

Fort Hancock Independent School District

Ft Hancock High School

2024-2025 Campus Improvement Plan



Mission Statement

Fort Hancock High School will create an educational community to empower our students through a variety of learning experiences that promote critical thinking, affirm individuality and inspire lifelong achievement.

Vision

Fort Hancock High School students will graduate as confident independent thinkers with the tools necessary to positively impact our society in an ever-changing world.

School Motto

Success for ALL!

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	8
Student Learning	9
School Processes & Programs	13
Perceptions	14
Priority Problem Statements	16
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: Parents and community members will be full partners with educators in the education of Fort Hancock High School students. (SWP CIP) [TEC SS4.001 (b)(1)]	19
Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(2)(4)]	27
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. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(6)(9)]	53
Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CIP, EPE) [TEC SS4.001 (b)(10)]	55
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. (SWP CIP) [TEC SS4.001 (b)(8), SS11.252(3)(B)(E), SS11.253(8)]	58
Campus Planning and Decision Making Committee	64

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

CARL PERKINS COMPREHENSIVE NEEDS ASSESSMENT

Evaluate student performance on federal accountability indicators.

1. Identify the Perkins performance accountability indicator targets not being met at the LEA level.

- | | |
|--|---|
| <input type="checkbox"/> 1S1: Four-Year Graduation Rate | <input type="checkbox"/> 3S1: Postsecondary Placement |
| <input type="checkbox"/> 1S2: Extended Graduation Rate | <input checked="" type="checkbox"/> 4S1: Non-traditional Program Enrollment |
| <input type="checkbox"/> 2S1: Academic Proficiency in Reading/Language Arts | <input type="checkbox"/> 5S1: Attained Recognized Postsecondary Credential |
| <input checked="" type="checkbox"/> 2S2: Academic Proficiency in Mathematics | <input checked="" type="checkbox"/> 5S4: CTE Completer |
| <input checked="" type="checkbox"/> 2S3: Academic Proficiency in Science | <input type="checkbox"/> All Perkins performance accountability indicator targets have been met at the LEA level. |

2. ☒ 2021-2022 LEA baseline data and state baseline data have been reviewed in TEAL and LEA will include strategies for improvement in the local application that address areas of low performance.

3. Compare the performance of CTE Learners with non-CTE Learners on accountability indicators. **Include possible explanations for any differences.**

When comparing the CTE Learners with Non-CTE Learners on accountability indicators, our district Non-CTE learner's performance was lower than our district CTE learners in the areas of: 1S1, 2S2, 2S3, 3S1, 5S1. Thus, our CTE Learners performance was better than the performance of non-CTE learners. The four-year graduation rate for CTE Learners was 100% while that of non-CTE learners was at 66.7% (4 out of 6). The passing rate for CTE Learners in 2S2 was at 70% (21 out of 30) and the number of non-CTE learners passing rate was 33.3% (2 out of 6). The state passing percentage for CTE Learners was 71% while the Non-CTE rate was 52.5%. Thus, the state non-CTE rate was also lower. We must also account for students who tested Algebra while in the 8th grade excluding them from this sample. The LEA's CTE Learners had a passing rate of 62.1% (18 out of 29) in Science while the passing rate for non-CTE learners was 57.1% (4 out of 7). The state passing rate for non-CTE learners was 57.3%, so the LEA's percentage was close to the state percentage. For 3S1, the percentage for CTE Learners was 71% (22 out of 31) and 30% (3 out of 10) for non-CTE learners. In 5S1, the percentage for CTE Learners was 50 % (15 out of 30) and 0% (0 out of 4) for non-CTE learners. Due to the small numbers within the samples, one student would have changed the percentage significantly. The increase of one more non-CTE learner would have made a significant change in the percentages.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

4. Compare the performance of each special population in the CTE program with the performance of all CTE Learners at the LEA level. **List the strategies to be implemented that will address the underperformance within special populations.**

For indicators 2S2, 2S3, 3S1, 5S1 CTE learners with disabilities, CTE English Learners, and CTE learners preparing for non-traditional fields performed lower than all CTE learners. CTE learners from Economically Disadvantaged families performed lower in 2S3 than all CTE learners. The number of CTE learners in the district was 30 students. Of these 30 students, 3 were learners with disabilities, 10 were English learners, 27 learners were from economically disadvantaged families and 4 were learners preparing for non-traditional fields. Because of the large discrepancy in the number of students within each subgroup, failure of even one student has a substantial impact of indicator percentages. Identification of the students within each subgroup is essential. Interventions can then be implemented with these students to ensure improvement thus helping to improve percentages. Improvement of even one student can impact percentages. In identifying students, it is important to note whether students belong to multiple special populations. Helping these students to improve will help improvement in multiple subgroups.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

5. Describe how CTE Learners from different genders, races, and ethnicities are performing in the CTE programs at the LEA level. **List the strategies to be implemented that will address the underperformance within different genders, races, and ethnicities.**

When looking at the performance of CTE learners from different genders, races, and ethnicity against the performance of all district CTE learners, only two groups showed lower performance. Both Male CTE learners and white CTE learners performed lower than all district CTE Learners in the following indicators: 2S2, 2S3, 3S1, 5S1. Improvement within the mathematics and science areas can be targeted by identifying the male students who struggled in that area. The ethnic group who also struggled in this area (White) only contained one student. In providing this one student with targeted instruction, would eliminate the low performance within the math and science and raise the percentage for males by 7.7%. In order to impact post-secondary placement, the LEA will enlist the assistance of the counselor in promoting post-secondary attendance to both students and parents. This will be done through campus visits, presentations, and academic counseling. In order to increase the number of post-secondary certifications, an intervention program will be implemented to help students prepare for certification exams. LEA will provide multiple opportunities for students to obtain IBC's.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

Evaluate the core elements required for a state-approved program of study as well as meet the state's definition of size, scope and quality.

1. Based on the LEA's high school enrollment, describe how the number of programs of study offered align with the number of students who could potentially be served.

Our district currently has approximately 388 students in grades PK – 12. Our district consolidated the middle school campus and the high school campus and we currently have an enrollment of 172 students in grades 7-12. Our secondary campus (7-12) currently offers classes in 3 career clusters and 3 programs of study. Since the LEA's enrollment is less than 500 students, the LEA is above the minimum requirement of 1 program of study. The secondary campus is on a 6 weeks grading period and is on a semester schedule. This alignment allows students the opportunity to complete a program of study within 4 years. During the 2020-2021 school year, 124 students participated in the CTE programs of study. In the 2021-2022 school year, there were 119 CTE participants.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

2. Describe the involvement of the required advisory committee members in the growth and improvement, implementation, and phasing out/closure of CTE programs of study. (Advisory committee member representatives: including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals, career and technical education programs at postsecondary educational institutions, including faculty and administrators, the local workforce development boards and a range of local or regional businesses or industries, parents and students, representatives of special populations, representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth, representatives of Indian Tribes and Tribal organizations in the state, where applicable)

Our LEA partners with El Paso Community College to offer dual credit course to our students which align with student's educational degree plans. Phasing out any of the current programs of study is not being considered and would only occur if the programs of study were no longer in demand for the skills within the labor market. The regional labor market information lists our current programs of study with a growth rate of 43% for Business Management, 19% for welding, and 15% for Graphic Design & Multimedia Arts. The current Career Clusters offered at the LEA are still identified by the Labor Market as High in the Growth Wage Category.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

3. Identify any gap areas between opportunities for CTE Learners to participate in work-based learning and complete advanced academic courses compared to non-CTE learners (participant, explorer).

