

Fort Hancock Independent School District

Benito Martinez Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: D



Mission Statement

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

Vision

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

Value Statement

Success for All

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Strengths: *4th Grade Math with new Teachers in Spring 2025, BME grew from 12% to 37.14% at Accomplished, Meets, or Mastered.

*6th Grade Math grew from 81.48% to 86.66% at Accomplished, Meets, or Mastered.

*3rd Grade RLA grew from 32.26% to 72.41% at Accomplished, Meets, or Mastered.

There were growth in student individual scores from 3rd to 6th grade and 78 students who were between 1 to 3 questions in getting Accomplished, Meets, or Mastered. (32 students for math, 34 students for RLA, and 12 students for 5th Science)

Demographics

Demographics Summary

Benito Martinez Elementary School (FHISD) is located in Hudspeth County, Texas. We are approximately 50 miles East of El Paso. Our campus serves students in grades PK-6. Our current student enrollment is 226. We have a Title I Schoolwide Program. Our Emergent Bilingual Population is 75.2%. We service our Emergent Bilingual students through a Dual Language Immersion Two-Way program. Our Special Education population is 10.6%. Our Special Education program instructional setting includes mainstream, resource room, self contained, Speech & Occupational Therapy. Our Migrant population is 2.2%. We have 102 female students and 124 male students. 98.7% of our student population is Hispanic and 96.6% of our teachers are Hispanic. 83.2% of our students are Economic Disadvantage & 93.83% students are considered At-Risk.

Demographics Strengths

- Benito Martinez Elementary is Title I schoolwide enabling our funding source to serve the needs of all students.
- Bilingual funding is received to target Emergent Bilingual students' academic needs related to language proficiency.
- Having a high percentage of Hispanic teachers instructing our high percentage of Hispanic students helps to lessen biases due to a shared race or ethnicity.
- Being a small community provides the opportunity for the parents, families, community and school to work closely together in partnership to the benefit of students served.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Emergent Bilingual students showed minimal growth in English language acquisition as measured by TELPAS.

Root Cause: Lessons did not address the listening, speaking, reading and writing instructional needs of EB students.

Student Learning

Student Learning Summary

Student STAAR Scores for 2024/2025:

Math

Overall Approaches 33%, Meets 20%, Masters 4%

3rd: Approaches 41.38%, Meets 10.34%, Masters 3.45%

4th: Approaches 25.71%, Meets 5.71%, Masters 5.71%

5th: Approaches 24%, Meets 24%

6th: Approaches 40%, Meets 40%, Masters 6.67%

Science

5th: Approaches 32%, Meets 28%, Masters 8%

RLA

Overall Approaches 28%, Meets 25%, Masters 9%

3rd: Approaches 38%, Meets 21%, Masters 14%

4th: Approaches 29%, Meets 17%

5th: Approaches 24%, Meets 28%, Masters 8%

6th: Approaches 23%, Meets 33%, Masters 13%

Student Learning Strengths

- High Quality Instructional Materials (HQIM) in RLA and Mathematics have been purchased through TEA. The implementation of these resources also includes our elementary teachers K-6 and principal taking part in professional learning through Region 19. Students have access to grade level appropriate instruction and assignments and demonstrate knowledge and understanding at the appropriate level of content rigor.
- Research Based Instructional Strategies (RBIS) training is provided for RLA, Mathematics, SPED teachers and administrators in order to create instructional frameworks for RLA and Mathematics.
- Science and Social Studies are utilizing Studies Weekly.
- The implementation of Ft. Hancock ISD playbook enables students to receive consistent instructional strategies from content to content, from teacher to teacher and from year to year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Overall student achievement continues to show minimal progress for majority of students.

Root Cause: Curriculum is not followed with fidelity henceforth effecting students opportunity to a strong first teach.

School Processes & Programs

School Processes & Programs Summary

High Quality Instructional Materials (HQIM) in RLA and Mathematics have been purchased through TEA. The implementation of these resources includes our elementary teachers K-6 and principal taking part in professional learning provided by Region 19. Research Based Instructional Strategies (RBIS) training has been provided for all RLA and Mathematics teachers to include SPED teachers and administrators to create consistent instructional frameworks. This work is being guided by Region 19 service center and campus instructional coaches. Utilizing Bluebonnet students now have access to on grade-level assignments and are afforded access to instruction that required them to utilize higher order thinking skills.

Science and Social Studies teachers utilize studies weekly and are supported by campus instructional coaches.

All teachers are required to implement the Ft. Hancock ISD playbook enabling students to receive consistent instructional strategies from content to content, from teacher to teacher and from year to year.

School Processes & Programs Strengths

- District wide, and campus, coordination of curriculum, programs and professional development in order to align instruction and interventions.
- Ongoing collaboration among campus via PLCs.
- Two instructional coaches are provided to support teachers and curriculum implementation.
- Per pupil technology ratio is 1 to 1 district/campus wide.
- All classrooms have access to interactive boards and instruction document cameras.
- Students have access to a mobile device and/or hot spot for remote learning as needed.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our RLA and Mathematics scores for Emergent Bilingual and Special Education Students are our lowest performing sub-populations.

Root Cause: Student progress monitoring processes are not being implemented.

Problem Statement 2 (Prioritized): As measured by TEA 25/26 student achievement is a 58 resulting in the campus overall rating of a 68.

Root Cause: High Quality Instructional Materials in RLA & Mathematics had not been used with fidelity.

Perceptions

Perceptions Summary

District-wide parent meetings are held monthly and translation is provided. The topics for these meetings are chosen by our parents. Their feedback throughout the year helps us to determine what presenters to bring. At each of these meetings a time is set aside for tips and strategies for bilingual, special education and regular education students. Time is also spent on comments and suggestions. Campus principals and district leadership are always present in order to provide support and answers to parents and families. At the end of last school year, a district wide climate survey was given to parents & families via our social media sites & class dojo. Our students took the survey at school. The survey was anonymous. Here are the results.

