

Fort Hancock ISD 2021-2022

District Improvement Plan

2021-2022 School Year

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Samaniego, Yvonne	Associate Superintendent	Fort Hancock ISD	5-2022
Galindo, Gloria	Director of Curriculum and Instruction	Fort Hancock ISD	5-2022
Molinar, Lorena	High School Principal	Fort Hancock High School	5-2022
Medina, Danny	Middle School Principal	Fort Hancock Middle School	5-2022
Munoz, Yadira	Elementary Principal	Benito Martinez Elementary School	5-2022
Lopez, Josie	Teacher	Benito Martinez Elementary School	5-2022
Retamoza, Francisco	Teacher	Benito Martinez Elementary School	5-2022
Gonzalez, Teresa	Counselor	Benito Martinez Elementary School	5-2022
Moseley, Amber	Teacher	Fort Hancock High School	5-2022
Ramos, Melissa	Special Education Teacher	Fort Hancock Middle School	5-2022
Trevino, George	Industrial Technology Teacher	Fort Hancock ISD	5-2022
Robledo, Christine	Reading Specialist	Fort Hancock ISD	5-2022
Fernandez, Sarai	Parent Representative	Fort Hancock ISD	5-2022
Garcia, Margarita	Parent Representative	Fort Hancock ISD	5-2022
Barton, Dan	Business Representative	Fort Hancock ISD	5-2022
Lujan, Angelica	Community Representative	Fort Hancock ISD	5-2022

Names of People Responsible For Implementation

Name	Title	Campus / District
Franco, Jose	Superintendent	Fort Hancock ISD
Samaniego, Yvonne	Associate Superintendent	Fort Hancock ISD
Galindo, Gloria	Director of Curriculum and Instruction	Fort Hancock ISD
Molinar, Lorena	High School Principal	Fort Hancock High School
Medina, Danny	Middle School Principal	Fort Hancock Middle School
Munoz, Yadira	Elementary Principal	Benito Martinez Elementary School
Samaniego, Yvonne	Homeless Liaison	Fort Hancock ISD
Garcia, Selene	Health Service Specialist	Fort Hancock ISD
Lopez, Adan	High School Counselor	Fort Hancock High School
Schultz, Jess	Middle School Counselor	Fort Hancock Middle School
Gonzalez, Teresa	Elementary Counselor	Benito Martinez Elementary School
Galindo, Gloria	Librarian	Fort Hancock ISD
Chavez, Tomas	Technology Director	Fort Hancock ISD
Samaniego, Yvonne	Federal Programs Director	Fort Hancock ISD
Robledo, Christine	504 Coordinator	Fort Hancock ISD
Robledo, Christine	G/T Coordinator	Fort Hancock ISD
Franklin, Caroleen	PK Teacher	Benito Martinez Elementary School
Iglesias, Noe	CTE Teacher	Fort Hancock High School
Trevino, George	CTE Teacher	Fort Hancock High School
Ortega, Ysela	CTE Teacher	Fort Hancock High School
Robledo, Christine	Reading Specialist	Fort Hancock ISD
Ulloa, Marcela	Elementary Special Education Teacher	Benito Martinez Elementary School
Ramos, Melissa	Middle School Special Education Teacher	Fort Hancock Middle School
Valercia, Maria	High School Special Education Teacher	Fort Hancock High School

Names of People Responsible For Implementation

Name	Title	Campus / District
Grajeda, Refugio	Special Education Aide	Benito Martinez Elementary School
Neria, Alfonso	Speech Therapist	Fort Hancock ISD
Schultz, Jess	SHAC Coordinator	Fort Hancock ISD
Rubio, Maria	Parental Involvement Liaison	Benito Martinez Elementary School
Enriquez, Arely	Parental Involvement Liaison	Fort Hancock Middle School
Rubio, Marina	Parental Involvement Liaison	Fort Hancock High School
Silva, Norma	Instructional Aide	Fort Hancock ISD