It is the LEA's intent to provide opportunities to all of its students. Due to our geographical location, there are challenges when it comes to work-based learning opportunities. Another challenge is the limited amount of businesses located in our rural area. Participating in a work-based learning opportunity would require students to travel a minimum of 30 minutes. The need for travel thus limits participation to students who have a driver's license and can drive to work or students whose parents are able to drive them to work. The largest employer in the area is the LEA. The challenges faced by students affect both the CTE Learners and the non-CTE learners when it comes to obtaining employment. The partnership with El Paso Community College allows students the opportunities to complete advanced academic courses. This opportunity is for all students both CTE Learners as well as non-CTE learners.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

4. Explain how the LEA will work with employers to develop or expand work-based learning opportunities for CTE students.

The LEA will continue to work with ESC to allow student to attend trainings (camps) that may be offered either at the service center, or at a partner site. The counselor will work to adjust graduations plans so that upper level CTE students will have the flexibility in their class schedules to finish classes early and have the opportunity for work-based learning. Counselor will also stay in contact with local businesses as to new opportunities that may arise related to current programs of study and meaningful work-based learning opportunities.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

5. Explain how the LEA will expand Advanced Academic learning opportunities for CTE students.

The LEA will continue with its partnership with El Paso Community College in offering advanced academic learning opportunities for CTE students. LEA has signed an MOU with McMurry University to provide an additional opportunity for CTE students to participate in advanced academic learning. Although the LEA is so small to implement a PTECH program, the LEA will attempt to initiate some of the components of the PTECH program.

TEA Use Only

CTE Review: ☒ Accept ☐ Decline Pending Edits

Demographics

Demographics Summary

Ft Hancock High School is the secondary campus for Fort Hancock ISD. FHHS is located in Hudspeth County, Texas and are approximately 50 miles east of El Paso. Our campus serves students in grades 7-12. Our current student enrollment is at 164. We have a Title I Schoolwide program. This year our emergent bilingual population is 45.4%. We service our Emergent Bilingual students through an ESL pull-out program. Our Special Education population is 7.36%. Our SPED program instructional setting includes mainstream, resource room, speech and occupational therapy. Our migrant population is 4.29%. We have 81 female students and 82 male students. 96.93% of our student population is Hispanic. We have a 0% drop-out rate and a 100% graduation rate. The ethnicity of our teachers is as follows: 67% are Hispanic, 27% are White, 7% are African American. 100% of our teachers and instructional aides are highly qualified.

Demographics Strengths

- The student population of our campus/district is 100% Title I schoolwide which enables our funding source to serve the needs of all students.
- Bilingual funds are used 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 and cultural misunderstandings, increases access to role models and mentors and fosters student engagement in classroom activities.
- We have a 0% drop-out rate and a 100% graduation rate.
- Being a small community allows school personnel to inform parents of the importance of staying in school. Working together with parents, families and communities provides authentic opportunities to make all of our students academically prepared to meet state and federal accountability.
- Campus offers students 3 programs of study with the opportunity to earn IBC's

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our RLA and Mathematics scores for Emergent Bilingual and Special Education Students are our lowest performing sub-populations. **Root Cause:** High quality instructional materials in RLA and Mathematics have not been purchased to address deficiencies of students who are not performing at grade level.

Student Learning

Student Learning Summary

Our student STAAR/EOC scores for 2023-2024 with 2022-2023 comparison.

2023-24 STAAR Performance

FORT HANCOCK H S (115901004) - FT HANCOCK ISD - HUDSPETH COUNTY

	School Year	State	Campus	Hispanic	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level						
Grade 7 Reading						
At Approaches Grade Level or Above	2024	74%	72%	74%	69%	68%
	2023	78%	-	-	-	-
Grade 7 Mathematics						
At Approaches Grade Level or Above	2024	56%	55%	56%	50%	58%
	2023	63%	-	-	-	-
Grade 8 Reading						
At Approaches Grade Level or Above	2024	81%	73%	79%	75%	76%
	2023	83%	-	-	-	-
Grade 8 Mathematics						
At Approaches Grade Level or Above	2024	72%	29%	32%	29%	31%
	2023	76%	-	-	-	-
Grade 8 Science						
At Approaches Grade Level or Above	2024	70%	73%	79%	75%	76%
	2023	74%	-	-	-	-
Grade 8 Social Studies						
At Approaches Grade Level or Above	2024	60%	23%	25%	17%	19%
	2023	62%	-	-	-	-
End of Course English I						
At Approaches Grade Level or Above	2024	70%	64%	63%	63%	58%
	2023	72%	72%	70%	71%	60%
End of Course English II						
At Approaches Grade Level or Above	2024	75%	74%	72%	72%	62%
	2023	74%	65%	65%	66%	59%
End of Course Algebra I						
At Approaches Grade Level or Above	2024	81%	78%	78%	77%	72%
	2023	79%	94%	94%	94%	92%
End of Course Biology						
At Approaches Grade Level or Above	2024	91%	87%	86%	86%	83%
	2023	88%	93%	93%	92%	91%
End of Course U.S. History						
At Approaches Grade Level or Above	2024	96%	96%	96%	96%	95%
	2023	94%	96%	96%	96%	94%
SAT/ACT All Subjects						
At Approaches Grade Level or Above	2024	88%	67%	67%	67%	-
	2023	90%	88%	88%	*	*

2023-24 College, Career, and Military Readiness (CCMR)

FORT HANCOCK H S (115901004) - FT HANCOCK ISD - HUDSPETH COUNTY

Academic Year	State	Campus
2022-23	48.4%	58.1%
2021-22	42.2%	47.1%
Dual Course Credits in Any Subject (Annual Graduates)		
2022-23	23.6%	41.9%
2021-22	24.0%	41.2%
Dual Course Credits or Onramps Course Credits (Annual Graduates)		
2022-23	25.2%	41.9%
2021-22	-	41.2%
Career / Military Ready Graduates		
Career or Military Ready (Annual Graduates)		
2022-23	39.5%	38.7%
2021-22	33.5%	50.0%
Approved Industry-Based Certification (Annual Graduates)		
2022-23	33.4%	25.8%
2021-22	28.0%	44.1%
Graduates with Level I or Level II Certificate (Annual Graduates)		
2022-23	0.8%	0.0%
2021-22	0.7%	0.0%
Graduates with Industry-Based Certification or Level I or Level II Certificate (Annual Graduates)		
2022-23	33.8%	25.8%
2021-22	-	44.1%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)		
2022-23	2.7%	0.0%
2021-22	2.5%	0.0%
U.S. Armed Forces Enlistment (Annual Graduates)		
2022-23	0.6%	9.7%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)		
2022-23	5.6%	12.9%
2021-22	5.0%	8.8%