School Climate Survey: Elementary		
Benito Martinez EI Fort Hancock, Texas		
School Years: 2023 - 2025 Survey Closed: 6/6/2024 - 10/31/2024		
*N=Number of respondents		
Climate Survey Items	6/06/24 N=40	10/31/24 N=84
1. I like school	2.33	2.33
2. I feel like I do well in school	2.38	2.43
3. My school wants me to do well	3.75	3.64
4. My school has clear rules for behavior	3.58	3.48
5. Teachers treat me with respect	3.78	3.55
6. Good behavior is noticed at my school	3.02	2.8
7. I get along with other students	2.58	2.98
8. I feel safe at school	2.8	2.9
9. Students treat each other well	2.78	2.67
10. There is an adult at my school who will help me if I need it	3.72	3.44
11. Students in my class behave so that teachers can teach	3.12	2.52
Overall Mean Score:	3.08	2.98

[FHISD School Climate Families Items 11 12 2024.pdf](#)

Perceptions Strengths

According to our survey, these are the two highest scoring questions:

- Students perception is that the school has clear rules for behavior (3.64) and My teachers treat me with respect (3.55).
- Parents perception is that Teachers at my student's school have high standards for achievement (3.78) and My student feels safe going to and from school (3.67).
- Teachers and staff perceptions is I get along well with other staff members at my school (3.69) and Teachers at my school treat students fairly regardless of race, ethnicity, or

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our district/campus has recently seen a rise student misbehavior. Students need mental health and support services to address their social, emotional, and mental health needs.

Root Cause: The support being provided by our health teachers and counselor is not enough to meet the social, emotional, and mental health needs of our students.

Priority Problem Statements

Problem Statement 1: Emergent Bilingual students showed minimal growth in English language acquisition as measured by TELPAS.

Root Cause 1: Lessons did not address the listening, speaking, reading and writing instructional needs of EB students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Overall student achievement continues to show minimal progress for majority of students.

Root Cause 2: Curriculum is not followed with fidelity henceforth effecting students opportunity to a strong first teach.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Our RLA and Mathematics scores for Emergent Bilingual and Special Education Students are our lowest performing sub-populations.

Root Cause 3: Student progress monitoring processes are not being implemented.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: As measured by TEA 25/26 student achievement is a 58 resulting in the campus overall rating of a 68.

Root Cause 4: High Quality Instructional Materials in RLA & Mathematics had not been used with fidelity.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Parents and community members will be full partners with educators in the education of Fort Hancock ISD students.

Performance Objective 1: Benito Martinez Elementary will distribute to parents and family members a written parent and family engagement policy.

Evaluation Data Sources: Volunteer Sign-in sheets

Strategy 1 Details	Reviews			
Strategy 1: Provide the support necessary to assist schools in planning Title I parent and family involvement activities that improve student academic achievement, coordinate parent and family engagement, conduct an annual evaluation of the content and effectiveness of the policy, involve parents in policy development and improve practices. Strategy's Expected Result/Impact: Parents engaged in their student's education in a meaningful and informed manner. Staff Responsible for Monitoring: PEL, Administration, Teachers Title I: 2.53	Formative			Summative
	Jan	Mar	June	Aug
Strategy 2 Details	Reviews			
Strategy 2: 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)) The Parent and Family Engagement Policy will be developed and reviewed by the Parent and Family Engagement Committee. The policy will be available at parent meetings, at each campus office, and on the district website. It will be distributed in English and Spanish. Strategy's Expected Result/Impact: Parents engaged in their student's education in a meaningful and informed manner. Staff Responsible for Monitoring: PEL, Administration, Teachers Title I: 2.53	Formative			Summative
	Jan	Mar	June	Aug

Strategy 3 Details	Reviews			
Strategy 3: The district/campus will actively recruit the participation of diverse population of parents. The meetings will be scheduled at various times and locations to support parent attendance. Stakeholders will be notified of meeting through the Fort Hancock ISD Website, public notice, Class Dojo, marquee postings, District Calendar, newsletters, conferences, phone calls, home visits, and letters from the district and campus in English and Spanish. Strategy's Expected Result/Impact: Parents engaged in their student's education in a meaningful and informed manner. Staff Responsible for Monitoring: PEL, Administration, Teachers Title I: 2.53	Formative			Summative
	Jan	Mar	June	Aug
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Parents and community members will be full partners with educators in the education of Fort Hancock ISD students.

Performance Objective 2: The district/campus will inform parents of the school's participation in a Schoolwide Program to include: description of the curriculum, assessments, achievement levels of the State academic standards, and their right to be involved in planning, reviewing and improvement of programs. (Sec. 1116 (c) (4))

Evaluation Data Sources: Documentation: Parent Involvement Records- 05/24: 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.

Strategy 1 Details	Reviews			
Strategy 1: Parents will be notified of the support programs available to their students. Strategy's Expected Result/Impact: Parents will become more knowledgeable of program expectations and be encouraged to engaged in their student's education. Staff Responsible for Monitoring: PEL, Campus Principal & Teachers Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Parents and community members will be full partners with educators in the education of Fort Hancock ISD students.

Performance Objective 3: In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact.

Evaluation Data Sources: Documentation: Parent Involvement Records- 05/24: 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.

Strategy 1 Details		Reviews			
Strategy 1: The compact will address the ongoing importance of communication between teachers and parents. 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 best extent practicable, provided in a language that family members can understand (English and Spanish). The compact is discussed, at least annually, at Open House Parent-Teacher conferences and Parent Round-Ups. Strategy's Expected Result/Impact: Increased and improved student performance as a result of increased parent participation. Staff Responsible for Monitoring: PEL, Campus Principal & Teachers - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1		Formative			Summative
		Jan	Mar	June	Aug
Strategy 2 Details		Reviews			
Strategy 2: Parent/Teacher Conferences, School Visits and/or Home Visits 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. A parent may request a conference at any time with the principal or classroom teacher(s) as they deem necessary. 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 will be made in an effort to communicate with parents/families who are hard-to-reach parents. Strategy's Expected Result/Impact: Increased and improved student performance as a result of increased parent participation. Staff Responsible for Monitoring: Campus Principal, teachers, PEL Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture Problem Statements: School Processes & Programs 2		Formative			Summative
		Jan	Mar	June	Aug



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Our RLA and Mathematics scores for Emergent Bilingual and Special Education Students are our lowest performing sub-populations. **Root Cause:** Student progress monitoring processes are not being implemented.

Problem Statement 2: As measured by TEA 25/26 student achievement is a 58 resulting in the campus overall rating of a 68. **Root Cause:** High Quality Instructional Materials in RLA & Mathematics had not been used with fidelity.

Goal 1: Parents and community members will be full partners with educators in the education of Fort Hancock ISD students.

Performance Objective 4: BME conducts a variety of events and programs geared towards including parents and other stakeholders in their Educational System.

Evaluation Data Sources: Documentation: Parent Involvement Records- 05/24: 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.

Strategy 1 Details	Reviews			
Strategy 1: Events include * Open House twice a year * Award Assemblies * Student programs * District Parent Meetings * SHAC Meetings * Annual district Health Fair *Christmas Fair. Volunteer Opportunities include *Assisting with book fairs *Assisting in the classroom *Participating in Teacher Appreciation Week activities *Red Ribbon Week activities *Assisting with after school sales. Strategy's Expected Result/Impact: Parents as full partners in the education of BME students. Staff Responsible for Monitoring: Campus Principal, Teachers & Parent Liaison Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Parents and community members will be full partners with educators in the education of Fort Hancock ISD students.

