - State and Local Funds - Assessment Instruments		G/T students identified and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documentation :Student 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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<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: Counseling Services - The School Counselor provides the following services: * 1:1 and small group counseling sessions, * Focused informal groups - behavior, attendance, * Assistance with testing coordination, * STAAR presentations, * Parent Training, and * Individual student planning.	8/2022 - 5/2023	Counselor - Jess Schultz	State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE: 1.00 <p style="text-align: right;">\$86,592.75</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.	Criterion-Referenced Test :STAAR Tests - - 05/23: 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR ELA/Reading tests. 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 87% of students in grade 8 will pass the STAAR Science test. 73% of students in grade 8 will pass the STAAR Social Studies test.
Activity: Library Services - A Certified Librarian and Library Aide conduct the Library-Media Services. Available resources and programs include: * Full-scale Library facilities available to students * Computers with internet access * Electronic encyclopedias and references * Interactive Language Arts, Math, Science, and Social Studies resources * Accelerated Reader Books.	8/2022 - 5/2023	Principal - Danny Medina	Federal - Title I, Part A - Districtwide Supplemental Library Books <p style="text-align: right;">\$3,000.00</p> Federal - Title I, Part A - AR Site License <p style="text-align: right;">\$3,500.00</p>	Documentation :School Records - - 12/22: All students have access to the library on a regularly scheduled basis. Librarian and teacher records indicate that at least 90% of the students have participated in library activities.	The 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 and Student/Parent Handbook, and during open house parent meetings.</p> <p>Grade level recognition for perfect attendance will be done every six weeks. Certificates, trophies, award assemblies, ice-cream socials, and popcorn will be provided to students with perfect attendance to encourage excellence in academics.</p> <p>Conferences, phone calls, and home visits will be conducted to promote and increase student attendance.</p> <p>The Principal at Fort Hancock Middle School will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p>	8/2022 - 5/2023	Principal - Danny Medina	Local Funds - Time Contributions of Staff	<p>Documentation :Parent Involvement Records - 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.</p> <p>Documentation :Parent Contact Logs - 12/22: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p>	Fort Hancock Middle School will encourage increased student attendance.	<p>Documentation :Attendance Records - 05/23: Attendance records reflect an attendance rate at 97% or above.</p> <p>Documentation :Parent Contact Logs - 05/23: Contact with 100% of parents/guardians of students who have excessive absences.</p>

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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):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten and continue into middle school. 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> <p>Additional Dropout Prevention Activities used to reward good behavior include, but are not limited to:</p> <ul style="list-style-type: none"> * Dances * Special spirit days * Movie Day * "Student of the Month" recognition at the Monthly Board Meeting <p>Strategy:</p> <p>Extracurricular Activities - Fort Hancock Middle School 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.</p>	<p>8/2022 - 5/2023</p>	<p>Principal - Danny Medina</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Documentation :Attendance Records - 12/22: Attendance records reflect an attendance rate at 97% or above.</p>	<p>Maintain student dropout rate of 0%.</p>	<p>Documentation :Student Records - 05/23: 90% of students will be promoted to the next grade level.</p>
<p>Strategy:</p> <p>Extracurricular Activities - Fort Hancock Middle School 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.</p>	<p>8/2022 - 5/2023</p>	<p>Principal - Danny Medina</p>	<p>Local Funds - Time Contributions of Extracurricular Staff</p>		<p>Students will become more diverse, goal-oriented, and well-rounded individuals.</p>	<p>Documentation :School Records - 05/23: Increase in the number of students participating in extracurricular activities as compared to the previous year.</p>

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 - 5/2023	Counselor - Jess Schultz	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 :Student Records - 05/23: All students complete middle school with ideas of potential careers and goals to prepare themselves for successful high school 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>						

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) Districtwide training on Reading and Writing through Region XIX. 2) Strategies to address differentiated instruction in the classroom through Instructional Coaching for all teachers. 3) Training on TEKS Resource System for all teachers. 4) Training in Content Areas through Region XIX, Campus Staff, and Instructional Coaches. 5) Training on Sheltered Instruction Strategies through Region XIX. 6) Training on technology applications and programs. 7) Ongoing district-wide training on student mental health awareness and interventions. 8) Districtwide training on High Quality Instructional Materials (HQIM) and Reseach Based	8/2022 - 5/2023	Principal - Danny Medina	Federal - Title I, Part A - Substitutes for Professional Development <p style="text-align: right;">\$1,080.87</p> Federal - Title I, Part A - PD Travel and Registration <p style="text-align: right;">\$112.00</p> Federal - Title II, Part A - Districtwide Contracted Region 19 PD <p style="text-align: right;">\$1,555.00</p> Federal - Title III, Part A - ELA - Districtwide PD Travel and Registration <p style="text-align: right;">\$1,000.00</p> State - State Compensatory Education (SCE) - Districtwide E3 Alliance Contracted PD <p style="text-align: right;">\$34,000.00</p>	Documentation :Professional Development Records - 08/22: The SBDMC will have designed a PD program that meets the needs of the Fort Hancock Middle School faculty.	Increase in student performance as professional development activities focus on needs of faculty.	Documentation :Professional Development Records - 04/23: The Principal has 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>
Instructional Strategies (RBIS) through E3 Alliance. Strategy: Evaluation of Professional Development Program (SWP EPE) - The Fort Hancock Middle School 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.	May 2023	Principal - Danny Medina	Local Funds - Time Contributions of Faculty and Staff		Increase in student performance as professional development activities focus on needs of students and faculty.	Criterion-Referenced Test :STAAR Tests - 05/23: 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR ELA/Reading tests. 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 87% of students in grade 8 will pass the STAAR Science test. 73% of students in grade 8 will pass the STAAR Social Studies test.