2023-24 Attendance, Graduation, and Dropout Rates

FORT HANCOCK H S (115901004) - FT HANCOCK ISD - HUDSPETH COUNTY

	State	Campus	Hispanic	Special Ed	Econ Disadv	EB/EL
Attendance Rate						
2022-23	93.3%	94.8%	94.8%	94.9%	94.9%	95.4%
2021-22	92.2%	93.4%	93.4%	91.9%	93.5%	93.5%
Chronic Absenteeism						
2022-23	20.3%	11.3%	10.6%	0.0%	9.2%	8.8%
2021-22	25.7%	22.3%	22.5%	30.8%	22.7%	24.6%
Annual Dropout Rate (Gr 7-8)						
2022-23	0.8%	-	-	-	-	-
2021-22	0.7%	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)						
2022-23	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2021-22	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%

Student Learning Strengths

- High Quality Instructional Materials (HQIM) in RLA and Mathematics has been purchased. Research Based Instructional Strategies (RBIS) training is being done district wide in the areas of RLA and Mathematics with content teachers, SPED teachers as well as administrators in order to create instructional frameworks for RLA and Mathematics. This work is being guided by E3 Alliance who are our TEA approved service providers. Students now have access to grade-appropriate assignments and are afforded access to instruction that asks them to think and engage deeply with challenging material.
- The rest of our content areas continue to use the TEKS Resource System Curriculum along w/the TExGuides and Implementing TEKSRS+.
- We have partnered with E3 Alliance since 2021-2022 SY to develop district-wide research-based best practices. The implementation of our Ft. Hancock ISD playbook enables students to receive consistent instructional strategies from content to content, from teacher to teacher and from year to year.
- Our campus was an RSSP recipient. We started The Resilient Schools Support Program in 2021-2022 and completed our final year of support through the TCLAS grant in the 2023-2024 school year. This program provides expert support to help our campus plan for and implement top COVID recovery and learning acceleration strategies. As a result, we have prioritized planning time for teachers through a modified class schedule to give PLC time to teachers in order to plan together and better focus on meeting student needs. This RSSP work has also allowed for a unified walkthrough form district wide which allows for just-in-time teacher feedback and coaching. Documents and procedures have also been created which allows students to reflect on their own learning and to set individualized goals with their teachers.

Problem Statements Identifying Student Learning 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:** High quality instructional materials in RLA and Mathematics have not been purchased to address deficiencies of students who are not performing at grade level.

School Processes & Programs

School Processes & Programs Summary

High Quality Instructional Materials (HQIM) in RLA and Mathematics have been purchased. Research Based Instructional Strategies (RBIS) training is being done district wide for RLA, Mathematics. Content teachers, SPED teachers as well as administrators are working to create instructional frameworks for RLA and Mathematics. This work is being guided by E3 Alliance who are our service providers. Students now have access to grade-appropriate assignments and are afforded access to instruction that asks them to think and engage deeply with challenging material.

The rest of our content areas continue to use the TEKS Resource System Curriculum along w/the TExGuides and Implementing TEKSRS+.

The district has partnered with E3 Alliance since 2021-2022 SY to develop district-wide research-based best practices. The implementation of our Ft. Hancock ISD playbook on the high school campus enables students to receive consistent instructional strategies from content to content, from teacher to teacher and from year to year.

Our secondary campus is a RSSP recipient. We started The Resilient Schools Support Program in 2021-2022 and completed our final year of support through the TCLAS grant in the 2023-2024 school year. This program provides expert support to help our campus and district plan for and implement top COVID recovery and learning acceleration strategies. This has allowed our campus/district to prioritize planning time for teachers through a modified class schedule which gives daily PLC time to teachers in order to plan together and better focus planning on meeting student needs. Through the work of the RSSP we have crated a unified walkthrough form district wide which allows for just-in-time teacher feedback and coaching. Documents and procedures have also been created which allows students to reflect on their own learning and to set individualized goals with their teachers.

School Processes & Programs Strengths

- District wide coordination of curriculum, programs and professional development in order to align instruction and interventions
- Ongoing collaboration among campuses via PLCs
- 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: Our RLA and Mathematics scores for Emergent Bilingual and Special Education Students are our lowest performing sub-populations **Root Cause:** High quality instructional materials in RLA and Mathematics have not been purchased to address deficiencies of students who are not performing at grade level.

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 in. 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. The results include the Middle School responses which at the time included grades 6-8. These are the results:

School Climate Survey: Secondary (brief version)

Fort Hancock Ms
Fort Hancock, Texas

School Years: 2022 - 2022
Survey Closed: 6/1/2023

*N=Number of respondents

Climate Survey Items	6/01/23 N=95
1. I like school	2.43
2. I feel successful at school	2.57
3. I feel my school has high standards for achievement	2.72
4. My school sets clear rules for behavior	3.06
5. Teachers treat me with respect	3.2
6. The behaviors in my class allow the teachers to teach	2.49
7. Students are frequently recognized for good behavior	2.41
8. School is a place at which I feel safe	2.42
9. I know an adult at school that I can talk with if I need help	3.02
Overall Mean Score:	2.7

School Climate Survey: Secondary (brief version)

Fort Hancock Hs
Fort Hancock, Texas

School Years: 2022 - 2022
Survey Closed: 6/1/2023

*N=Number of respondents

Climate Survey Items	6/01/23 N=98
1. I like school	2.54
2. I feel successful at school	2.73
3. I feel my school has high standards for achievement	2.59
4. My school sets clear rules for behavior	2.99
5. Teachers treat me with respect	3.27
6. The behaviors in my class allow the teachers to teach	2.88
7. Students are frequently recognized for good behavior	2.65
8. School is a place at which I feel safe	2.64
9. I know an adult at school that I can talk with if I need help	2.74
Overall Mean Score:	2.78

Perceptions Strengths

According to our survey, these are the two highest scoring questions among students in grades 6-8 and 9-12.

GRADES 6-8:

Students perception is that -"I feel I know an adult at school that I can talk to if I need help" (3.02) and "My school sets clear rules for behavior" (3.06)

GRADES 9-12:

Students perception is that - "My teachers treat me with respect (3.27) and "My school sets clear rules for behavior" (2.99)

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 culture (3.54) .

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 or our students.

Priority Problem Statements

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

Root Cause 1: High quality instructional materials in RLA and Mathematics have not been purchased to address deficiencies of students who are not performing at grade level.

Problem Statement 1 Areas: Student Learning

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 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- 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
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course 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
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- 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
- Study of best practices

Goals

Goal 1: Parents and community members will be full partners with educators in the education of Fort Hancock High School students. (SWP CIP) [TEC SS4.001 (b)(1)]

Performance Objective 1: Fort Hancock ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

Evaluation Data Sources: Parent Involvement Records - 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. (i.e Sign- in sheets)

Strategy 1 Details	Reviews		
Strategy 1: The policy will describe how the district will: involve parents and family members in developing the local plan, provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement, coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs, conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and use the findings of such evaluation to design strategies for more effective parental involvement. Strategy's Expected Result/Impact: Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. Staff Responsible for Monitoring: Campus Principal & Designee	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The Parent and Family Engagement Policy is developed and reviewed by campus principal, counselor, and parent liaison. The policy is available at the campus office and on the district website. The Policy is distributed in English and Spanish. Strategy's Expected Result/Impact: Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. Staff Responsible for Monitoring: Campus Principal & Designee	Formative		Summative
	Jan	Mar	June

Strategy 3 Details		Reviews		
<p>Strategy 3: The campus will actively recruit the participation of a diverse population of parents. The meetings will be scheduled at a convenient time and location and at various times to allow parents multiple opportunities to attend. Parents will be invited to come, and a Public Notice will be posted. Parent and Family Engagement Meetings will be held during the week in the mornings during the school day. Stakeholders are notified through the Fort Hancock ISD Website, marquee postings, conferences, phone calls, home visits, and letters from the district and campus in English and Spanish. Information will also be provided through ClassDojo and Blackboard Connect, which are community message systems. This technology ensures that parents and students are notified of activities in a timely manner.</p> <p>Strategy's Expected Result/Impact: Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.</p> <p>Staff Responsible for Monitoring: Campus Principal & Designee</p>		Formative		Summative
		Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 1: Parents and community members will be full partners with educators in the education of Fort Hancock High School students. (SWP CIP) [TEC SS4.001 (b)(1)]

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

Evaluation Data Sources: Parent Involvement Records (Sign in sheets) will indicate that more parents and community members were involved in the the education of students.