STAAR

Grade: **4th, 7th**

STAAR Writing

100%

	2017	2018	2019	2021	2022	2023	2024
All Students	64.00	70.00	73.00	45.00	63.33	81.67	100.00
Economically Disadvantaged	62.00	69.00	70.00	45.00	63.33	81.67	100.00
English Learners	58.00	69.00	73.00	43.00	62.00	81.00	100.00
Hispanic	64.00	70.00	72.00	44.00	62.67	81.33	100.00
Special Education	0.00	0.00	33.00	20.00	46.67	73.33	100.00

Grade: **5th, 8th-12th**

STAAR Science

100%

	2017	2018	2019	2021	2022	2023	2024
All Students	83.00	91.00	86.00	55.00	70.00	85.00	100.00
Economically Disadvantaged	83.00	91.00	87.00	54.00	69.33	84.67	100.00
English Learners	78.00	92.00	81.00	52.00	68.00	84.00	100.00
Hispanic	83.00	91.00	85.00	55.00	70.00	85.00	100.00
Special Education	0.00	0.00	60.00	17.00	44.67	72.33	100.00

Grade: **3rd-12th**

All Subjects

100%

STAAR

	2017	2018	2019	2021	2022	2023	2024
All Students	75.00	78.00	78.00	57.00	71.33	85.67	100.00
Economically Disadvantaged	74.00	77.00	78.00	55.00	70.00	85.00	100.00
English Learners	70.00	76.00	77.00	55.00	70.00	85.00	100.00
Hispanic	74.00	77.00	78.00	56.00	70.67	85.33	100.00
Special Education	32.00	32.00	44.00	25.00	50.00	75.00	100.00
Two or More Races	0.00	0.00	0.00	40.00	60.00	80.00	100.00
White	100.00	100.00	75.00	64.00	76.00	88.00	100.00

Grade: **3rd-12th**

STAAR Mathematics

100%

	2017	2018	2019	2021	2022	2023	2024
All Students	81.00	79.00	78.00	46.00	64.00	82.00	100.00
Economically Disadvantaged	80.00	79.00	78.00	44.00	62.67	81.33	100.00
English Learners	78.00	76.00	79.00	48.00	65.33	82.67	100.00
Hispanic	80.00	78.00	77.00	46.00	64.00	82.00	100.00
Special Education	44.00	35.00	44.00	20.00	46.67	73.33	100.00
White	0.00	0.00	83.00	0.00	88.67	94.33	100.00

Grade: **3rd-12th**

STAAR Reading

100%

STAAR

	2017	2018	2019	2021	2022	2023	2024
All Students	67.00	74.00	75.00	63.00	75.33	87.67	100.00
Economically Disadvantaged	65.00	73.00	75.00	61.00	74.00	87.00	100.00
English Learners	62.00	72.00	72.00	59.00	72.67	86.33	100.00
Hispanic	67.00	73.00	75.00	62.00	74.67	87.33	100.00
Special Education	0.00	27.00	37.00	25.00	50.00	75.00	100.00
White	0.00	0.00	57.00	0.00	71.33	85.67	100.00

Grade: **8th-12th**

STAAR Social Studies

100%

	2017	2018	2019	2021	2022	2023	2024
All Students	88.00	81.00	91.00	78.00	85.33	92.67	100.00
Economically Disadvantaged	87.00	80.00	90.00	76.00	84.00	92.00	100.00
English Learners	62.00	76.00	86.00	74.00	82.67	91.33	100.00
Hispanic	88.00	81.00	91.00	78.00	85.33	92.67	100.00
Special Education	0.00	0.00	50.00	0.00	66.67	83.33	100.00

About Fort Hancock ISD

Mission Statement:

Fort Hancock Independent School District, in collaboration with parents and the community, will provide its students a safe and effective learning environment with opportunities to develop into responsible and successful citizens.

Vision:

Fort Hancock Independent School District is committed to building critical thinkers and life-long learners of good character, confidence, and leadership who will become productive members of society.