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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: 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 the state. Fort Hancock ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status. 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. All teachers must be fully certified or enrolled in an alternative certification program prior to employment at Fort Hancock ISD.	8/2022 - 5/2023	Principal - Danny Medina	Federal - Title IV, Part A - Math and Science Stipends <p style="text-align: right;">\$5,603.76</p> Federal - ESSER II - Retention Stipends <p style="text-align: right;">\$16,811.33</p> Federal - ESSER III - High Need Field Stipends <p style="text-align: right;">\$5,349.06</p> Federal - ESSER III - High Impact Tutoring Stipends <p style="text-align: right;">\$7,641.51</p>		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) - Fort Hancock Middle School classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab and interactive boards. Mobile labs are also available for use in the classrooms. Activities include: 1) Using instructional software programs, such as Measuring Up, Mentoring Minds, A-Z Learning, Brain Pop, IXL, Galaxy Education, 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. 3) Other resources are available to provide additional technology for middle school such as desktops and visual presenters. Ft Hancock ISD will purchase educational technology to mitigate learning loss due to the COVID-19 pandemic.	8/2022 - 5/2023	Principal - Danny Medina	Federal - Title I, Part A - Contracted Instructional Software \$2,733.33 Federal - Title I, Part A - A-Z Learning Site Licenses \$2,000.00 State - State Compensatory Education (SCE) - Brain Pop Site License \$1,900.00 State - State Compensatory Education (SCE) - IXL Site Licenses \$2,850.00 State - State Compensatory Education (SCE) - Galaxy Education Site Licenses \$2,700.00 Federal - Title I, Part A - Title I Crate Software \$550.00 Federal - Title I, Part A - Technology Resources / Interactive Boards \$1,500.00	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.	Criterion-Referenced Test :STAAR Tests - 05/23: 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR ELA/Reading tests. 81% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 87% of students in grade 8 will pass the STAAR Science test. 73% of students in grade 8 will pass the STAAR Social Studies test.

Goal: 7 Fort Hancock Middle School 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>

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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: 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 - 5/2023	Principal - Danny Medina	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.

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<p>Goal: 7 Fort Hancock Middle School 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 School 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," Fort Hancock Middle School 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 * Assemblies and Speakers encouraging healthy choices * Behavior Management classes * Emergency Response Protocol * Security devices including cameras, alarms, and Visitor check-ins/badges <p>Incentives to reinforce positive student behavior such as Fun Day, Open House, and Hot Dog Cookouts will be provided throughout the year.</p>	8/2022 - 5/2023	Principal - Danny Medina	<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>

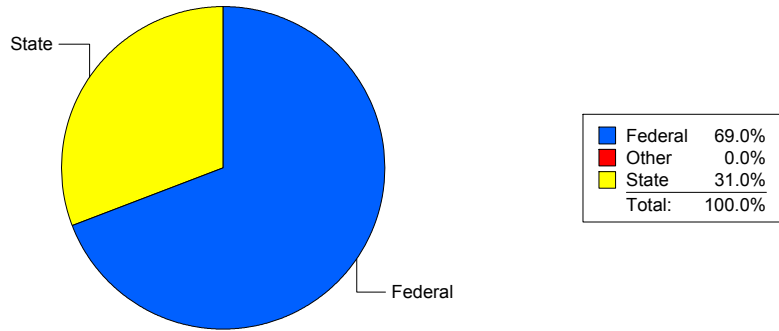
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Fort Hancock Middle School 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. 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. Activities include, but are not limited to: * National Red Ribbon Week * Student Assemblies on drug prevention, bullying, alcohol prevention, violence, character education, and positive behavior * Border Patrol presentations * Speak Out to Drugs Student Engagement * Community Service Opportunities * Dating Violence Policy (see Board Policy FFH-Local)	8/2022 - 5/2023	Principal - Danny Medina	Local Funds - Time Contributions of Faculty, Staff and Community	Documentation :Agendas, Notes, Sign-In Sheets - - 08/22: Appropriate campus stakeholders will have held meetings to plan the programs and services for the current school year.	A safe and disciplined school environment for all students, staff, and community members.	Documentation :Counselor Records - - 05/23: Counselor's summary report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.
Activity: Disciplinary Alternative Education Program (DAEP) - Fort Hancock Middle School students will be knowledgeable about the Student Code of Conduct, Campus Rules, 3B's, 8 Step Discipline Plan, and the guidelines as set forth in the Acceptable Use policy. Fort Hancock ISD students who have violated the district code of conduct may be placed on Edgenuity.	8/2022 - 5/2023	Principal - Danny Medina	Local Funds - Time Contributions of Staff	Documentation :School Records - - 12/22: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion. Maintain classroom assignments through DAEP instructional arrangement.	A safe climate for student learning, having a positive impact on student achievement.	Informal Assessment :Classroom Assessments - - 05/23: Final report card grades and STAAR assessments will indicate program's success.

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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: 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 - 5/2023	Counselor - Jess Schultz	State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE: 1.00 Federal - ESSER III - Time Contributions of Districtwide Counselor FTE: 1.00 <p style="text-align: right;">\$87,399.38</p>	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

Federal	<u>FTE</u>	<u>DollarValue</u>
ESSER II		
Districtwide Instructional Resources	0.00	\$20559.00
Retention Stipends	0.00	\$16811.33
ESSER III		
High Need Field Stipends	0.00	\$5349.06
High Impact Tutoring Stipends	0.00	\$7641.51
Time Contributions of Districtwide Counselor	1.00	\$87399.38
Districtwide Tutoring Resources	0.00	\$5000.00
Time Contributions of Districtwide ELAR Intervention Teacher	1.00	\$86632.98
Time Contributions of Districtwide Math Intervention Aide	1.00	\$22563.57
Extra Duty Pay for Intervention Teachers	0.00	\$28421.68
Districtwide Cleaning and Sanitization Supplies	0.00	\$10000.00
IDEA-B Formula		

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
IDEA-B Formula		
Extra Duty Pay for Districtwide Special Educational Intervention Teacher	0.00	\$2842.17
Districtwide Life Skills Resources	0.00	\$1500.00
Time Contributions of Special Education Teacher	0.36	\$23132.57
Districtwide Contracted Speech Therapy	0.00	\$10000.00
Districtwide Contracted Occupational Services	0.00	\$3000.00
Title I, Part A		
Districtwide Supplemental Library Books	0.00	\$3000.00
AR Site License	0.00	\$3500.00
Districtwide Homeless Resources	0.00	\$100.00
Supplemental Science Resources	0.00	\$1500.00
Time Contributions of Parent Liaison	0.25	\$6548.70
Parent Involvement Resources	0.00	\$300.00
Time Contributions of Instructional Aide	0.09	\$1953.81
Extra Duty Pay for Summer School Staff	0.00	\$27364.39
Extra Duty Pay for Districtwide Summer Reading Aide	0.00	\$2353.32
Summer School Resources	0.00	\$900.00
Title I Crate Software	0.00	\$550.00
Technology Resources / Interactive Boards	0.00	\$1500.00
Contracted Instructional Software	0.00	\$2733.33
A-Z Learning Site Licenses	0.00	\$2000.00
Substitutes for Professional Development	0.00	\$1080.87
PD Travel and Registration	0.00	\$112.00
Supplemental Instructional Resources	0.00	\$1000.00
Title I, Part C (Migrant)		