Performance Objective 5: 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.

Evaluation Data Sources: Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.

Strategy 1 Details	Reviews			
Strategy 1: The district/campus will assist parents and family members by providing materials and training on - what the State academic standards are, - what state and local assessments are required, and - how to monitor their child's progress and improve their achievement. Parent notifications/activities include, but are not limited to the following information: * Qualifications of staff, * Parental Information Resource Centers, *Student Progress Reports, * ESSA school Report Cards, * Application of technology, and * School Choice Options. Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language. Strategy's Expected Result/Impact: Parents engaged in a meaningful and informed manner in their student's education. Staff Responsible for Monitoring: Campus Principal, teacher & PEL Title I: 2.53 - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Jan	Mar	June	Aug
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: Parents and community members will be full partners with educators in the education of Fort Hancock ISD students.

Performance Objective 6: District Planning and Decision-Making Committee (DPDMC) & Campus Planning and Decision Making Committee (CPDMC) - As directed by Board policy, the DPDMC/CPDMC will be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. [TEC11.251(d)]

Evaluation Data Sources: Documentation :Agendas, Notes, Sign-In Sheets DPDMC minutes will reflect that staff, parents, and community members have been involved in the educational system.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	Aug
Strategy 1: The DPDMC/CPDMC are made up of members of the Fort Hancock ISD staff, parent representatives, business representatives, and community members. Parents are selected to be members by campus administrators for a one-year term. The DPDMC/CPDMC will meet periodically to discuss plans, progress, and ideas for improving the education and environment at BME/ Fort Hancock ISD. [TEC 11.251(b). The BME CPDMC will support the DPDMC in the best interest of our students. Strategy's Expected Result/Impact: A current DIP approved by the Fort Hancock Board of Trustees that comprehensively covers needs assessment data, local, state and federal regulation, scientifically researched-based strategies and activities, and measurable evaluations will provide transparency and solicit parental involvement. The BME CPDMC will support the DPDMC in the best interest of our students. Staff Responsible for Monitoring: DIP: Superintendent, Associate Superintendent & Campus Principals CIP: Campus Principal and CPDMC Title I: 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Problem Statements: School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Working together, the CPDMC/DPDMC will play an integral role in the planning, development, and evaluation of the educational system of Fort Hancock ISD. Through the activities of the CPDMC/DPDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the assessment program of Fort Hancock ISD. Strategy's Expected Result/Impact: A current DIP approved by the Fort Hancock Board of Trustees that comprehensively covers needs assessment data, local, state and federal regulation, scientifically researched-based strategies and activities, and measurable evaluations will provide transparency and solicit parental involvement. The BME CPDMC will support the DPDMC in the best interest of our students. Staff Responsible for Monitoring: DIP: Superintendent, Associate Superintendent & Campus Principals CIP: Campus Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 2	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: Our RLA and Mathematics scores for Emergent Bilingual and Special Education Students are our lowest performing sub-populations. Root Cause: Student progress monitoring processes are not being implemented. Problem Statement 2: As measured by TEA 25/26 student achievement is a 58 resulting in the campus overall rating of a 68. Root Cause: High Quality Instructional Materials in RLA & Mathematics had not been used with fidelity.

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.

Performance Objective 1: The CPDMC will meet periodically to review the campus curriculum, instruction, and assessments. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness; reviewing the amount and quality of textbooks, HQIM and what supplemental resources are available to support the baseline and intervention program; and reviewing the professional and paraprofessional staff available.

Evaluation Data Sources: Documentation :Agendas, Notes, Sign-In Sheets- 08/23: DPDMC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	Aug
Strategy 1: Assessments - Students in grades PK - 6 are given assessments at the beginning of the year to collect data to determine students baseline. These assessments include STAAR Reading and Math for grades 3-6, Circle Assessment for PK students, MClass K-2, and IReady RLA & Math for K-6. Throughout the year, Interim testing and Unit assessments will be used to evaluate student progress. Data analysis identifies student strengths and targeted needs used to plan interventions. Teachers will post daily content and language objectives so that students are aware of the learning expectations during each lesson. RLA & Math teachers will implement Bluebonnet HQIM. Instructional coaches will assist the campus faculty with curriculum implementation, intervention, individual coaching sessions, and professional learning teams. Eduphoria Aware will be used to collect data and analyze student progress. Strategy's Expected Result/Impact: Increased and improved student achievement. Staff Responsible for Monitoring: Teachers, Campus Principal & FHISD Federal Programs Director Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1, 2				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Overall student achievement continues to show minimal progress for majority of students. **Root Cause:** Curriculum is not followed with fidelity henceforth effecting students opportunity to a strong first teach.

School Processes & Programs

Problem Statement 1: Our RLA and Mathematics scores for Emergent Bilingual and Special Education Students are our lowest performing sub-populations. **Root Cause:** Student progress monitoring processes are not being implemented.

Problem Statement 2: As measured by TEA 25/26 student achievement is a 58 resulting in the campus overall rating of a 68. **Root Cause:** High Quality Instructional Materials in RLA & Mathematics had not been used with fidelity.

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.

Performance Objective 2: Federal and State Mandated Testing Program - Benito Martinez Elementary/Fort Hancock ISD participates in the State-Developed Testing Program that is consistent with the regulations of ESSA. At BME, the State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 3 - 6) & Science (grade 5). 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.

Evaluation Data Sources: Criterion-Referenced Test-STAAR

Strategy 1 Details		Reviews			
Strategy 1: Evaluation of Program Effectiveness (SWP EPE) - BME/Fort Hancock ISD 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 needs of students and in turn, increasing student achievement. Strategy's Expected Result/Impact: Program improvements are implemented, and sub-groups show improvement on STAAR tests. Staff Responsible for Monitoring: Campus Principal, Teachers and FHISD Federal Programs Director Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1, 2		Formative			Summative
		Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Overall student achievement continues to show minimal progress for majority of students. Root Cause: Curriculum is not followed with fidelity henceforth effecting students opportunity to a strong first teach.

School Processes & Programs

Problem Statement 1: Our RLA and Mathematics scores for Emergent Bilingual and Special Education Students are our lowest performing sub-populations. **Root Cause:** Student progress monitoring processes are not being implemented.

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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.

Performance Objective 3: Foundation Program (SWP CNA, CIP) - Teachers and staff implement HQIM curriculum to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The HQIM is grounded in the state's TEKS that supports vertical alignment designed to provide opportunities for all students to meet the state's proficient and advanced levels of student performance.