Strategy 1 Details	Reviews		
Strategy 1: Parents will be notified of schoolwide programs and supports that are available to students. Strategy's Expected Result/Impact: Parents will be better informed about program goals and expectations as they pertain to their child's education. Staff Responsible for Monitoring: Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 1: Parents and community members will be full partners with educators in the education of Fort Hancock High School students. (SWP CIP) [TEC SS4.001 (b)(1)]

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 - Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

Strategy 1 Details	Reviews		
Strategy 1: This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand (English and Spanish). The compact is discussed, at least annually, at Parent-Teacher conferences and/or Parent Round-Ups. Strategy's Expected Result/Impact: Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. Increased and improved student performance as a result of increased parent participation. Staff Responsible for Monitoring: Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Conferences, School Visits, Phone Calls, and Home Visits -Parent/Teacher conferences will be scheduled throughout the year at the parent's convenience as needed. Teachers will contact each student's parent at least once a year, with parents of struggling students contacted more frequently. 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 are made to communicate with hard-to-reach parents. Strategy's Expected Result/Impact: Increased student performance as a result of increased parent participation. Staff Responsible for Monitoring: Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>			

Goal 1: Parents and community members will be full partners with educators in the education of Fort Hancock High School students. (SWP CIP) [TEC SS4.001 (b)(1)]

Performance Objective 4: Parent and Community Support Organizations - Fort Hancock High School 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 - Increase in the participation of parents and community members in the educational system of Fort Hancock High School students.

Strategy 1 Details		Reviews		
Strategy 1: Events include: * Open House, *Meet the Teacher, * Student Orientations, * SHAC Meetings, * Monthly Parent Meetings, * Volunteer Opportunities to include assisting teacher in classrooms and Red Ribbon Week activities; and participating in after school activities and extracurricular activities. Strategy's Expected Result/Impact: Parents as full partners in the education of Fort Hancock ISD students. Staff Responsible for Monitoring: Campus Principal(s) & Designee Parental Involvement Liaison		Formative		Summative
		Jan	Mar	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

Goal 1: Parents and community members will be full partners with educators in the education of Fort Hancock High School students. (SWP CIP) [TEC SS4.001 (b)(1)]

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: Documentation: Parent involvement records, sign in sheets -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 and 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, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement. Strategy's Expected Result/Impact: Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner. Staff Responsible for Monitoring: Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Teachers, support personnel, principals, and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school. Strategy's Expected Result/Impact: Campus will support parents engagement in their student's education by being solicited to participate in a meaningful and informed manner. Staff Responsible for Monitoring: Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: 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 their student's education by being solicited to participate in a meaningful and informed manner. Staff Responsible for Monitoring: Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: Parents and community members will be full partners with educators in the education of Fort Hancock High School students. (SWP CIP) [TEC SS4.001 (b)(1)]

Performance Objective 6: Campus Planning and Decision Making Committee (CPDMC) - As directed by Board policy, the CPDMC will be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. [TEC 11.251(d)]

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

Strategy 1 Details		Reviews		
<p>Strategy 1: The CPDMC is made up of members of the Fort Hancock High School staff, parent representatives, business representatives, and community members. Parents are selected to be members by campus administrators for one-year terms. The CPDMC will meet periodically to discuss plans, progress, and ideas for improving the education and environment at Fort Hancock High School. TEC 11.251(b)] Each school year, the principal, with the assistance of the CPDMC, will review and revise the Campus Improvement Plan (CIP) to improve student performance for all student populations [TEC 11.253(c)]. The CPDMC will review/revise the CIP. The CIP will be available at the campus office and on the district website. The CIP will be distributed in English.</p> <p>Strategy's Expected Result/Impact: Fort Hancock High School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus. 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 FHHS CPDMC will support the DPDMC in the best interest of students.</p> <p>Staff Responsible for Monitoring: CIP: Campus Principal(s) DIP: Superintendent, Associate Superintendent & Campus Principals</p>		Formative		Summative
		Jan	Mar	June
Strategy 2 Details		Reviews		
<p>Strategy 2: The CPDMC will play an integral role in the planning, development, and evaluation of the educational system of Fort Hancock High School.</p> <p>Through the activities of the CPDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Fort Hancock High School. Parents will be notified of the special programs and support programs available to their students.</p> <p>Strategy's Expected Result/Impact: A CIP is a living document that provides guidance to the implementation of the educational system and support components of Fort Hancock High School. 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 FHHS CPDMC will support the DPDMC in the best interest of students.</p> <p>Staff Responsible for Monitoring: CIP: Campus Principal(s) DIP: Superintendent, Associate Superintendent & Campus Principals</p>		Formative		Summative
		Jan	Mar	June



No Progress



Accomplished



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Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(2)(4)]

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 program; and reviewing the professional and paraprofessional staff available. - District performance objectives are based on data available through the comprehensive needs assessment process.

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

Strategy 1 Details	Reviews		
Strategy 1: Assessments are given at the beginning of the year to determine student performance levels. These assessments include STAAR/EOC Reading Language Arts, Mathematics, Science, and Social Studies. Throughout the year, interim testing, classroom assessments, released STAAR/EOC exams, and benchmark assessments are administered to evaluate student progress. Assessments are used to identify student weaknesses and target instruction through data collection and review in the content area. Research-based strategies and "Best Practices" will be implemented to increase students' abilities to read and write with greater depth in all content areas. Writing across the curriculum will be implemented through techniques such as Interactive Notebooks and Journal. Teachers will post daily content and language objectives so that students are aware of the learning expectations during each lesson. Content area instruction, assessment and resources are aligned using High Quality Instructional Materials (Study Sync in RLA and Carnegie in Math) and the TEKS Resource System is used in Science & Social Studies. Instructional coaches will assist the campus faculty with modeling sessions, walkthroughs, and professional learning teams. Eduphoria Aware will continue to be used to analyze student progress and improve classroom assessments. Strategy's Expected Result/Impact: Increased and improved student achievement. Staff Responsible for Monitoring: Campus Principal(s) , Designee, FHISD Federal Programs Director	Formative		Summative
	Jan	Mar	June

0% No Progress

100% Accomplished

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Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(2)(4)]

Performance Objective 2: Federal and State Mandated Testing Program - Fort Hancock High School participates in the State-Developed Testing Program that is consistent with the regulations of ESSA. The State of Texas Assessments of Academic Readiness STAAR tests will measure Math and Reading (grades 7 - 8), Science (grade 8), and Social Studies (grade 8). STAAR End of Course Exams will be administered to students in grades 9 - 12 in Algebra I, English I, English II, Biology and U. S. History. Algebra I will also be offered to 8th graders taking the Algebra I course. 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 : 81% of students in grades 7 - 8 will pass the appropriate grade-level STAAR RLA tests. 71% of students in grades 9- 12 will pass the STAAR EOC English I and 83% of students in grades 10 - 12 will pass the STAAR EOC English II exams. 81% of students in grades 7 - 8 will pass the appropriate grade-level STAAR Math tests. 72% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam. 87% of students in grade 8 will pass the STAAR Science test. 79% of students in grades 9 - 12 will pass the STAAR EOC Biology exam. 73% of students in grade 8 will pass the STAAR Social Studies test. 95% of students in grades 11 - 12 will pass the STAAR EOC U. S. History exam.