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
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 Supplemental Instructional Resources	0.00	\$919.00
Title III, Part A - ELA		
Districtwide Reading Materials for EB/EL Parents	0.00	\$500.00
Districtwide Parent, Family, and Community Engagement Resources	0.00	\$500.00
Districtwide PD Travel and Registration	0.00	\$1000.00
Time Contributions of ESL Aide	0.91	\$20271.42
Districtwide Discovery Education	0.00	\$781.00
Title III, Part A - Immigrant		
Districtwide Supplemental Curriculum Resources/Educational Software	0.00	\$1231.00
Title IV, Part A		
Math and Science Stipends	0.00	\$5603.76
		\$439,787.16
Other		
	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Acettable Use Policy	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Teachers	0.00	\$0.00
Time Contributions of Migrant Personnel	0.00	\$0.00

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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Faculty, Staff and Community	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Parents and Staff	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 Foundation Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
		<hr style="width: 100%; border: 0.5px solid black;"/> \$0.00 <hr style="width: 100%; border: 0.5px solid black;"/>
State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Block Grant		
Time Contributions of Bilingual Education Staff	0.00	\$0.00
Dyslexia Allotment		
Time Contributions of Dyslexia Staff	0.00	\$0.00

Campus Improvement Plan
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Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
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 Block Grant		
Time Contributions of Special Education Staff	0.00	\$0.00
State and Local Funds		
Assessment Instruments	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Dyslexia Program	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff and LPAC Committee	0.00	\$0.00
State Compensatory Education (SCE)		
Time Contributions of Counselor	1.00	\$0.00
Supplemental Instructional Resources	0.00	\$2000.00
Time Contributions of Counselor	1.00	\$0.00
Brain Pop Site License	0.00	\$1900.00
IXL Site Licenses	0.00	\$2850.00
Galaxy Education Site Licenses	0.00	\$2700.00
Districtwide E3 Alliance Contracted PD	0.00	\$34000.00
Reading Materials - AR Books	0.00	\$500.00

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Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Compensatory Education (SCE)		
Time Contributions of Teachers	1.00	\$61991.10
Extra Duty Pay for Saturday School	0.00	\$1231.64
Time Contributions of Counselor	1.00	\$86592.75
		\$197,300.49
Grand Total:		\$637,087.65

2021-22 Texas Academic Performance Report (TAPR)