School Motto:

Success for ALL!

Grade Span:

PK – 12

Enrollment:

402

Accountability Ratings:

2021 State Accountability Rating:

Not Rated: Declared State of Disaster

2020 State Accountability Rating:

Not Rated: Declared State of Disaster

2019 State Accountability:

Overall Accountability Rating: B

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

Comprehensive Needs Assessment (CNA)

Comprehensive Needs Assessment Process

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

Fort Hancock ISD reviewed/revised the CNA on August 31, 2021.

Areas of Concern:

1. Demographics:

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

Data reviewed quarterly.

a. Data Sources Reviewed:

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

b. Summary of Strengths:

- * Low teacher-pupil ratios
- * Low drop-out rate

c. Summary of Needs:

- * Improve Reading/ELA and Math scores
- * Improve English acquisition
- * Increase percentage of students earning industry based certifications

d. Priorities:

- * Supplemental reading, writing, and math interventions
- * Supplemental reading and writing interventions for EL students
- * Expand and improve CTE program

e. Actions:

- * Targeted instruction for students by implementing supplemental programs that follow curriculum with fidelity
- * Improved monitoring

2. Parent and Community Involvement:

People Responsible – Campus Administrator, Parent Liaison, and Counselor

Data reviewed monthly.

a. Data Sources Reviewed:

- * Parental involvement – Volunteering when circumstances allow
- * Frequency of information disseminated
- * Parent Training workshops
- * Health Services (SHAC)
- * District parent meetings
- * Involvement of parents and families in activities such as sports, FAFSA night, graduation requirement meetings, Beginning of Year Parent Orientation, etc.

b. Summary of Strengths:

- * Monthly Parent Meetings
- * SHAC meetings
- * Extracurricular activities
- * Monthly newsletter
- * Districtwide Health Fair
- * Districtwide call out system
- * Communication Apps, Webpage, Facebook page, GED Classes for parents

c. Summary of Needs:

- * Increase parental involvement at all levels
- * Increase awareness of all communication venues to include online remote learning
- * Provide awareness education in all areas for improvement of parenting skills

d. Priorities:

- * Increase parental involvement at all levels
- * Awareness of education in all areas for improvement of parenting skills

e. Actions:

- * Improve communication
- * Organize more alternative activities to attract parents
- * Training and awareness of the state requirements
- * English Language Acquisition strategies for parents on language acquisition process and success

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

People Responsible – Campus Administrator, Instructional Coach, Reading Specialist, and Counselor

Data reviewed quarterly.

a. Data Sources Reviewed:

- * Academic performance – Report card grades, Benchmarks, STAAR Interim assessments and AR Reading Levels
- * Completion rates – Promotion rates, Retention rates, Dropout rates
- * Post-secondary – Number/percent of students attending/completing post-secondary schools or accepted in the armed forces
- * Instructional programs – Monitoring, evaluating, and modifying programs, and Maximize student engagement and learning
- * Instructional materials – Amount/quality of textbooks and supplemental resources
- * Available professional and paraprofessional staff

b. Summary of Strengths:

- * Instructional Coaches
- * TEKS Resource System Curriculum
- * Implementation of ELPS
- * PLC meetings

c. Summary of Needs:

- * Utilization of curriculum components with fidelity
- * Learning loss due to the COVID-19 pandemic

d. Priorities:

- * Mitigate learning loss
- * Utilization of TEKS Resource System
- * Utilization of research-based instructional strategies

e. Actions:

- * Monitoring use of TEKS Resource System and related software
- * Provide research-based materials and training
- * Provide evidence-based activities including ELAR and Math intervention, intervention days during the school year, and tutorials for three years

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

Person responsible – Campus Administrator

Data reviewed bi-annually and as needed.

a. Data Sources Reviewed:

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

b. Summary of Strengths:

- * Campus Administrator and District Administration coordination of staff development
- * Ongoing collaboration among campuses
- * Alignment of programs

c. Summary of Needs:

- * Training in Reading and Writing strategies throughout content areas
- * Training on state and federal accountability
- * Training in the incorporation of ELPS and Differentiated Instruction
- * Retain fully certified staff and continue to employ existing staff

d. Priorities:

- * Additional professional development to include state and federal accountability
- * Retain fully certified staff and continue to employ existing staff

e. Actions:

- * Continued training in Reading and Writing
- * Ongoing training on TEKS Resource System program components
- * Monitoring of ELLevation program to assist ELPS implementation
- * Offer retention, high need field, performance, and Reading Academy stipends

5. Technology:

People Responsible – Campus Administrator and Technology Director

Date reviewed bi-annually.

a. Data Sources Reviewed:

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

b. Summary of Strengths:

- * Technology Director and knowledgeable technicians
- * Per pupil technology ratio is less than 20 to 1 in all grades
- * All 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

c. Summary of Needs:

- * Time for training on programs
- * Integration of online resources
- * Additional educational technology in response to COVID-19

d. Priorities:

- * More training on online programs and software
- * Additional educational technology

e. Actions:

- * Schedule teacher and parent professional development with technology department
- * Purchase educational technology to mitigate learning loss due to the COVID-19 pandemic

6. School Culture and Climate:

People Responsible – Campus Administrator and Site-Based Committee

Date reviewed bi-annually.

a. Data Sources Reviewed:

- * Average class size

District Improvement Plan
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- * School climate – Quality of student-teacher relationships, Student attitudes toward school, Teacher job satisfaction
- * Student discipline and behaviors – Discipline referrals, Suspensions, Expulsion, Attendance, Tardiness
- * Extracurricular activities and clubs
- * Classroom management and organization
- * Student, teachers, parents, and community perceptions of the school – Surveys and Meetings

b. Summary of Strengths:

- * Remediation is built into the schedule
- * Prekindergarten program
- * Low teacher to student ratio
- * Good attendance rate

c. Summary of Needs:

- * Lack of parental involvement
- * Decreased student engagement
- * Increase safety and awareness
- * Mental health and support services to address the social, emotional, and mental health needs of all students

d. Priorities:

- * Increase parental involvement
- * Improve school climate
- * Increase safety and improve coordination between staff
- * Mental health and support services

e. Actions:

- * Meet and inform parents about attendance and benefits of attending school
- * Survey parents and students
- * Activities that promote positive climate such as Fall Festival, Parent Night for extra-curricular activities, and Health Fair
- * Purchase automatic hand driers and water bottle filling stations
- * Provide Counseling services as well as a Social Emotional Learning program to all students

Federal Requirements - Schoolwide Program

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

In accordance with the revised (07/31/18) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

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

2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - e. Includes the involvement of Parents, Community members, Teachers, Principal, Other school leaders.
 - f. Regular monitoring and revision as necessary based on student needs.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs – (SWP SPFE) School Parent and Family Engagement Requirements. (Section 1116(b-c))
 - a. School Parent and Family Engagement Policy.
 - b. Shared Responsibilities for High Student Academic Achievement.
 - c. Building Capacity for Involvement.

Federal Requirements - Schoolwide Program Elements

Fort Hancock ISD conducts a Title I Schoolwide Program on all campuses. The Schoolwide Elements are addressed in the District Improvement Plan under the following goals.

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

* Fort Hancock ISD reviewed/revised the CNA on August 31, 2021.

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

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

* Fort Hancock ISD reviewed/revised the DIP on September 8, 2021; September 28, 2021; and October 19, 2021. The Plan was reviewed by the District Planning and Decision-Making Committee. The DIP is available at the central office, at each campus office, and on the website. It is distributed in English and Spanish.