Strategy 1 Details		Reviews		
Strategy 1: Evaluation of Program Effectiveness (SWP EPE) - Fort Hancock High School will utilize data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Fort Hancock High School will annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. Strategy's Expected Result/Impact: Program improvements are implemented to ensure that all targeted student groups show improvement on STAAR/EOC tests. Staff Responsible for Monitoring: Campus Principal(s) & Designee		Formative		Summative
		Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(2)(4)]

Performance Objective 3: Foundation Program (SWP CNA, CIP) - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's TEKS that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.





Evaluation Data Sources: Criterion-Referenced Test :81% of students in grades 7 - 8 will pass the appropriate grade-level STAAR RLA tests. 71% of students in grades 9- 12 will pass the STAAR EOC English I and 83% of students in grades 10 - 12 will pass the STAAR EOC English II exams.
81% of students in grades 7 - 8 will pass the appropriate grade-level STAAR Math tests. 72% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam.
87% of students in grade 8 will pass the STAAR Science test. 79% of students in grades 9 - 12 will pass the STAAR EOC Biology exam.
73% of students in grade 8 will pass the STAAR Social Studies test. 95% of students in grades 11 - 12 will pass the STAAR EOC U. S. History exam.

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 design an educational system that is data driven for each individual student. In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An ongoing monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need. Strategy's Expected Result/Impact: Program improvements are implemented to ensure that all targeted student groups show improvement on STAAR tests. Staff Responsible for Monitoring: Campus Principal(s) & Designee		Formative		Summative
		Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(2)(4)]

Performance Objective 4: Intervention Program - ELAR and Math intervention will be provided to students in grades 7 - 12 to mitigate learning loss.

Evaluation Data Sources: Informal Assessment: Classroom Assessments - - 70% of students will pass campus benchmark tests. Criterion-Referenced Test STAAR Tests - - 81% of students in grades 7-8 will pass STAAR RLA, 71% of students in grades 9 - 12 will pass the STAAR EOC English I and 83% of students in grades 10 - 12 will pass the STAAR EOC English II exams. 81% of students in grades 7-8 will pass the appropriate STAAR/EOC Math exam, 72% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam. 87% of 8th grade students will pass STAAR Science and 79% of students in grades 9 - 12 will pass the STAAR EOC Biology exam. 73% of 8th grade students will pass the STAAR Social Studies exam and 95% of students in grades 9 - 12 will pass the STAAR EOC U. S. History exam.

Strategy 1 Details	Reviews		
Strategy 1: An instructional aide will provide supplemental one-on-one assistance in ELAR and/or Math for students to mitigate learning loss. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Students in grades 7 - 12 will also be provided intervention days/times during the school year to mitigate learning loss in core subject areas. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(2)(4)]

Performance Objective 5: Accelerated Instruction (SWP CNA, CIP) - Fort Hancock High School uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term. Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081(d) - Revised 2021 or local criteria that have been approved by the school board. Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state's academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.

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

Strategy 1 Details	Reviews		
Strategy 1: STAAR Acceleration - STAAR Acceleration classes in English Language Arts and Reading, Math, Science, and Social Studies are available to students in grades 7 - 12 who are experiencing difficulty in core subject area classes or on the STAAR tests. These classes are offered on a daily basis for 45 minutes or on an as needed basis. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Individualized Instruction - The individualized instruction aide will provide small group and individualized assistance while working under the direct supervision of the certified regular education teachers assigned. The aide will assist students with subject mastery in core subject areas. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Summer School - Students in grades 9 - 12 who have either failed a course or did not meet the standard on a STAAR EOC exam will be provided instruction in English, Math, Science, and Social Studies by certified teachers and aides during a summer session. Summer school duration is four weeks. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June



No Progress



Accomplished



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Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(2)(4)]

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- 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		
<p>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 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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Special Education Teachers, District Diagnostician, District Counselor</p>	Formative		Summative
	Jan	Mar	June

Strategy 2 Details		Reviews		
<p>Strategy 2: Special Education Modifications - 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. Students receiving Special Education services in grades 7 -12 will participate in the Texas Assessment program. The individual student's ARD committee will determine which assessments will be appropriate.</p> <p>a) STAAR (with approved or allowable accommodations)</p> <p>b) STAAR Alternate 2 - will assess students who have significant cognitive disabilities and are receiving specials education services.</p> <p>Strategy's Expected Result/Impact: Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.</p> <p>Staff Responsible for Monitoring: Campus Special Education Teacher(s), Campus Principal, District Diagnostician</p>		Formative		Summative
		Jan	Mar	June
Strategy 3 Details		Reviews		
<p>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 and Occupational Therapy.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus Special Education Teacher(s), Campus Principal, District Diagnostician</p>		Formative		Summative
		Jan	Mar	June
Strategy 4 Details		Reviews		
<p>Strategy 4: Transition Services - Fort Hancock High School provides students with disabilities requisite transition services and plans in keeping with TEC SS29.011, SS29.0111 and TAC SS89.1055. Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program). Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school. When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting. The district will post the transition and employment guide on the district's website in accordance with TEC SS29.0112.</p> <p>Strategy's Expected Result/Impact: Students receive the transition services necessary to be successful in high school.</p> <p>Staff Responsible for Monitoring: Campus Special Education Teacher(s), Campus Principal, District Diagnostician, District TED</p>		Formative		Summative
		Jan	Mar	June

Strategy 5 Details	Reviews		
Strategy 5: 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(s), Campus Special Education Teachers, District Diagnostician and Federal Programs Director	Formative		Summative
	Jan	Mar	June

0%

No Progress

100%

Accomplished

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Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(2)(4)]

Performance Objective 7: Bilingual Program - 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 - - 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 Learners (EL) Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EB/EL. LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 7 - 12. 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, District Counselor, Federal Programs Director		Formative		Summative
		Jan	Mar	June
Strategy 2 Details		Reviews		
Strategy 2: Bilingual Instruction - In compliance with State mandates, Fort Hancock High School conducts Sheltered English Instruction and utilizes ELPS strategies, which integrates language and content instruction. The goal is to provide access to mainstream, grade-level content and to promote the development of English language proficiency. A bilingual 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(s), Campus Bilingual/ESL Teachers, Campus Bilingual Coordinator, District Bilingual Director		Formative		Summative
		Jan	Mar	June