District Name: FT HANCOCK ISD

Campus Name: FORT HANCOCK MIDDLE

Campus Number: 115901041

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in Social Studies

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
FORT HANCOCK MIDDLE (115901041) - 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 6 Reading																	
At Approaches Grade Level or Above	2022	70%	48%	48%	-	50%	*	-	-	-	-	*	-	54%	20%	46%	52%
	2021	62%	62%	62%	-	58%	-	-	*	-	*	*	*	63%	*	63%	53%
At Meets Grade Level or Above	2022	43%	16%	16%	-	18%	*	-	-	-	-	*	-	19%	0%	15%	14%
	2021	32%	19%	19%	-	17%	-	-	*	-	*	*	*	17%	*	21%	16%
At Masters Grade Level	2022	23%	10%	10%	-	11%	*	-	-	-	-	*	-	12%	0%	8%	5%
	2021	15%	8%	8%	-	4%	-	-	*	-	*	*	*	8%	*	8%	0%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	68%	68%	-	68%	*	-	-	-	-	*	-	62%	100%	69%	71%
	2021	68%	73%	73%	-	71%	-	-	*	-	*	*	*	71%	*	71%	68%
At Meets Grade Level or Above	2022	39%	19%	19%	-	18%	*	-	-	-	-	*	-	19%	20%	19%	19%
	2021	36%	38%	38%	-	33%	-	-	*	-	*	*	*	38%	*	38%	32%
At Masters Grade Level	2022	16%	0%	0%	-	0%	*	-	-	-	-	*	-	0%	0%	0%	0%
	2021	15%	4%	4%	-	0%	-	-	*	-	*	*	*	4%	*	4%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	85%	85%	-	84%	-	-	*	-	*	*	-	88%	*	86%	86%
	2021	69%	59%	59%	*	57%	-	-	-	-	-	*	-	61%	*	57%	56%
At Meets Grade Level or Above	2022	56%	52%	52%	-	48%	-	-	*	-	*	*	-	58%	*	50%	52%
	2021	45%	32%	32%	*	29%	-	-	-	-	-	*	-	33%	*	29%	33%
At Masters Grade Level	2022	37%	22%	22%	-	16%	-	-	*	-	*	*	-	25%	*	18%	19%
	2021	25%	23%	23%	*	19%	-	-	-	-	-	*	-	22%	*	19%	22%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	63%	63%	-	60%	-	-	*	-	*	*	-	58%	*	59%	57%
	2021	55%	45%	45%	*	43%	-	-	-	-	-	*	-	44%	*	43%	44%
At Meets Grade Level or Above	2022	31%	22%	22%	-	16%	-	-	*	-	*	*	-	25%	*	18%	19%
	2021	27%	9%	9%	*	5%	-	-	-	-	-	*	-	6%	*	5%	6%
At Masters Grade Level	2022	13%	11%	11%	-	4%	-	-	*	-	*	*	-	13%	*	9%	5%
	2021	12%	0%	0%	*	0%	-	-	-	-	-	*	-	0%	*	0%	0%
Grade 8 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FORT HANCOCK MIDDLE (115901041) - 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	83%	90%	90%	-	88%	*	-	-	-	*	*	-	88%	*	89%	86%
	2021	73%	74%	74%	-	74%	-	-	-	-	-	*	*	86%	33%	72%	75%
At Meets Grade Level or Above	2022	58%	70%	70%	-	71%	*	-	-	-	*	*	-	65%	*	68%	64%
	2021	46%	41%	41%	-	41%	-	-	-	-	-	*	*	43%	33%	44%	45%
At Masters Grade Level	2022	37%	50%	50%	-	47%	*	-	-	-	*	*	-	47%	*	47%	43%
	2021	21%	15%	15%	-	15%	-	-	-	-	-	*	*	14%	17%	16%	15%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	92%	92%	-	91%	*	-	-	-	-	*	-	90%	*	91%	89%
	2021	62%	26%	26%	-	26%	-	-	-	-	-	*	-	31%	17%	26%	31%
At Meets Grade Level or Above	2022	40%	17%	17%	-	18%	*	-	-	-	-	*	-	10%	*	18%	22%
	2021	36%	16%	16%	-	16%	-	-	-	-	-	*	-	15%	17%	16%	15%
At Masters Grade Level	2022	14%	0%	0%	-	0%	*	-	-	-	-	*	-	0%	*	0%	0%
	2021	11%	0%	0%	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	80%	80%	-	76%	*	-	-	-	*	*	-	76%	*	79%	79%
	2021	68%	48%	48%	-	48%	-	-	-	-	-	*	*	52%	33%	48%	50%
At Meets Grade Level or Above	2022	45%	40%	40%	-	35%	*	-	-	-	*	*	-	29%	*	37%	36%
	2021	43%	26%	26%	-	26%	-	-	-	-	-	*	*	33%	0%	24%	30%
At Masters Grade Level	2022	24%	20%	20%	-	12%	*	-	-	-	*	*	-	12%	*	16%	14%
	2021	24%	4%	4%	-	4%	-	-	-	-	-	*	*	5%	0%	4%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	60%	-	53%	*	-	-	-	*	*	-	59%	*	58%	43%
	2021	57%	48%	48%	-	48%	-	-	-	-	-	*	*	52%	33%	44%	45%
At Meets Grade Level or Above	2022	31%	35%	35%	-	29%	*	-	-	-	*	*	-	29%	*	32%	36%
	2021	28%	11%	11%	-	11%	-	-	-	-	-	*	*	10%	17%	8%	10%
At Masters Grade Level	2022	18%	15%	15%	-	6%	*	-	-	-	*	*	-	6%	*	11%	7%
	2021	14%	11%	11%	-	11%	-	-	-	-	-	*	*	10%	17%	8%	10%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	66%	89%	-	86%	-	-	-	-	*	*	-	88%	*	88%	83%
	2021	73%	81%	88%	-	88%	-	-	-	-	-	-	*	88%	-	100%	86%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FORT HANCOCK MIDDLE (115901041) - 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	43%	31%	44%	-	29%	-	-	-	-	*	*	-	38%	*	50%	33%
	2021	41%	39%	38%	-	38%	-	-	-	-	-	-	*	38%	-	33%	43%
At Masters Grade Level	2022	27%	14%	22%	-	14%	-	-	-	-	*	*	-	13%	*	25%	17%
	2021	23%	6%	13%	-	13%	-	-	-	-	-	-	*	13%	-	17%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	71%	72%	-	70%	70%	-	*	-	100%	67%	-	70%	79%	71%	70%
	2021	67%	57%	56%	*	55%	-	-	*	-	*	42%	67%	60%	38%	55%	54%
At Meets Grade Level or Above	2022	48%	40%	34%	-	30%	40%	-	*	-	100%	67%	-	33%	39%	33%	32%
	2021	41%	28%	25%	*	23%	-	-	*	-	*	26%	33%	26%	20%	24%	25%
At Masters Grade Level	2022	23%	13%	16%	-	11%	30%	-	*	-	100%	28%	-	14%	25%	14%	11%
	2021	18%	9%	7%	*	6%	-	-	*	-	*	5%	17%	7%	8%	7%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	71%	72%	-	71%	*	-	*	-	*	57%	-	75%	55%	72%	73%
	2021	68%	63%	65%	*	64%	-	-	*	-	*	43%	*	70%	42%	64%	61%
At Meets Grade Level or Above	2022	53%	46%	42%	-	41%	*	-	*	-	*	57%	-	45%	27%	42%	41%
	2021	45%	36%	31%	*	29%	-	-	*	-	*	29%	*	30%	33%	31%	32%
At Masters Grade Level	2022	25%	16%	24%	-	21%	*	-	*	-	*	29%	-	25%	18%	22%	20%
	2021	18%	12%	15%	*	13%	-	-	*	-	*	14%	*	14%	17%	14%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	71%	72%	-	70%	*	-	*	-	*	57%	-	68%	100%	72%	70%
	2021	66%	46%	55%	*	53%	-	-	*	-	*	43%	*	57%	42%	53%	54%
At Meets Grade Level or Above	2022	42%	27%	23%	-	18%	*	-	*	-	*	57%	-	22%	27%	22%	21%
	2021	37%	17%	24%	*	21%	-	-	*	-	*	43%	*	24%	25%	21%	21%
At Masters Grade Level	2022	20%	6%	6%	-	3%	*	-	*	-	*	14%	-	6%	9%	6%	4%
	2021	18%	2%	3%	*	1%	-	-	*	-	*	0%	*	3%	0%	3%	2%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	72%	80%	-	76%	*	-	-	-	*	*	-	76%	*	79%	79%
	2021	71%	55%	48%	-	48%	-	-	-	-	-	*	*	52%	33%	48%	50%
At Meets Grade Level or Above	2022	47%	45%	40%	-	35%	*	-	-	-	*	*	-	29%	*	37%	36%
	2021	44%	29%	26%	-	26%	-	-	-	-	-	*	*	33%	0%	24%	30%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FORT HANCOCK MIDDLE (115901041) - 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 Masters Grade Level	2022	21%	14%	20%	-	12%	*	-	-	-	*	*	-	12%	*	16%	14%
	2021	20%	8%	4%	-	4%	-	-	-	-	-	*	*	5%	0%	4%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	77%	60%	-	53%	*	-	-	-	*	*	-	59%	*	58%	43%
	2021	73%	78%	48%	-	48%	-	-	-	-	-	*	*	52%	33%	44%	45%
At Meets Grade Level or Above	2022	50%	61%	35%	-	29%	*	-	-	-	*	*	-	29%	*	32%	36%
	2021	49%	48%	11%	-	11%	-	-	-	-	-	*	*	10%	17%	8%	10%
At Masters Grade Level	2022	30%	32%	15%	-	6%	*	-	-	-	*	*	-	6%	*	11%	7%
	2021	29%	31%	11%	-	11%	-	-	-	-	-	*	*	10%	17%	8%	10%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2022	31%	14%	14%	-	15%	*	-	-	-	-	*	-	17%	0%	13%	11%
	2021	24%	15%	15%	-	13%	-	-	*	-	*	*	*	13%	*	17%	11%
Reading and Mathematics Including EOC	2022	31%	14%	14%	-	15%	*	-	-	-	-	*	-	17%	0%	13%	11%
	2021	24%	15%	15%	-	13%	-	-	*	-	*	*	*	13%	*	17%	11%
Reading Including EOC	2022	43%	17%	17%	-	19%	*	-	-	-	-	*	-	21%	0%	17%	16%
	2021	32%	19%	19%	-	17%	-	-	*	-	*	*	*	17%	*	21%	16%
Math Including EOC	2022	40%	21%	21%	-	19%	*	-	-	-	-	*	-	21%	20%	21%	21%
	2021	36%	38%	38%	-	33%	-	-	*	-	*	*	*	38%	*	38%	32%
7th Graders																	
Reading and Mathematics	2022	32%	24%	24%	-	17%	-	-	*	-	*	*	-	26%	*	20%	21%
	2021	26%	9%	9%	*	5%	-	-	-	-	-	*	-	6%	*	5%	6%
Reading and Mathematics Including EOC	2022	33%	24%	24%	-	17%	-	-	*	-	*	*	-	26%	*	20%	21%
	2021	27%	9%	9%	*	5%	-	-	-	-	-	*	-	6%	*	5%	6%
Reading Including EOC	2022	56%	56%	56%	-	52%	-	-	*	-	*	*	-	61%	*	55%	58%
	2021	45%	32%	32%	*	29%	-	-	-	-	-	*	-	33%	*	29%	33%
Math Including EOC	2022	37%	24%	24%	-	17%	-	-	*	-	*	*	-	26%	*	20%	21%
	2021	32%	9%	9%	*	5%	-	-	-	-	-	*	-	6%	*	5%	6%
8th Graders																	
Reading and Mathematics	2022	27%	22%	22%	-	25%	*	-	-	-	-	*	-	14%	*	25%	33%
	2021	21%	16%	16%	-	16%	-	-	-	-	-	*	-	15%	17%	16%	15%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
FORT HANCOCK MIDDLE (115901041) - 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	41%	33%	33%	-	33%	*	-	-	-	*	*	-	25%	*	36%	44%
	2021	33%	19%	19%	-	19%	-	-	-	-	-	*	*	19%	17%	20%	20%
Reading Including EOC	2022	58%	73%	73%	-	75%	*	-	-	-	*	*	-	67%	*	71%	67%
	2021	47%	41%	41%	-	41%	-	-	-	-	-	*	*	43%	33%	44%	45%
Math Including EOC	2022	48%	40%	40%	-	33%	*	-	-	-	*	*	-	33%	*	43%	44%
	2021	43%	22%	22%	-	22%	-	-	-	-	-	*	*	24%	17%	20%	25%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	18%	19%	-	18%	*	-	*	-	*	50%	-	20%	11%	17%	18%
	2021	26%	9%	13%	*	11%	-	-	*	-	*	29%	*	11%	25%	13%	10%
Reading and Mathematics Including EOC	2022	36%	20%	22%	-	20%	*	-	*	-	*	57%	-	22%	20%	21%	21%
	2021	28%	10%	15%	*	13%	-	-	*	-	*	29%	*	13%	25%	14%	12%
Reading Including EOC	2022	53%	42%	43%	-	43%	*	-	*	-	*	57%	-	46%	30%	43%	43%
	2021	41%	28%	31%	*	29%	-	-	*	-	*	29%	*	30%	33%	31%	32%
Math Including EOC	2022	43%	26%	26%	-	21%	*	-	*	-	*	57%	-	25%	30%	26%	26%
	2021	37%	14%	24%	*	21%	-	-	*	-	*	43%	*	24%	25%	21%	21%