- Goal #2: Foundation Program
- Goal #2: Early Intervention Program Strategy
- Goal #2: Accelerated Instruction Strategy
- Goal #3: Dropout Prevention Program Strategy
- Goal #4: Career Guidance and Counseling Strategy
- Goal #5: Professional Development Program Strategy
- Goal #6: Technology Integrated Curriculum Strategy
- Goal #7: Safe Schools Initiatives Strategy
- Goal #7: Counseling Responsive Services Strategy

3. Conduct parent outreach (SWP SPFE).

* The Parent and Family Engagement Policy was developed/reviewed by the Parent and Family Engagement Committee on September 28, 2021. The Policy is available at parent meetings and on the website. It is distributed in English and Spanish. Parent and Family Engagement Meetings are held during the week in the morning and evening.

- Goal #1: Parent and Family Engagement Strategy
- Goal #1: Shared Responsibility for High Student Academic Achievement Strategy
- Goal #1: Building Capacity for Involvement

Needs Assessment Summary

Fort Hancock ISD received a State Accountability Rating of Not Rated: Declared State of Disaster for 2020 and 2021 to recognize that the closure of schools, in response to the COVID-19 pandemic, during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

Fort Hancock ISD received a State Accountability Rating of B from TEA in 2019. The Overall B Rating requires that the campuses met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps.

Student Strengths and Needs (2019 STAAR Results):

Reading/ELA: 75% of All Students met or exceeded the Approaches Grade Level standard in Reading. Percentages for other subgroups ranged from 75% for Hispanic and Economically Disadvantaged students to 37% for Special Education students.

Math: 78% of All Students met or exceeded the Approaches Grade Level standard in Math. Percentages for other subgroups ranged from 83% for White students to 44% for Special Education students.

Writing: Students in grades four and seven participated in the Writing STAAR test. 73% of All Students met or exceeded the Approaches Grade Level standard in Writing. Percentages for other subgroups ranged from 72% for Hispanic students to 33% for Special Education students.

Science: Students in grades five and eight through twelve participated in the STAAR Science test. 86% of All Students met or exceeded the Approaches Grade Level standard in Science. Percentages for other subgroups ranged from 87% for Economically Disadvantaged students to 60% for Special Education students.

Social Studies: Students in grades eight through twelve participated in the STAAR Social Studies test. 91% of All Students met or exceeded the Approaches Grade Level standard in Social Studies. Percentages for other subgroups ranged from 91% for Hispanic students to 50% for Special Education students.

Interventions:

Fort Hancock ISD has several programs in place to address the identified needs of its students. Students who need additional support or have difficulty in core subject areas or passing the STAAR tests qualify to receive additional assistance through the following programs:

- * Saturday School for grades 3 – 5
- * STAAR Acceleration for grades 3 – 12
- * ELAR/Math Intervention for grades PK – 12
- * Intervention Days for grad PK - 12
- * Credit Recovery Lab for grades 9 – 12
- * Individualized Instruction as needed for grades K – 12
- * Summer School for grades PK – 12
- * ESL Remediation for grades 6 - 8

Faculty and Staff:

Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences.

Fort Hancock ISD
2020-2021 State Compensatory Education
Summary of Program Effectiveness

The following supplemental programs were provided to students at risk of dropping out of school in Fort Hancock ISD during the 2020-2021 school year:

Fort Hancock ISD:

- 1) A Summer School Program was available for students in Prekindergarten through fifth grade.**
- 2) A Supplemental Reading Program was provided for students in Prekindergarten through twelfth grade.**
- 3) Counseling Services were available for students in Prekindergarten through twelfth grade.**
- 4) A Saturday School Program was available for students in third through fifth grade.**
- 5) A STAAR Acceleration Preparation Program was provided for students in third through eleventh grade.**
- 6) Individualized Instructional Services were provided for students in ninth through eleventh grade.**
- 7) A Credit Recovery Program was available for students in ninth through eleventh grade.**

Benito Martinez Elementary School

The Elementary programs produced the following results:

- 1) as measured by promotion to the next grade:
 - **Supplemental Reading Program and Counseling Services**
 - * **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in Prekindergarten.
 - * **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in kindergarten.
 - * **92%** for At-Risk participants and **92%** for Educationally Disadvantaged participants in first grade.
 - * **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in second grade.