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 EB student: * STAAR * STAAR Spanish * STAAR Alternate 2 * TELPAS * TELPAS ALT. Strategy's Expected Result/Impact: Increased student achievement and mastery of English Staff Responsible for Monitoring: Campus LPAC Committee, Federal Programs Director	Formative		Summative
	Jan	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Fort Hancock High School will provide 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. Staff Responsible for Monitoring: Campus Principal(s) & Designee, Bilingual Director, Campus Bilingual Coordinator, Campus Bilingual/ESL Teachers	Formative		Summative
	Jan	Mar	June
Strategy 5 Details	Reviews		
Strategy 5: Program Reclassification - Reclassification criteria are applicable to students in grades 7 - 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the reclassification notification/parent permission form before a student is reclassified from the Bilingual or ESL program. To be reclassified from a Bilingual or ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English instructional program. Strategy's Expected Result/Impact: Increased student achievement and mastery of English Staff Responsible for Monitoring: Bilingual Director, Campus Principal(s), Campus Bilingual/ESL Teachers	Formative		Summative
	Jan	Mar	June
Strategy 6 Details	Reviews		
Strategy 6: The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful: * English Language Proficiency Assessment: Grades 7 - 12: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing. * State Standardized Reading Assessment: Grades 11, 12: Score at or above 40th percentile on the TEA-approved Norm-Referenced Standardized Achievement Test and Grades 7-8: Meet passing standard on the STAAR RLA test and Grades 9 - 10: Meet passing standard on the STAAR English I or English II EOC tests. * 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	Formative		Summative
	Jan	Mar	June

Strategy 7 Details	Reviews		
<p>Strategy 7: The LPAC will monitor students who are reclassified from the Bilingual program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two-year monitoring period, the student will be reenrolled in the Bilingual or ESL program as prescribed by the LPAC.</p> <p>Strategy's Expected Result/Impact: Increased student achievement and mastery of English</p> <p>Staff Responsible for Monitoring: Campus LPAC Committee</p>	Formative		Summative
	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(2)(4)]

Performance Objective 8: Migrant Program - Fort Hancock ISD provides information and services to students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.

Evaluation Data Sources: Informal Assessment :Classroom Assessments-70% of Migrant students passing formal and informal assessment instruments.

Criterion-Referenced Test :STAAR Reading - 81% of students in grades 7 - 8 will pass the appropriate grade-level STAAR RLA tests. 71% of students in grades 9- 12 will pass the STAAR EOC English I and 83% of students in grades 10 - 12 will pass the STAAR EOC English II exams.

81% of students in grades 7 - 8 will pass the appropriate grade-level STAAR Math tests. 72% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam.

87% of students in grade 8 will pass the STAAR Science test. 79% of students in grades 9 - 12 will pass the STAAR EOC Biology exam. 73% of students in grade 8 will pass the STAAR Social Studies test. 95% of students in grades 11- 12 will pass the STAAR EOC U. S. History exam.

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 7 through 12 who failed one or more sections of the State Assessment, ARD Exempt, absent or were not enrolled in a Texas school during the assessment period of their grade level and have their school interrupted during the previous or current regular school year. Title I, Part C can be utilized only after all other funding sources have been considered and additional services are still needed. All PFS migrant students are provided instructional services as needed to assist them in mastering the state content standards, passing state assessments and accruing credits for on-time graduation. See Migrant PFS Action Plan in the DIP for more information. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal(s) & Designee, Migrant Director		Formative		Summative
		Jan	Mar	June
Strategy 2 Details		Reviews		
Strategy 2: Migrant Services - Instructional arrangements provided to Migrant students will include an after school tutorial session as needed, and summer session for students in grades 7 - 12. Support services are also available for Migrant families. These will include * School supplies * Parent involvement support to include transportation to/from meetings (when needed), light snacks at meetings, and conference registration. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal(s) & Designee, Migrant Director, Parent Liaison		Formative		Summative
		Jan	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: Fort Hancock High School will offer informational meetings to Migrant Education Program (MEP) Parents, and opportunities on how to access resources to better communicate between school and home in ensuring student academic success. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal(s) & Designee, Migrant Director, Parent Liaison		Formative		Summative
		Jan	Mar	June
<div><div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div><div></div><div></div></div><div>Continue/Modify</div></div><div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div></div></div></div>				

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(2)(4)]

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

Evaluation Data Sources: Informal Assessment :100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.
 Criterion-Referenced Test : 81% of students in grades 7 - 8 will pass the appropriate grade-level STAAR RLA tests. 71% of students in grades 9- 12 will pass the STAAR EOC English I and 83% of students in grades 10 - 12 will pass the STAAR EOC English II exams.
 Criterion-Referenced Test :STAAR Math - 81% of students in grades 7 - 8 will pass the appropriate grade-level STAAR Math tests. 72% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam.
 Criterion-Referenced Test :STAAR Science- 87% of students in grade 8 will pass the STAAR Science test. 79% of students in grades 9 - 12 will pass the STAAR EOC Biology exam.
 Criterion-Referenced Test :STAAR Social Studies -05/24: 73% of students in grade 8 will pass the STAAR Social Studies test. 95% of students in grades 11- 12 will pass the STAAR EOC U. S. History exam.

Strategy 1 Details	Reviews		
Strategy 1: Dyslexia Assessment - The district Dyslexia Coordinator coordinates the identification of dyslexia among students with the individual campuses. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing. 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(s) & Designee, District Counselor, Reading Specialist	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Modification for Dyslexia - At Fort Hancock High School, students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. 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: Reading Specialist, Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June



No Progress



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Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(2)(4)]

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 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, use of a calculator, or overlays. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal(s) & Designee, 504 Coordinator	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Environmental accommodations may also be made for students. These will include: early release from class, altering supplies for easier access, changed seating, adapting environment to avoid distractions, providing notebooks for organization, lighting accommodations or non-verbal behavior cues. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal(s) & Designee, 504 Coordinator	Formative		Summative
	Jan	Mar	June
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. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal(s) & Designee, 504 Coordinator	Formative		Summative
	Jan	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: 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 as needed and parents are welcome to attend. Strategy's Expected Result/Impact: Increased student achievement. Staff Responsible for Monitoring: Campus Principal(s) & Designee, 504 Coordinator	Formative		Summative
	Jan	Mar	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>			

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(2)(4)]

Performance Objective 11: Gifted and Talented (G/T) Program - Fort Hancock ISD has adopted a process for identifying and serving G/T students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or 3) excels in a specific academic field.

Evaluation Data Sources: Informal Assessment :Classroom Assessments- 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 - New students go through a nomination and assessment process for G/T identification in October and January that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. These criteria include teacher recommendations and parent nominations. 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: District counselor, G/T Coordinator, Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Director's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class or through a pullout program. 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: District counselor, G/T Coordinator, Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Modification for G/T Students - Multiple strategies are used for High School students who have met the district criteria for G/T. These include cooperative learning, team teaching, hands-on-activities, student presentations, and product-based learning. 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: G/T Coordinator, Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June

Strategy 4 Details		Reviews		
Strategy 4: Dual Credit classes are available for students in grades 9 to 12. These classes include English 1301 and 1302, Government 2305 & 2306, Education 1300, as well as courses in Economics, Sociology, Psychology, and History. These classes are offered through the El Paso Community College (EPCC). 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: District counselor, G/T Coordinator, Campus Principal(s) & Designee		Formative		Summative
		Jan	Mar	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(2)(4)]

Performance Objective 12: Ancillary Services - Fort Hancock ISD provides Ancillary Services or related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.