* 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)
FORT HANCOCK MIDDLE (115901041) - 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 6 ELA/Reading	2022	61	79	79	-	77	*	-	-	-	-	*	-	77	*	83	84
	2019	42	52	52	-	52	-	-	-	-	-	-	*	50	*	53	53
Grade 6 Mathematics	2022	61	83	83	-	81	*	-	-	-	-	*	-	80	*	84	81
	2019	54	57	57	-	57	-	-	-	-	-	-	*	55	*	55	63
Grade 7 ELA/Reading	2022	88	94	94	-	93	-	-	*	-	*	*	-	94	-	92	97
	2019	77	87	87	-	87	-	-	-	-	-	*	*	85	*	88	85
Grade 7 Mathematics	2022	60	42	42	-	36	-	-	*	-	*	*	-	42	-	42	42
	2019	62	74	74	-	74	-	-	-	-	-	*	*	71	*	75	77
Grade 8 ELA/Reading	2022	83	92	92	-	91	-	-	-	-	*	*	-	91	*	92	89
	2019	77	75	75	-	75	-	-	-	-	-	*	-	74	*	80	80
Grade 8 Mathematics	2022	74	100	100	-	100	-	-	-	-	-	*	-	100	*	100	100
	2019	82	80	80	-	80	-	-	-	-	-	*	-	78	*	81	73
End of Course Algebra I	2022	67	63	81	-	75	-	-	-	-	*	*	-	79	*	81	70
	2019	75	81	94	-	94	-	-	-	-	-	-	-	93	*	92	93
All Grades Both Subjects	2022	74	80	79	-	77	*	-	*	-	*	68	-	78	100	81	80
	2019	69	67	73	-	73	-	-	-	-	-	58	58	71	91	73	74
All Grades ELA/Reading	2022	78	83	88	-	87	*	-	*	-	*	79	-	87	*	89	91
	2019	68	68	73	-	73	-	-	-	-	-	67	*	71	93	75	75
All Grades Mathematics	2022	69	77	71	-	68	*	-	*	-	*	57	-	69	100	73	69
	2019	70	67	72	-	72	-	-	-	-	-	50	*	70	89	72	74