Evaluation Data Sources: Unit Assessments, Diagnostic assessment, Interim

Strategy 1 Details	Reviews			
Strategy 1: 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 plan intervention for each individual student. In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps. An ongoing monitoring program will be maintained to determine progress of students and plan interventions. Strategy's Expected Result/Impact: Program improvements are implemented resulting in sub-groups improvement on STAAR tests. Staff Responsible for Monitoring: Campus Principal, teachers, and FHISD Federal Programs Director Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1, 2	Formative			Summative
	Jan	Mar	June	Aug
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Overall student achievement continues to show minimal progress for majority of students. Root Cause: Curriculum is not followed with fidelity henceforth effecting students opportunity to a strong first teach.

School Processes & Programs

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Problem Statement 2: As measured by TEA 25/26 student achievement is a 58 resulting in the campus overall rating of a 68. **Root Cause:** High Quality Instructional Materials in RLA & Mathematics had not been used with fidelity.

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.

Performance Objective 4: Early Intervention Program (SWP CIP) - A Prekindergarten program will be conducted through coordination of funding of state/ local funds. The program will be available to all students meeting the State criteria of being unable to speak and comprehend English, educationally disadvantaged, homeless, a child of an active duty member of the armed forces, a child of a member of the armed forces who was injured or killed on active duty, or ever has been in the conservatorship of the Department of Family and Protective Services, or a child of a person eligible for the Star of Texas Award. [TEC 29.153(b)] Benito Martinez Elementary conducts a full day Prekindergarten program with emphasis on language acquisition skills for special population groups. Instruction is provided through an experiential and multi-sensory approach with developmentally appropriate and scientifically research-based activities. The PK curriculum is based on the state-adopted PK guidelines.

Evaluation Data Sources: Informal Assessment :Classroom Assessments - 05/25: 80% of PK student will master the State's Prekindergarten Guidelines

Strategy 1 Details	Reviews			
Strategy 1: Prekindergarten Transition Services - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Benito Martinez Elementary. Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits, student teaming, team teaching and parent meetings. The Prekindergarten teacher will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten. The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: PK Teacher - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

Performance Objective 5: Accelerated Instruction (SWP CNA, CIP, EPE) - BME/Fort Hancock ISD 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.

Evaluation Data Sources: Documentation :School Records - 05/25: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

Strategy 1 Details	Reviews			
	Formative			Summative
	Jan	Mar	June	Aug
Strategy 1: STAAR Acceleration - At BME, STAAR Acceleration classes are available to students in grades 3 through 6 who are experiencing difficulty in core subject area classes or on the STAAR tests. These pullout classes are offered during the daily for 45 minutes. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Campus Principal, teachers, and FHISD Federal Programs Director Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: BME Individualized Instruction - The individualized instruction aides will provide small group and individualized assistance for students in grades K - 6 while working under the direct supervision of the certified regular education teachers assigned. The aides will assist students with subject mastery in core subject areas. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal, Teachers, Aides & Designee Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1, 2	Formative			Summative
	Jan	Mar	June	Aug
Strategy 3 Details	Reviews			
Strategy 3: Elementary Summer School - Students in PK-5 will participate in the summer program. Elementary students will be offered attend 30 additional full days of instruction during the summer and will be delivered by a certified teacher. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal, Instructional Coaches, Teachers & Designee Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1, 2	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Overall student achievement continues to show minimal progress for majority of students. Root Cause: Curriculum is not followed with fidelity henceforth effecting students opportunity to a strong first teach.

School Processes & Programs

Problem Statement 1: Our RLA and Mathematics scores for Emergent Bilingual and Special Education Students are our lowest performing sub-populations. **Root Cause:** Student progress monitoring processes are not being implemented.

Problem Statement 2: As measured by TEA 25/26 student achievement is a 58 resulting in the campus overall rating of a 68. **Root Cause:** High Quality Instructional Materials in RLA & Mathematics had not been used with fidelity.

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.

Performance Objective 6: 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).

Evaluation Data Sources: Informal Assessment :Classroom Assessments- 05/25: 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.

Strategy 1 Details	Reviews			
Strategy 1: 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 via MTSS/RtI showing 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. 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) SS29.004, related to the 45 calendar day time line. Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status. 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. Strategy's Expected Result/Impact: Students' needs are accurately diagnosed, and special programs and modification are reflective of the needs of individual students as described in the students' IEPs. Staff Responsible for Monitoring: Campus Special Education Teachers, District Diagnostician, Administration, Gen Ed teachers, and FHISD Federal Programs Director Title I: 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Jan	Mar	June	Aug

Strategy 2 Details	Reviews			
Strategy 2: Special Education Modifications - BME/Fort Hancock ISD provides a range of educational programs and different instructional arrangements for students with disabilities. Both inclusion classes and daily pullout classes are available. The appropriate instructional setting will be determined for each student by ARD committees. Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration. At BME, students receiving Special Education services in grades 3 through 6 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. Strategy's Expected Result/Impact: Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment. Staff Responsible for Monitoring: Campus Principal, Campus Special Education Teachers, District Diagnostician, and FHISD Federal Programs Director Title I: 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Jan	Mar	June	Aug

Strategy 3 Details	Reviews			
Strategy 3: 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 provided by a Speech Therapist and Occupational Therapy. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Principal, Campus Special Education Teachers, District Diagnostician and FHISD Federal Programs Director Title I: 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Jan	Mar	June	Aug
Strategy 4 Details	Reviews			
Strategy 4: Child Find - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Fort Hancock ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services. Activities for Child Find may include countywide contact with each school district and talk with each contact person. Strategy's Expected Result/Impact: 100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames. Staff Responsible for Monitoring: Campus Principal, Campus Special Education Teachers, District Diagnostician and FHISD Federal Programs Director	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 1: Our RLA and Mathematics scores for Emergent Bilingual and Special Education Students are our lowest performing sub-populations. Root Cause: Student progress monitoring processes are not being implemented.

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.

Performance Objective 7: Bilingual Program - BME/Fort Hancock ISD offers a Bilingual program whose goal is to enable Emergent Bilingual (EB)/English Learners (EL) and immigrant students 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 and immigrant students to participate equitably in school.

Evaluation Data Sources: Documentation :Counselor Records - - 05/25: 100% of the students identified as EB/EL have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance.