Evaluation Data Sources: Informal Assessment :Classroom Assessments- 90% of all students will pass EOY benchmark tests.

Strategy 1 Details	Reviews		
Strategy 1: Counseling Services - The School Counselor provides the following services: * 1:1 and small group counseling sessions, * Focused informal groups - behavior, attendance, * Assistance with testing coordination, * STAAR presentations, * Parent Training, and * Individual student planning. Strategy's Expected Result/Impact: The Counseling and Guidance Program will have a positive impact on students, resulting in increased student achievement and reduced drop-out rates. Staff Responsible for Monitoring: District counselor, Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Library and Media Services - A contracted, Certified Librarian conducts the Library-Media Services. Available resources include: * Full-scale Library facilities available to students; * Accelerated Reader Books and Tests; * Computers with internet access; * Electronic encyclopedias and references; and * Interactive Language Arts, Math, Science, and Social Studies resources. Strategy's Expected Result/Impact: The Fort Hancock High School Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups. Staff Responsible for Monitoring: Campus Principal(s) & Designee, District Librarian, Library Staff	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Homeless Services - The Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. The Homeless Liaison will conduct a districtwide training on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Fort Hancock ISD will be in compliance with federal Homeless regulations. Strategy's Expected Result/Impact: Increased student achievement. No student will suffer an interruption in their education because of homelessness Staff Responsible for Monitoring: Homeless Liaison, Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June



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. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(2)(4)]

Performance Objective 13: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC SS4.001(b)(3)]. Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten in Fort Hancock ISD. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials, Summer School, Credit Recovery, and Individualized Assistance to assist them in their academic success.

Evaluation Data Sources: Documentation :School Records - 90% of students will be promoted to the next grade level or obtain a high school diploma and will attain the appropriate credits and graduate from school.

Strategy 1 Details	Reviews		
Strategy 1: Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings. Campus procedures to increase and encourage attendance will include phone calls to parents, conferences at school, and home visits, if needed. Strategy's Expected Result/Impact: Fort Hancock High School will encourage increased student attendance. and maintain student dropout rate of 0% Staff Responsible for Monitoring: Campus Principal(s) & Designee, Attendance Clerk, District Counselor	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Grade level recognition for perfect attendance will be done every six weeks. Attendance incentives offered include certificates, award assemblies, and plaques. Student of the Month will be recognized at the Monthly Board Meeting. Strategy's Expected Result/Impact: Fort Hancock High School will encourage increased student attendance and maintain student dropout rate of 0%. Staff Responsible for Monitoring: Campus Principal(s) & Designee, Attendance Clerk, District Counselor	Formative		Summative
	Jan	Mar	June





Strategy 3 Details	Reviews		
Strategy 3: Credit Recovery Program - Fort Hancock High School provides a credit recovery program during the school day for grades 9 - 12 using Edgenuity, a comprehensive, online coursework system that provides research-based, interactive curriculum while integrating assessments and student management. Credit Recovery allows students the opportunity to regain failed credits and serves as a tool to reduce dropout rates. Students who are having difficulty mastering the TEKS in core subject areas will be able to use this program to receive targeted interventions that extend and support the classroom lessons. This program will also accommodate students with different learning styles by providing multi-dimensional learning opportunities and allow students to work at their own pace outside of the foundation classroom. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Pregnancy Related Services (PRS) - Pregnancy Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if: * the student is pregnant and attending classes on a district campus; *the pregnancy prenatal period prevents the student from attending classes on a district campus and * the pregnancy postpartum period prevents the student from attending classes on a district campus. The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities and coping skills. Strategy's Expected Result/Impact: Students are able to remain in school and complete their education. Staff Responsible for Monitoring: Campus Principal(s) & Designee, District Counselor	Formative		Summative
	Jan	Mar	June
Strategy 5 Details	Reviews		
Strategy 5: Extracurricular Activities - Fort Hancock High School offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure that students develop into goal-oriented and well-rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available. Activities include:* Student council, * National Honor Society, * One Act Play, * UIL Academics, * 4-H, * Athletics, * IT Club, *Esports Strategy's Expected Result/Impact: Students will become more diversified, goal-oriented and well-rounded individuals Staff Responsible for Monitoring: Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(2)(4)]

Performance Objective 14: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC SS4.001(b)(5)(11)]. Career and Technical Education - Fort Hancock ISD offers CTE programs at the secondary level in line with the State’s CTE Goals and the State’s CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student’s education at the postsecondary level. Career Guidance and Counseling (SWP CIP) - The counselors 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: All students complete school with ideas of potential careers and goals to prepare themselves for successful post-secondary opportunities. School records indicate an increase in the number of students enrolled in Career and Technology courses and students earning professional certifications as compared to the previous school year





Strategy 1 Details		Reviews		
Strategy 1: The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.). 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56. 3) The need for students to make informed curriculum choices to be prepared for success beyond high school. 4) Source of information on higher education admissions and financial aid 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits. 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: District Counselor, Campus Principal(s) & Designee		Formative		Summative
		Jan	Mar	June

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 through College Days. 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: District Counselor, Campus Principal(s) & Designee	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula. Strategy's Expected Result/Impact: Students will be exposed to the career opportunities available so that they may make informed decisions regarding their course of study Staff Responsible for Monitoring: Campus Principal(s) & Designee, CTE Teachers	Formative		Summative
	Jan	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Students in the CTE program have the opportunity to pursue a program of study and obtain an industry based certification in Business Management, Welding, or Graphic Design & Interactive Media. Strategy's Expected Result/Impact: Students will be exposed to the career opportunities available so that they may make informed decisions regarding their course of study Staff Responsible for Monitoring: Campus Principal(s) & Designee, District Counselor, CTE teachers	Formative		Summative
	Jan	Mar	June
Strategy 5 Details	Reviews		
Strategy 5: Students may earn endorsements by completing the curriculum requirements for the endorsement, earning 4 credits in math and science, and earning 2 additional elective credits. Fort Hancock ISD offers endorsements in the following areas: * STEM * Business and Industry * Multi-disciplinary Studies. Strategy's Expected Result/Impact: Students will be exposed to the career opportunities available so that they may make informed decisions regarding their course of study. Staff Responsible for Monitoring: Campus Principal(s) & Designee, District Counselor, CTE teachers	Formative		Summative
	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(6)(9)]

Performance Objective 1: Professional Development Program (SWP CNA, CIP) - Through the CPDMC/DPDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district/campus 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 - 04/24: The Principals 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 XIX. * 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(s) & Designee, District Counselor	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Evaluation of Professional Development Program (SWP EPE)- The Fort Hancock High School Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement. Modifications and adjustments will be made as needed to improve student achievement. 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(s) & Designee, C & I Director	Formative		Summative
	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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. (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(6)(9)]

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 Fort Hancock ISD has 100% fully certified faculty in each teaching position, as defined by state law.