* 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)
FORT HANCOCK MIDDLE (115901041) - 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%	72%	-	-	-	-	-	-	67%	-	67%	-	*	75%	68%	93%
	2021	67%	57%	56%	-	-	-	-	-	-	50%	-	50%	-	-	63%	50%	94%
At Meets Grade Level or Above	2022	48%	40%	34%	-	-	-	-	-	-	29%	-	29%	-	*	37%	29%	64%
	2021	41%	28%	25%	-	-	-	-	-	-	21%	-	21%	-	-	24%	21%	61%
At Masters Grade Level	2022	23%	13%	16%	-	-	-	-	-	-	9%	-	9%	-	*	27%	9%	36%
	2021	18%	9%	7%	-	-	-	-	-	-	3%	-	3%	-	-	11%	3%	33%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	71%	72%	-	-	-	-	-	-	71%	-	71%	-	*	67%	71%	100%
	2021	68%	63%	65%	-	-	-	-	-	-	57%	-	57%	-	-	78%	57%	100%
At Meets Grade Level or Above	2022	53%	46%	42%	-	-	-	-	-	-	37%	-	37%	-	*	43%	37%	100%
	2021	45%	36%	31%	-	-	-	-	-	-	25%	-	25%	-	-	28%	25%	83%
At Masters Grade Level	2022	25%	16%	24%	-	-	-	-	-	-	14%	-	14%	-	*	33%	13%	100%
	2021	18%	12%	15%	-	-	-	-	-	-	8%	-	8%	-	-	22%	8%	50%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	71%	72%	-	-	-	-	-	-	69%	-	69%	-	*	76%	70%	80%
	2021	66%	46%	55%	-	-	-	-	-	-	51%	-	51%	-	-	56%	51%	83%
At Meets Grade Level or Above	2022	42%	27%	23%	-	-	-	-	-	-	21%	-	21%	-	*	29%	21%	20%
	2021	37%	17%	24%	-	-	-	-	-	-	20%	-	20%	-	-	33%	20%	33%
At Masters Grade Level	2022	20%	6%	6%	-	-	-	-	-	-	4%	-	4%	-	*	14%	4%	0%
	2021	18%	2%	3%	-	-	-	-	-	-	0%	-	0%	-	-	6%	0%	17%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	72%	80%	-	-	-	-	-	-	77%	-	77%	-	-	80%	77%	*
	2021	71%	55%	48%	-	-	-	-	-	-	44%	-	44%	-	-	43%	44%	*
At Meets Grade Level or Above	2022	47%	45%	40%	-	-	-	-	-	-	31%	-	31%	-	-	40%	31%	*
	2021	44%	29%	26%	-	-	-	-	-	-	22%	-	22%	-	-	14%	22%	*
At Masters Grade Level	2022	21%	14%	20%	-	-	-	-	-	-	15%	-	15%	-	-	40%	15%	*
	2021	20%	8%	4%	-	-	-	-	-	-	0%	-	0%	-	-	0%	0%	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	77%	60%	-	-	-	-	-	-	38%	-	38%	-	-	100%	38%	*
	2021	73%	78%	48%	-	-	-	-	-	-	39%	-	39%	-	-	57%	39%	*

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FORT HANCOCK MIDDLE (115901041) - 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
At Meets Grade Level or Above	2022	50%	61%	35%	-	-	-	-	-	-	31%	-	31%	-	-	40%	31%	*
	2021	49%	48%	11%	-	-	-	-	-	-	6%	-	6%	-	-	14%	6%	*
At Masters Grade Level	2022	30%	32%	15%	-	-	-	-	-	-	8%	-	8%	-	-	40%	8%	*
	2021	29%	31%	11%	-	-	-	-	-	-	6%	-	6%	-	-	14%	6%	*
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	80%	79%	-	-	-	-	-	-	78%	-	78%	-	-	78%	78%	100%
	2019	69%	67%	73%	-	-	-	-	-	-	69%	-	69%	-	-	-	69%	-
All Grades ELA/Reading	2022	78%	83%	88%	-	-	-	-	-	-	90%	-	90%	-	-	81%	90%	100%
	2019	68%	68%	73%	-	-	-	-	-	-	71%	-	71%	-	-	-	71%	-
All Grades Mathematics	2022	69%	77%	71%	-	-	-	-	-	-	66%	-	66%	-	-	75%	66%	100%
	2019	70%	67%	72%	-	-	-	-	-	-	68%	-	68%	-	-	-	68%	-