Strategy 1 Details	Reviews			
Strategy 1: Emergent Bilingual (EB)/English Learner (EL) Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EB/EL. Students in PK - K will be administered the Pre-LAS. LAS Links (listening and speaking components) will be administered to students in grade 1 and LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 2 - 6 at BME. 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). Strategy's Expected Result/Impact: Significant increase in oral, verbal, and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement. Staff Responsible for Monitoring: Campus LPAC Committee and FHISD Federal Programs Director Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Jan	Mar	June	Aug

Strategy 2 Details	Reviews			
Strategy 2: Bilingual Instruction - In compliance with State mandates, Fort Hancock conducts a Early Transition Education Program in Spanish and English. The program is designed so that EB/EL acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential. English Language Proficiency Standards (ELPS) will be implemented throughout the content areas. A remediation period will be provided for students who need additional assistance. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal, Campus Bilingual/ESL Teachers and FHISD Federal Programs Director Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Jan	Mar	June	Aug
Strategy 3 Details	Reviews			
Strategy 3: 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 Emergent Bilingual student * STAAR * STAAR Spanish * STAAR Alternate 2 * Texas English Language Proficiency Assessment System (TELPAS) * TELPAS Alternate Strategy's Expected Result/Impact: Increased student achievement and mastery of English. Staff Responsible for Monitoring: Campus LPAC Committee and FHISD Federal Programs Director Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Jan	Mar	June	Aug

Strategy 4 Details	Reviews			
Strategy 4: BME/Fort Hancock ISD will utilize supplemental curricular resources and educational software to assist immigrant students meet the same challenging State academic standards that all children are expected to meet. Strategy's Expected Result/Impact: Increased student achievement and mastery of English. Staff Responsible for Monitoring: Campus Principal, Campus Bilingual/ESL Teachers and FHISD Federal Programs Director Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1	Formative			Summative
	Jan	Mar	June	Aug
Strategy 5 Details	Reviews			
Strategy 5: Program Reclassification - A student may not be reclassified as English proficient in prekindergarten or kindergarten (TAC 89.1226(j)). Reclassification criteria are applicable to students in grades 1 - 6 at BME and who are identified as Bilingual, ESL, or Parental Denials. A parent and/or guardian must sign the reclassification notification/parent permission form before a student is reclassified from the Bilingual or ESL program. To be reclassified from a bilingual program, a student may be reclassified 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. Strategy's Expected Result/Impact: Increased student achievement and mastery of English. Staff Responsible for Monitoring: Campus Principal, Campus Bilingual/ESL Teachers and FHISD Federal Programs Director	Formative			Summative
	Jan	Mar	June	Aug
Strategy 6 Details	Reviews			
Strategy 6: The LPAC reviews each student's progress at the end of the school year to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful: * English Language Proficiency Assessment: Grades 1 - 6 (at BME): Score a Composite Rating of Advanced High on TELPAS . * State Standardized Reading Assessment: Grades 1, 2 (at BME): Score at or above 40th percentile on the TEA-approved Norm-Referenced Standardized Achievement Test and Grades 3 - 6 (at BME): Meet passing standard on the STAAR Reading (English) test,. * Results of a subjective teacher evaluation using the state's standardized rubric. Strategy's Expected Result/Impact: Increased student achievement and mastery of English. Staff Responsible for Monitoring: Campus LPAC Committee and FHISD Federal Programs Director	Formative			Summative
	Jan	Mar	June	Aug

Strategy 7 Details		Reviews			
Strategy 7: 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, 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 re-enrolled in the Bilingual or ESL program as prescribed by the LPAC. Strategy's Expected Result/Impact: Increased student achievement and mastery of English. Staff Responsible for Monitoring: Campus LPAC Committee and FHISD Federal Programs Director Title I: 2.51, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 1		Formative			Summative
		Jan	Mar	June	Aug

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 1: Emergent Bilingual students showed minimal growth in English language acquisition as measured by TELPAS. Root Cause: Lessons did not address the listening, speaking, reading and writing instructional needs of EB students.

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.

Performance Objective 8: Migrant Program - BME/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.

Evaluation Data Sources: Informal Assessment :Classroom Assessments- 05/25: 90% of Migrant students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Reading - 05/25: 80% of students in grades 3 -6 will pass the appropriate grade-level STAAR RLA tests. Criterion-Referenced Test :STAAR Math - 05/25: 80% of students in grades 3 - 6 will pass the appropriate grade-level STAAR Math tests. Criterion-Referenced Test :STAAR Science- 05/24: 80% of students in grade 5 will pass the STAAR Science test.

Strategy 1 Details		Reviews			
Strategy 1: Priority For Services (PFS) Action Plan - The PFS Action plan goal is to provide Priority Services to Migrant students in grades 3 through 6, at BME, who have failed one or more sections of the State Assessment, ARD Exempt, absent or were not enrolled in a Texas school during the assessment period of their grade level and have their school interrupted during the previous or current regular school year. PFS services are provided to students in grades K through 2 who are designated EL in the NGS system, or have been retained, or are overage for their current grade level and have their school interrupted during the previous or current regular school year. Title I, Part C can be utilized only after all other funding sources have been considered and additional services are still needed. All PFS migrant students are provided instructional services as needed to assist them in mastering the state content standards, passing state assessments and accruing credits for on-time graduation. See Migrant PFS Action Plan for more information. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal & FHISD Federal Programs Director		Formative			Summative
		Jan	Mar	June	Aug
No Progress Accomplished Continue/Modify Discontinue					

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.

Performance Objective 9: Dyslexia Program - BME/Fort Hancock ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below. (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. (2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Evaluation Data Sources: Informal Assessment :Classroom Assessments- 05/25: 90% of Dyslexia students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Reading - 05/25: 80% of students in grades 3 -6 will pass the appropriate grade-level STAAR RLA tests. Criterion-Referenced Test :STAAR Math - 05/25: 80% of students in grades 3 - 6 will pass the appropriate grade-level STAAR Math tests. Criterion-Referenced Test :STAAR Science- 05/25: 80% of students in grade 5 will pass the STAAR Science test.

Strategy 1 Details	Reviews			
Strategy 1: Dyslexia Assessment - The campus/district Dyslexia Coordinator coordinates the identification of dyslexia among students with the individual campuses. Children are given several assessments that measure the level of chronological 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Campus Principal and Reading Specialist	Formative			Summative
	Jan	Mar	June	Aug
Strategy 2 Details	Reviews			
Strategy 2: Modifications for Dyslexia - At BME/Fort Hancock ISD, students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Students will be served through pullout classes and inclusion classes on an as-needed basis. 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. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal and Reading Specialist	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

Performance Objective 10: 504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations. The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.