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

Strategy 1 Details	Reviews		
Strategy 1: 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(s) & Designee, C & I Director	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: Fort Hancock ISD will provide staff with stipends including high need field stipends, performance stipends, and Reading Academy Stipends to retain fully certified staff and continue to employ existing staff. Strategy's Expected Result/Impact: Retention of teachers and staff. Staff Responsible for Monitoring: Campus Principal(s) & Designee, HR Director	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: 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: High School Principals and HR Director	Formative		Summative
	Jan	Mar	June
Strategy 4 Details	Reviews		
Strategy 4: Core teachers will be eligible for the Teacher Incentive Allotment Strategy's Expected Result/Impact: Retention of high performing teachers Staff Responsible for Monitoring: Campus Principals, Director of C&I and HR Director	Formative		Summative
	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CIP, EPE)
[TEC SS4.001 (b)(10)]

Performance Objective 1: Technology Integrated Curriculum (SWP CIP) - FHHS/Fort Hancock ISD classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab and interactive whiteboards. Mobile labs are also available for use in the classrooms. Ft Hancock ISD will purchase educational technology to mitigate learning loss due to the COVID-19 pandemic.





Evaluation Data Sources: Informal Assessment :Classroom Assessments -

Criterion-Referenced Test :STAAR Reading - 81% of students in grades 7 - 8 will pass the appropriate grade-level STAAR RLA tests. 71% of students in grades 9- 12 will pass the STAAR EOC English I and 83% of students in grades 10 - 12 will pass the STAAR EOC English II exams.

Criterion-Referenced Test :STAAR Math - 81% of students in grades 7 - 8 will pass the appropriate grade-level STAAR Math tests. 72% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam.

Criterion-Referenced Test :STAAR Science- 87% of students in grade 8 will pass the STAAR Science test. 79% of students in grades 9 - 12 will pass the STAAR EOC Biology exam.

Criterion-Referenced Test :STAAR Social Studies - 73% of students in grade 8 will pass the STAAR Social Studies test. 95% of students in grades 11- 12 will pass the STAAR EOC U. S. History exam.

Strategy 1 Details	Reviews		
Strategy 1: The use of instructional software programs, such as Mathia, IXL, iReady, 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(s) & Designee, Director of C &I , Technology Director	Formative		Summative
	Jan	Mar	June
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(s) & Designee, Director of C &I , Technology Director	Formative		Summative
	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CIP, EPE)
[TEC SS4.001 (b)(10)]

Performance Objective 2: Technology Acceptable Use Policy - Every 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 - No incidents of students, faculty, or parents breaking the Acceptable Use Policy.

Strategy 1 Details		Reviews		
Strategy 1: Fort Hancock ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Fort Hancock ISD 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(s) & Designee, Director of C &I , Technology Director		Formative		Summative
		Jan	Mar	June
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div></div>				

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CIP, EPE)
[TEC SS4.001 (b)(10)]

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- 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. (SWP CIP) [TEC SS4.001 (b)(8), SS11.252(3)(B)(E), SS11.253(8)]

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 - 05/24: 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, 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(s) & Designee, custodians	Formative		Summative
	Jan	Mar	June

 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. (SWP CIP) [TEC SS4.001 (b)(8), SS11.252(3)(B)(E), SS11.253(8)]

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 - - 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(s) & Designee, SHAC		Formative		Summative
		Jan	Mar	June

0%

No Progress

100%

Accomplished

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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. (SWP CIP) [TEC SS4.001 (b)(8), SS11.252(3)(B)(E), SS11.253(8)]

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 - - 100% of district and campus staff have received the required training.





Strategy 1 Details	Reviews		
Strategy 1: 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(s) & Designee, District counselor	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: 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(s) & Designee, District counselor	Formative		Summative
	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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. (SWP CIP) [TEC SS4.001 (b)(8), SS11.252(3)(B)(E), SS11.253(8)]

Performance Objective 4: Safe Schools Initiatives (SWP CIP) - The health and safety of FHHS/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 - 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," 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 * Mustang Profile Characteristics * 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 Campus Safety Rules * Behavior Management classes * Emergency Response Protocol * Dating Violence Policy (see Board Policy FFH-Local) 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 principals & district counselor	Formative		Summative
	Jan	Mar	June
Strategy 2 Details	Reviews		
Strategy 2: At this time, FHHS/Fort Hancock ISD does not employ or contract with a School Resource Officer. (TEC SS37.081(d)) instead we have the school guardian program. Strategy's Expected Result/Impact: A safe climate for student learning, having a positive impact on student achievement. Staff Responsible for Monitoring: Campus Principal(s) & Designee, Superintendent	Formative		Summative
	Jan	Mar	June
Strategy 3 Details	Reviews		
Strategy 3: Disciplinary Alternative Education Program (DAEP) - Fort Hancock High School students will be knowledgeable about the Student Code of Conduct, campus rules, Mustang Profile Characteristics, 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. Strategy's Expected Result/Impact: A safe climate for student learning, having a positive impact on student achievement. Staff Responsible for Monitoring: Campus Principal(s) & Designee, District Counselor	Formative		Summative
	Jan	Mar	June

Strategy 4 Details	Reviews		
Strategy 4: Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Fort Hancock ISD recruits parents, community members and business representatives to assist in the design, development, implementation, and evaluation of the drug use and violence prevention and/or intervention program and activities. 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(s) & Designee, District Counselor	Formative		Summative
	Jan	Mar	June
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 * Presentations on violence, drug prevention, alcohol prevention, and bullying * Structured discipline program to compliment the Code of Conduct * Community Service Opportunities 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(s) & Designee, District Counselor	Formative		Summative
	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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. (SWP CIP) [TEC SS4.001 (b)(8), SS11.252(3)(B)(E), SS11.253(8)]

Performance Objective 5: Counseling Responsive Services (SWP CIP) - The counselors 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 - Counselor records indicate that referrals to counselor have decreased as compared to the previous year.

Strategy 1 Details	Reviews		
Strategy 1: The 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 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(s) & Designee, District Counselor	Formative		Summative
	Jan	Mar	June
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(s) & Designee, District Counselor	Formative		Summative
	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Campus Planning and Decision Making Committee

Committee Role	Name	Position
Business Owner	Arely Enriquez	Community Business Owner
Parent	Marina Rubio	Parent
Community Representative	Margie Aguilar	Community Representative
Student	Estrella Hinojos	Student
Non-classroom Professional	Jessica Garcia	Parent Liaison/Migrant Recruiter
Paraprofessional	Jacob Aguilar	Instructional Aide
District-level Professional	Melissa Ramos	SPED Diagnostician
Classroom Teacher	Amber Moseley	ELAR Teacher
Classroom Teacher	George Trevino	CTE Teacher
District-level Professional	Christine Robledo	504/GT/Dyslexia Coordinator & District Reading Specialist
District-level Professional	Luis Martinez	Technology Director
Classroom Teacher	Fabian Fierro	Social Studies Teacher
Classroom Teacher	Lauren Franzoy	Science Teacher
Classroom Teacher	Cynthia Moreno	Mathematics Teacher
Parent	Maria Valencia	Special Education Teacher
District-level Professional	Teresa Gonzalez	District Counselor
Administrator	Danny Medina	Principal/Designee
Administrator	Lorena Molinar	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