* 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)
FORT HANCOCK MIDDLE (115901041) - 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%	100%
Included in Accountability	93%	92%	95%	-	95%	100%	-	*	-	100%	100%	-	99%	74%	95%	94%
Not Included in Accountability: Mobile	5%	3%	3%	-	2%	0%	-	*	-	0%	0%	-	0%	16%	2%	3%
Not Included in Accountability: Other Exclusions	1%	5%	2%	-	3%	0%	-	*	-	0%	0%	-	1%	11%	3%	3%
Not Tested	1%	0%	0%	-	0%	0%	-	*	-	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	*	-	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	*	-	0%	0%	-	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	-	100%	*	-	*	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	92%	88%	92%	-	92%	*	-	*	-	*	100%	-	99%	65%	92%	90%
Not Included in Accountability: Mobile	5%	3%	4%	-	3%	*	-	*	-	*	0%	-	0%	18%	3%	3%
Not Included in Accountability: Other Exclusions	2%	9%	5%	-	5%	*	-	*	-	*	0%	-	1%	18%	5%	6%
Not Tested	1%	0%	0%	-	0%	*	-	*	-	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	*	-	*	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	*	-	*	0%	-	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	-	100%	*	-	*	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	93%	95%	95%	-	96%	*	-	*	-	*	100%	-	100%	73%	96%	95%
Not Included in Accountability: Mobile	5%	3%	4%	-	3%	*	-	*	-	*	0%	-	0%	20%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	-	1%	*	-	*	-	*	0%	-	0%	7%	1%	2%
Not Tested	1%	0%	0%	-	0%	*	-	*	-	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	*	-	*	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	*	-	*	0%	-	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	100%	-	100%	*	-	-	-	*	*	-	100%	*	100%	100%
Included in Accountability	93%	96%	100%	-	100%	*	-	-	-	*	*	-	100%	*	100%	100%
Not Included in Accountability: Mobile	4%	2%	0%	-	0%	*	-	-	-	*	*	-	0%	*	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	0%	-	0%	*	-	-	-	*	*	-	0%	*	0%	0%
Not Tested	2%	0%	0%	-	0%	*	-	-	-	*	*	-	0%	*	0%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
FORT HANCOCK MIDDLE (115901041) - 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%
Other	0%	0%	0%	-	0%	*	-	-	-	*	*	-	0%	*	0%	0%
Social Studies																
Assessment Participant	98%	100%	100%	-	100%	*	-	-	-	*	*	-	100%	*	100%	100%
Included in Accountability	94%	100%	100%	-	100%	*	-	-	-	*	*	-	100%	*	100%	100%
Not Included in Accountability: Mobile	4%	0%	0%	-	0%	*	-	-	-	*	*	-	0%	*	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	-	0%	*	-	-	-	*	*	-	0%	*	0%	0%
Not Tested	2%	0%	0%	-	0%	*	-	-	-	*	*	-	0%	*	0%	0%
Absent	1%	0%	0%	-	0%	*	-	-	-	*	*	-	0%	*	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	*	*	-	0%	*	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	100%	100%	*	100%	-	-	*	-	*	95%	100%	99%	100%	100%	99%
Included in Accountability	83%	92%	93%	*	93%	-	-	*	-	*	95%	100%	99%	71%	93%	91%
Not Included in Accountability: Mobile	3%	3%	2%	*	2%	-	-	*	-	*	0%	0%	0%	9%	2%	3%
Not Included in Accountability: Other Exclusions	1%	5%	5%	*	5%	-	-	*	-	*	0%	0%	0%	20%	5%	6%
Not Tested	12%	0%	0%	*	0%	-	-	*	-	*	5%	0%	1%	0%	0%	1%
Absent	2%	0%	0%	*	0%	-	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	10%	0%	0%	*	0%	-	-	*	-	*	5%	0%	1%	0%	0%	1%
Reading																
Assessment Participant	89%	99%	99%	*	99%	-	-	*	-	*	88%	*	98%	100%	100%	98%
Included in Accountability	83%	87%	91%	*	91%	-	-	*	-	*	88%	*	98%	67%	92%	89%
Not Included in Accountability: Mobile	3%	3%	2%	*	3%	-	-	*	-	*	0%	*	0%	11%	3%	3%
Not Included in Accountability: Other Exclusions	3%	10%	5%	*	5%	-	-	*	-	*	0%	*	0%	22%	5%	6%
Not Tested	11%	1%	1%	*	1%	-	-	*	-	*	13%	*	2%	0%	0%	2%
Absent	2%	0%	0%	*	0%	-	-	*	-	*	0%	*	0%	0%	0%	0%
Other	10%	1%	1%	*	1%	-	-	*	-	*	13%	*	2%	0%	0%	2%
Mathematics																
Assessment Participant	88%	100%	100%	*	100%	-	-	*	-	*	100%	*	100%	100%	100%	100%
Included in Accountability	84%	95%	94%	*	94%	-	-	*	-	*	100%	*	100%	71%	93%	92%
Not Included in Accountability: Mobile	4%	3%	3%	*	3%	-	-	*	-	*	0%	*	0%	12%	3%	3%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
FORT HANCOCK MIDDLE (115901041) - 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%	2%	4%	*	4%	-	-	*	-	*	0%	*	0%	18%	4%	5%
Not Tested	12%	0%	0%	*	0%	-	-	*	-	*	0%	*	0%	0%	0%	0%
Absent	2%	0%	0%	*	0%	-	-	*	-	*	0%	*	0%	0%	0%	0%
Other	10%	0%	0%	*	0%	-	-	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	87%	99%	100%	-	100%	-	-	-	-	-	*	*	100%	100%	100%	100%
Included in Accountability	84%	95%	96%	-	96%	-	-	-	-	-	*	*	100%	86%	96%	95%
Not Included in Accountability: Mobile	3%	3%	0%	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	0%	1%	4%	-	4%	-	-	-	-	-	*	*	0%	14%	4%	5%
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%
Social Studies																
Assessment Participant	87%	100%	100%	-	100%	-	-	-	-	-	*	*	100%	100%	100%	100%
Included in Accountability	84%	98%	96%	-	96%	-	-	-	-	-	*	*	100%	86%	96%	95%
Not Included in Accountability: Mobile	3%	0%	0%	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	0%	2%	4%	-	4%	-	-	-	-	-	*	*	0%	14%	4%	5%
Not Tested	13%	0%	0%	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
Absent	3%	0%	0%	-	0%	-	-	-	-	-	*	*	0%	0%	0%	0%
Other	10%	0%	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)
FORT HANCOCK MIDDLE (115901041) - 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%	93.6%	*	93.4%	-	-	*	-	*	94.9%	93.9%	92.9%
2019-20	98.3%	99.1%	99.3%	*	99.3%	*	-	-	-	-	*	99.4%	99.4%
Chronic Absenteeism													
2020-21	15.0%	14.1%	20.2%	*	20.9%	-	-	*	-	*	12.5%	18.8%	22.2%
2019-20	6.7%	2.6%	0.0%	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.0%	0.0%	*	0.0%	-	-	-	-	-	*	0.0%	0.0%
2019-20	0.5%	0.0%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	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)
FORT HANCOCK MIDDLE (115901041) - 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)
FORT HANCOCK MIDDLE (115901041) - 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)
FORT HANCOCK MIDDLE (115901041) - 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)
FORT HANCOCK MIDDLE (115901041) - FT HANCOCK ISD - HUDSPETH COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