Evaluation Data Sources: Documentation :Counselor Records - 05/25: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

Strategy 1 Details	Reviews			
Strategy 1: Testing accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal and 504 Coordinator	Formative			Summative
	Jan	Mar	June	Aug
Strategy 2 Details	Reviews			
Strategy 2: Environmental accommodations may also be made for students. These may include changing student seating as needed for the situation; adapting environment to avoid distractions; and providing notebooks for organization, lighting accommodations, or non-verbal behavior cues (cue cards). Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal and 504 Coordinator	Formative			Summative
	Jan	Mar	June	Aug
Strategy 3 Details	Reviews			
Strategy 3: Students receiving services under section 504 services are required by TEC SS28.025(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. 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. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal & 504 Coordinator	Formative			Summative
	Jan	Mar	June	Aug



No Progress



Accomplished



Continue/Modify



Discontinue

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.

Performance Objective 11: Gifted and Talented (G/T) Program - BME/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.

Evaluation Data Sources: Informal Assessment :Classroom Assessments- 05/25: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.

Strategy 1 Details	Reviews			
Strategy 1: G/T Assessment - Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC SS89.1). Strategy's Expected Result/Impact: G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance. Staff Responsible for Monitoring: Campus Principal and GT Coordinator	Formative			Summative
	Jan	Mar	June	Aug
Strategy 2 Details	Reviews			
Strategy 2: Modifications for G/T Students - Elementary G/T students in grades 1 - 6 are provided with a weekly, 30 minute, pullout session. The program provides a differentiated curriculum with an array of learning opportunities to increase critical thinking, problem solving, and collaborative learning. During core instruction will be differentiated with the classroom teacher in the major core areas. Strategy's Expected Result/Impact: G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance. Staff Responsible for Monitoring: Campus Principal and GT Coordinator	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

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.

Performance Objective 12: Extracurricular Activities - BME/Fort Hancock ISD 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.

Evaluation Data Sources: School Records - 05/25: Increase in the number of students participating in extracurricular activities as compared to the previous year.

Strategy 1 Details	Reviews			
Strategy 1: Student Activities include: * National Elementary Honor Society * 4-H * Athletics (Grade 6) *Little Dribblers (SEM II) *Mustang Cheer Squad *Proposed Activities (TBA) Strategy's Expected Result/Impact: Students will become more diversified, goal-oriented and well-rounded individuals. Staff Responsible for Monitoring: Campus Principal & Designee	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: 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.

Performance Objective 1: (SWP CNA, CIP) - Through the DPDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that: * will coordinate PD programs and activities across programs that will improve, enhance, or develop instructional methods; * will be intense and sustained; * will be tied to the TEKS and STAAR; * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, EB/EL, students with disabilities, G/T students, etc. and * will enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.

Evaluation Data Sources: Documentation :Professional Development Records - 04/25: The Principal and CPDMC/DPDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

Strategy 1 Details	Reviews			
Strategy 1: Annual needs assessment results indicate a need for: * District wide training on Content Area Best Practices through the Region XIX, Campus Staff, and Instructional Coaches. * District wide training on Reading and Writing through Region XIX. * District wide training on Guided Math through Region XVIII. * District wide training on High Quality Instructional Materials (HQIM) and Research Based Instructional Strategies (RBIS) through E3 * Ongoing district wide training on student mental health awareness and interventions. Training on the incorporation of ELPS through ELLevation software. * Training on TEKS Resource System for all teachers. * Training on technology applications and programs. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal, School Counselor, & Designee	Formative			Summative
	Jan	Mar	June	Aug
Strategy 2 Details	Reviews			
Strategy 2: Evaluation of Professional Development Program (SWP EPE) - The Fort Hancock ISD 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 in order to improve student achievement. Strategy's Expected Result/Impact: Increase in student performance as professional development activities focus on needs of students and faculty. Staff Responsible for Monitoring: Campus Principal and C & I Director	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: 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.

Performance Objective 2: Recruitment and Retention Initiatives (SWP CIP) - The CPDMC/DPDMC 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 BME/Fort Hancock ISD has 100% fully certified faculty in each teaching position, as defined by state law.

Evaluation Data Sources: Documentation :Human Resources Records - 05/25: 100% Certified Faculty.

Strategy 1 Details	Reviews			
Strategy 1: BME/Fort Hancock ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status. Strategy's Expected Result/Impact: 100% Fully Certified Faculty. Staff Responsible for Monitoring: Campus Principal and C & I Director	Formative			Summative
	Jan	Mar	June	Aug
Strategy 2 Details	Reviews			
Strategy 2: All teachers must be fully certified or enrolled in an alternative certification program prior to employment at Fort Hancock ISD. Strategy's Expected Result/Impact: 100% Fully Certified Faculty. Staff Responsible for Monitoring: Campus Principal and HR Director	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration.

Performance Objective 1: Technology Integrated Curriculum (SWP CIP) - BME/Fort Hancock ISD classroom teachers are using technology as an alternative instructional tool. Every grade level has access to interactive whiteboards. Ft Hancock ISD will purchase educational technology to mitigate learning loss due to the COVID-19 pandemic.

Evaluation Data Sources: Informal Assessment :Classroom Assessments - 05/25: 90% of students in grades PK - 2 will be promoted to the next grade.
 Criterion-Referenced Test :STAAR Reading - 05/25: 80% of students in grades 3 -6 will pass the appropriate grade-level STAAR RLA tests. Criterion-Referenced Test :STAAR Math - 05/25: 80% of students in grades 3 - 6 will pass the appropriate grade-level STAAR Math tests. Criterion-Referenced Test :STAAR Science- 05/25: 80% of students in grade 5 will pass the STAAR Science test.

Strategy 1 Details	Reviews			
Strategy 1: The use of instructional software programs, such as Discovery Education, STEMscopes, and Mentoring Minds to support student learning within the classroom for reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal, Teachers, Director of C &I , Technology Director Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1, 2	Formative			Summative
	Jan	Mar	June	Aug

Strategy 2 Details		Reviews			
Strategy 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. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal, Teachers, Director of C &I , Technology Director Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1, 2		Formative			Summative
		Jan	Mar	June	Aug

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Overall student achievement continues to show minimal progress for majority of students. Root Cause: Curriculum is not followed with fidelity henceforth effecting students opportunity to a strong first teach.
School Processes & Programs
Problem Statement 1: Our RLA and Mathematics scores for Emergent Bilingual and Special Education Students are our lowest performing sub-populations. Root Cause: Student progress monitoring processes are not being implemented. Problem Statement 2: As measured by TEA 25/26 student achievement is a 58 resulting in the campus overall rating of a 68. Root Cause: High Quality Instructional Materials in RLA & Mathematics had not been used with fidelity.

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration.

Performance Objective 2: Technology Acceptable Use Policy - Every BME/Fort Hancock ISD faculty member, student and parent having access to Fort Hancock computers, networked, Internet connected, or not, must have on file an Authorized User Permission (AUP) form. Students` AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.