FORT HANCOCK MIDDLE (115901041) - FT HANCOCK ISD - HUDSPETH COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
FORT HANCOCK MIDDLE (115901041) - FT HANCOCK ISD - HUDSPETH COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)
FORT HANCOCK MIDDLE (115901041) - FT HANCOCK ISD - HUDSPETH COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	89	100.0%	400	5,402,928	89	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	0	0.0%	2.5%	4.1%	0	0.0%	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	0	0.0%	2.5%	3.5%	0	0.0%	2.5%	3.5%
Kindergarten	0	0.0%	7.5%	6.8%	0	0.0%	7.5%	6.8%
Grade 1	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 2	0	0.0%	6.8%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	8.0%	7.1%	0	0.0%	8.0%	7.1%
Grade 4	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 5	0	0.0%	7.8%	7.2%	0	0.0%	7.8%	7.2%
Grade 6	34	38.2%	8.5%	7.4%	34	38.2%	8.5%	7.4%
Grade 7	32	36.0%	8.0%	7.7%	32	36.0%	8.0%	7.7%
Grade 8	23	25.8%	5.8%	7.9%	23	25.8%	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	1.1%	0.5%	12.8%	1	1.1%	0.5%	12.8%
Hispanic	81	91.0%	96.5%	52.8%	81	91.0%	96.5%	52.7%
White	5	5.6%	2.0%	26.3%	5	5.6%	2.0%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	1	1.1%	0.3%	4.8%	1	1.1%	0.3%	4.8%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	1	1.1%	0.8%	2.9%	1	1.1%	0.8%	2.9%
Sex:								
Female	42	47.2%	48.0%	48.9%	42	47.2%	48.0%	48.8%
Male	47	52.8%	52.0%	51.1%	47	52.8%	52.0%	51.2%
Other Student Information:								
Economically Disadvantaged	75	84.3%	88.3%	60.7%	75	84.3%	88.3%	60.6%
Non-Educationally Disadvantaged	14	15.7%	11.8%	39.3%	14	15.7%	11.8%	39.4%
Section 504 Students	4	4.5%	2.5%	7.4%	4	4.5%	2.5%	7.4%
EB Students/EL	61	68.5%	59.8%	21.7%	61	68.5%	59.8%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
FORT HANCOCK MIDDLE (115901041) - 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	4	4.5%	3.3%	5.0%	4	4.5%	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	0	0.0%	2.5%	2.0%	0	0.0%	2.5%	2.0%
Migrant	5	5.6%	3.8%	0.3%	5	5.6%	3.8%	0.3%
Title I	88	98.9%	99.8%	64.3%	88	98.9%	99.8%	64.3%
Military Connected	0	0.0%	0.3%	3.3%	0	0.0%	0.3%	3.3%
At-Risk	74	83.1%	76.5%	53.5%	74	83.1%	76.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	60	67.4%	73.3%	21.9%	60	67.4%	73.3%	21.8%
Gifted and Talented Education	8	9.0%	6.0%	8.0%	8	9.0%	6.0%	8.0%
Special Education	7	7.9%	9.5%	11.6%	7	7.9%	9.5%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	7							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	60.5%	43.0%				
Students with Physical Disabilities	0	0.0%	21.1%	20.8%				
Students with Autism	*	*	*	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	12	13.3%	10.9%	13.6%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.5%				
Hispanic	12	13.3%	10.1%	6.6%				
White	0	0.0%	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	12.5%	4.9%	15.7%				
Count and Percent of EB Students/EL who are Mobile	10	15.6%	12.0%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	11	13.1%	10.5%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	6	11.1%	10.3%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
FORT HANCOCK MIDDLE (115901041) - 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%	1.9%	-	0.0%	5.2%
Grade 1	-	12.0%	2.9%	-	0.0%	4.2%
Grade 2	-	0.0%	1.7%	-	0.0%	2.2%
Grade 3	-	3.8%	1.0%	-	0.0%	1.0%
Grade 4	-	4.8%	0.7%	-	0.0%	0.7%
Grade 5	-	0.0%	0.5%	-	0.0%	0.7%
Grade 6	4.3%	4.3%	0.6%	0.0%	0.0%	0.6%
Grade 7	4.8%	4.8%	0.7%	0.0%	0.0%	0.7%
Grade 8	0.0%	0.0%	0.6%	0.0%	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	13.1	19.2
Secondary:			
English/Language Arts	2.8	8.4	16.3
Foreign Languages	-	-	18.4
Mathematics	9.2	11.0	17.5
Science	11.0	13.5	18.5
Social Studies	11.0	12.6	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
FORT HANCOCK MIDDLE (115901041) - FT HANCOCK ISD - HUDSPETH COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	12.6	100.0%	100.0%	100.0%
Professional Staff:	9.6	76.2%	52.1%	64.1%
Teachers	7.6	60.3%	41.7%	49.3%
Professional Support	1.0	8.0%	3.6%	10.7%
Campus Administration (School Leadership)	1.0	8.0%	3.5%	2.9%
Educational Aides:	3.0	23.8%	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:	11.6	92.0%	96.3%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	2.8%	11.2%
Hispanic	7.6	100.0%	91.2%	28.9%
White	0.0	0.0%	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	0.4	5.0%	31.1%	24.1%
Females	7.2	95.0%	68.9%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	4.9	65.3%	68.0%	72.6%
Masters	2.6	34.7%	32.0%	25.2%
Doctorate	0.0	0.0%	0.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	5.7%	7.9%
1-5 Years Experience	3.6	47.9%	36.8%	26.7%
6-10 Years Experience	0.0	0.0%	8.5%	20.6%
11-20 Years Experience	3.4	44.6%	31.2%	28.6%
21-30 Years Experience	0.6	7.5%	17.8%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)
FORT HANCOCK MIDDLE (115901041) - 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	11.8	n/a	11.3	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	15.0	9.7	6.3
Average Years Experience of Principals with District	15.0	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:	11.3	12.0	11.1
Average Years Experience of Teachers with District:	8.8	10.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$48,800	\$51,054
1-5 Years Experience	\$50,906	\$50,820	\$54,577
6-10 Years Experience	-	\$52,788	\$57,746
11-20 Years Experience	\$57,182	\$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	\$54,502	\$55,055	\$58,887
Professional Support	\$77,881	\$72,542	\$69,505
Campus Administration (School Leadership)	\$76,531	\$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	0.6	7.9%	30.8%	6.2%
Career and Technical Education	0.1	1.9%	7.9%	5.2%
Compensatory Education	2.1	27.8%	15.3%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	4.4	57.9%	34.3%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)
FORT HANCOCK MIDDLE (115901041) - FT HANCOCK ISD - HUDSPETH COUNTY

Program Information	---- Campus ----		District	State
	Count	Percent		
Special Education	0.3	4.5%	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.)