Evaluation Data Sources: Documentation :School Records - 05/25: No incidents of students, faculty, or parents breaking the Acceptable Use Policy.

Strategy 1 Details	Reviews			
Strategy 1: BME/Fort Hancock is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Fort Hancock has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Fort Hancock ISD School Board Policy CQ (Local). Strategy's Expected Result/Impact: Responsible students with access to the instructional resources available through the internet, which will have a positive impact on student achievement. Staff Responsible for Monitoring: Campus Principal, Teachers, Director of C &I , Technology Director ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration.

Performance Objective 3: Evaluation of Technology Program (SWP EPE) - At least once a year the technology program will be evaluated for effectiveness and to ensure that students and teachers are utilizing the program with the frequency and purpose intended. Modifications and adjustments will be made as needed to improve student achievement.

Evaluation Data Sources: Documentation :School Records- 05/25: Principal's classroom observations indicate that 100% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.

Goal 5: Fort Hancock ISD 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.

Performance Objective 1: 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 psycho socially 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. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.

Evaluation Data Sources: Documentation :Discipline Records - 05/25: 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.

Strategy 1 Details		Reviews			
Strategy 1: In response to the COVID-19 pandemic, BME/Fort 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. Strategy's Expected Result/Impact: Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. Staff Responsible for Monitoring: Campus Principal & Custodians		Formative			Summative
		Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 5: Fort Hancock ISD 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.

Performance Objective 2: School Health Advisory Council (SHAC) - The School Health Advisory Council (SHAC), made up of more than 50% parents, monitors existing school health initiatives and recommends new programs to promote student health. Members meet at least four times a year to discuss prevention and intervention strategies concerning health and wellness.

Evaluation Data Sources: Documentation :Board Policies - - 05/25: Local Board Policies reflect all new mandated medical and health-related policies, as well as Fort Hancock ISD's specific policies.

Strategy 1 Details	Reviews			
Strategy 1: The council's duties include recommending: 1. The number of hours of instruction to be provided in health education; 2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco; 3. Appropriate grade levels and methods of instruction for human sexuality instruction; and 4. Strategies for integrating the curriculum components specified above with the following elements in a coordinated school health program: a. School health services; b. Counseling and guidance services; c. A safe and healthy school environment; and d. School employee wellness. Texas Education Code 28.004(c) Strategy's Expected Result/Impact: Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. Staff Responsible for Monitoring: Campus Principal & SHAC	Formative			Summative
	Jan	Mar	June	Aug

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 5: Fort Hancock ISD 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.

Performance Objective 3: Trauma-Informed Care Program - The Fort Hancock ISD trauma-informed care program (see Board Policy FFBA - Local) will provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by district and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Evaluation Data Sources: Documentation :Professional Development Records - - 05/25: 100% of district and campus staff have received the required training.

Strategy 1 Details	Reviews			
Strategy 1: BME/Fort Hancock ISD will provide training in trauma-informed care to district educators. Training will be best practice-based programs and research-based practices, as well as, provided as part of any new employee orientation for all new district educators and provided to existing district educators at specific intervals. Strategy's Expected Result/Impact: Establishing a comprehensive safe and supportive school program that incorporates research-based best practices and procedures for training staff on integrating trauma-informed practices. Staff Responsible for Monitoring: Campus Principal & District Counselor	Formative			Summative
	Jan	Mar	June	Aug
Strategy 2 Details	Reviews			
Strategy 2: BME/Fort Hancock ISD will maintain records of all educators who have completed training and provide an annual report to the TEA on the number of employees who have participated in trauma-informed care training. (TEC 8.036) Strategy's Expected Result/Impact: Establishing a comprehensive safe and supportive school program that incorporates research-based best practices and procedures for training staff on integrating trauma-informed practices. Staff Responsible for Monitoring: Campus Principal & District Counselor	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Fort Hancock ISD 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.

Performance Objective 4: Safe Schools Initiatives (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.

Evaluation Data Sources: Documentation :Discipline Records - 05/25: 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.

Strategy 1 Details	Reviews			
Strategy 1: In an effort to promote "Safe Schools," BME/Fort Hancock ISD will promote special initiatives and activities that support Safe Schools. Activities include, but are not limited to: * Campus Safety Rules * Campus Dress and Discipline Codes * 3Bs * Medical Services screening and information) * Assemblies and Speakers to encourage safety and healthy choices * Security Devices such as ID Tags, Cameras, and Alarms * Active shooter alarm system notification software * Two-way radios. Strategy's Expected Result/Impact: Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. Staff Responsible for Monitoring: Campus Principal & District Counselor	Formative			Summative
	Jan	Mar	June	Aug
Strategy 2 Details	Reviews			
Strategy 2: At this time, Fort Hancock ISD does not employ or contract with a School Resource Officer. (TEC SS37.081(d)) Instead we have the school guardian program.	Formative			Summative
	Jan	Mar	June	Aug
Strategy 3 Details	Reviews			
Strategy 3: Disciplinary Alternative Education Program (DAEP) - BME/Fort Hancock ISD students will be knowledgeable about the Student Code of Conduct, campus rules, 3B's, 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 in an alternate setting. Strategy's Expected Result/Impact: A safe climate for student learning, having a positive impact on student achievement. Staff Responsible for Monitoring: Campus Principal & District Counselor	Formative			Summative
	Jan	Mar	June	Aug

Strategy 4 Details		Reviews			
Strategy 4: Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of BME/Fort Hancock ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities. Strategy's Expected Result/Impact: Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. Staff Responsible for Monitoring: Campus Principal & District Counselor		Formative			Summative
		Jan	Mar	June	Aug
Strategy 5 Details		Reviews			
Strategy 5: An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselor and Principal, using the data to plan specific programs and activities. Activities include, but are not limited to: * National Red Ribbon Week presentations and activities * Student Assemblies on violence, drug prevention, health and safety * Border Patrol presentations * Speak Out Against Drugs - Student Engagement Strategy's Expected Result/Impact: Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. Staff Responsible for Monitoring: Campus Principal & District Counselor		Formative			Summative
		Jan	Mar	June	Aug

Strategy 6 Details	Reviews			
Strategy 6: Child Sexual Abuse and Other Maltreatment of Children - The campus/district has established a plan for addressing child sexual abuse and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS). Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school. A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you. As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp. The following Web sites might help you become more aware of child abuse and neglect: http://www.childwelfare.gov/pubs/factsheets/signs.cfm http://sapn.nonprofitoffice.com http://www.taasa.org/member/materials2.php http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml Reports may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services 1-800-252-5400 or on the Web at http://www.txabusehotline.org. Strategy's Expected Result/Impact: Staff, parents and students have an increased awareness of issues regarding the sexual abuse and other maltreatment of children Staff Responsible for Monitoring: Campus Principal & District Counselor	Formative			Summative
	Jan	Mar	June	Aug
Strategy 7 Details	Reviews			
Strategy 7: Each year, BME teachers and staff must take required online training. Strategy's Expected Result/Impact: Staff will have an increased awareness of issues regarding the sexual abuse and other maltreatment of children. Staff Responsible for Monitoring: Campus Principal & Designee	Formative			Summative
	Jan	Mar	June	Aug

Strategy 8 Details	Reviews			
Strategy 8: Dating Violence Policy - In accordance with TEC 37.0831, the dating violence is not tolerated in Fort Hancock ISD. Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense. Students who are victims of child abuse, family violence, dating violence, and sex trafficking should report to the school counselor, principal, Superintendent, or a teacher they are comfortable sharing this information. The principal or designee will notify the parent in a timely manner if a report identifies a student as an alleged victim or perpetrator. The district will provide counseling for victims and perpetrators and training to teachers and administrators. In addition, the district will provide students with age-appropriate educational materials on the dangers of dating violence and resources for students seeking help. For more information see Board Policy FFH (Local). Strategy's Expected Result/Impact: Staff, parents, and students have an increased awareness of dating violence. Staff Responsible for Monitoring: Campus Principal, District Counselor, and Superintendent	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Fort Hancock ISD 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.

Performance Objective 5: Counseling Responsive Services (SWP CIP) - The BME counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include: * 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

Evaluation Data Sources: Documentation :Counselor Records - 05/25: Counselor records indicate that referrals to counselor have decreased as compared to the previous year.

Strategy 1 Details	Reviews			
Strategy 1: The BME counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on: * 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 Strategies. Strategy's Expected Result/Impact: Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. Staff Responsible for Monitoring: Campus Principal and District Counselor	Formative			Summative
	Jan	Mar	June	Aug
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle. Staff Responsible for Monitoring: Campus Principal and District Counselor	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Fort Hancock ISD 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.

Performance Objective 6: 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. *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.

Evaluation Data Sources: Documentation :School Records - 05/25: All students complete school with ideas of potential careers and goals to prepare themselves for successful postsecondary opportunities.

Strategy 1 Details	Reviews			
Strategy 1: The Counselor will be responsible for sharing information with students, students' teachers and students' parents regarding career choices and opportunities to be prepared for success beyond high school. (Class lessons, Career Day, College visits, Health Fair, etc.) Strategy's Expected Result/Impact: Students will demonstrate positive attitudes and willingness to be accountable for present and future actions and accomplishments. Staff Responsible for Monitoring: Principals and District Counselor	Formative			Summative
	Jan	Mar	June	Aug
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Students will demonstrate positive attitudes and willingness to be accountable for present and future actions and accomplishments. Staff Responsible for Monitoring: Campus Principal and District Counselor	Formative			Summative
	Jan	Mar	June	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Benito Martinez Elementary

Total SCE Funds: \$196,232.00

Total FTEs Funded by SCE: 3.41

Brief Description of SCE Services and/or Programs

Program Eligibility Criteria Meeting any of the state-adopted criteria for being at risk of dropping out of school [TEC §29.081(d)] Program Description The Instructional aides will be working under the direct supervision of the certified regular education teachers assigned. The aides will provide small groups and individualized assistance to students meeting the state-adopted at-risk criteria. The aides will have assessment data available as a resource tool in determining with which skills students need supplemental assistance. The Instructional aides will be apprised of each student's unique learning style so that the instructional assistance is modified as appropriate. The aides will be provided with appropriate professional development training either by the foundation teachers, or as a part of the campus professional development program. Along with the teachers, the aides will consult with parents, sharing ideas on how they may participate in assisting their students in the acquisition of developmental skills. Supplemental counseling services will be available to students on an as-needed basis.

Personnel for Benito Martinez Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bridget Hernandez	Aide	1
Erika Molina	Teacher	0.91
Jessica Ceballos	Teacher	0.5
Refugio Grajeda	Aide	1

Campus Planning Committee

Committee Role	Name	Position
Classroom professional	Yahaira Ponce	Teacher
Classroom professional	Erica Molina	Teacher
Classroom professional	Cacelia Aceves	Teacher/Instructional Coach
Non-classroom Professional	Maria Rubio	Secretary
Paraprofessional	Refugio Grajeda	Instructional Aide
Classroom Teacher	Rita Moreno	Special Education Teachar
District-level Professional	Christine Robledo	504/GT/Dyslexia Coordinator
Non-classroom Professional	Cassandra Santillan	District Health Care Specialist
Non-classroom Professional	Teresa Gonzalez	School Counselor/SHAC Representative
Administrator	Cindy Contreras	Principal

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	District Behavioral Health Team	9/12/2024	Yvonne Samaniego	11/11/2024
Child Abuse and Neglect	District Mental Health Team	9/12/2024	Yvonne Samaniego	11/11/2024
Coordinated Health Program	SHAC Committee	10/30/2024	Yvonne Samaniego	11/12/2024
Decision-Making and Planning Policy Evaluation	Superintendent	11/13/2024	Yvonne Samaniego	11/12/2024
Disciplinary Alternative Education Program (DAEP)	Superintendent	11/13/2024	Yvonne Samaniego	11/12/2024
Dropout Prevention	Principals	11/13/2024	Yvonne Samaniego	11/12/2024
Dyslexia Treatment Program	Dyslexia Coordinator	9/2/2024	Yvonne Samaniego	11/12/2024
Title I, Part C Migrant	Federal Programs Director	8/6/2024	Yvonne Samaniego	11/7/2024
Pregnancy Related Services	Health Specialist	8/7/2024	Yvonne Samaniego	11/12/2024
Post-Secondary Preparedness	Principals	8/7/2024	Yvonne Samaniego	11/12/2024
Recruiting Teachers and Paraprofessionals	HR Department	8/7/2024	Yvonne Samaniego	11/12/2024
Student Welfare: Crisis Intervention Programs and Training	District Mental Health Team	10/30/2024	Yvonne Samaniego	11/12/2024
Student Welfare: Discipline/Conflict/Violence Management	District Behavioral Health Team	9/12/2024	Yvonne Samaniego	11/12/2024
Texas Behavior Support Initiative (TBSI)	Federal Programs Director	8/28/2024	Yvonne Samaniego	11/12/2024
Technology Integration	Director of C&I	8/7/2024	Yvonne Samaniego	11/12/2024