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Summary of Program Effectiveness

- **Summer School Program**

- * **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in Prekindergarten.
- * **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in kindergarten.
- * **80%** for At-Risk participants and **80%** for Educationally Disadvantaged participants in first grade.
- * **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in second grade.
- * **89%** for At-Risk participants and **89%** for Educationally Disadvantaged participants in third grade.
- * **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in fourth grade.
- * **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in fifth grade.

2) as measured by achieving passing scores on the STAAR tests:

- **Saturday School Program**

- Reading

- * No At-Risk and Educationally Disadvantaged participants in third grade.
- * No At-Risk and Educationally Disadvantaged participants in fourth grade.
- * **14%** for fifth grade At-Risk participants. This is less than the 42% passing rate for all At-Risk students and the 86% passing rate for Not At-Risk students. **14%** for fifth grade Educationally Disadvantaged participants. This is less than the 48% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

- Math

- * **75%** for third grade At-Risk participants. This exceeds the 60% passing rate for all At-Risk students and the 44% passing rate for Not At-Risk students. **75%** for third grade Educationally Disadvantaged participants. This exceeds the 50% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.
- * No At-Risk and Educationally Disadvantaged participants in fourth grade.
- * No At-Risk and Educationally Disadvantaged participants in fifth grade.

Fort Hancock ISD
2020-2021 State Compensatory Education
Summary of Program Effectiveness

Writing

- * No At-Risk and Educationally Disadvantaged participants in fourth grade.

Science

- * No At-Risk and Educationally Disadvantaged participants in fifth grade.

- **Supplemental Reading Program**

Reading

- * **59%** for third grade At-Risk participants. This exceeds the 50% passing rate for all At-Risk students and is less than the 67% passing rate for Not At-Risk students. **59%** for third grade Educationally Disadvantaged participants. This exceeds the 56% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students
- * **48%** for fourth grade At-Risk participants. This is less than the 58% passing rate for all At-Risk students and the 60% passing rate for Not At-Risk students. **48%** for fourth grade Educationally Disadvantaged participants. This exceeds the 59% passing rate for all Educationally Disadvantaged students. No data was reported for Not Educationally Disadvantaged students.
- * **43%** for fifth grade At-Risk participants. This exceeds the 42% passing rate for all At-Risk students and is less than the 86% passing rate for Not At-Risk students. **44%** for fifth grade Educationally Disadvantaged participants. This is less than the 48% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

Writing

- * **29%** for fourth grade At-Risk participants. This exceeds than the 25% passing rate for all At-Risk students and is less than the 70% passing rate for Not At-Risk students. **29%** for fourth grade Educationally Disadvantaged participants. This is less than the 45% passing rate for all Educationally Disadvantaged students. No data was reported for Not Educationally Disadvantaged students.

Fort Hancock ISD
2020-2021 State Compensatory Education
Summary of Program Effectiveness

- **Counseling Services and STAAR Acceleration Program**

Reading

- * **59%** for third grade At-Risk participants. This exceeds the 50% passing rate for all At-Risk students and is less than the 67% passing rate for Not At-Risk students. **59%** for third grade Educationally Disadvantaged participants. This exceeds the 56% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students
- * **48%** for fourth grade At-Risk participants. This is less than the 58% passing rate for all At-Risk students and the 60% passing rate for Not At-Risk students. **48%** for fourth grade Educationally Disadvantaged participants. This is less than the 59% passing rate for all Educationally Disadvantaged students. No data was reported for Not Educationally Disadvantaged students.
- * **43%** for fifth grade At-Risk participants. This exceeds the 42% passing rate for all At-Risk students and is less than the 86% passing rate for Not At-Risk students. **44%** for fifth grade Educationally Disadvantaged participants. This is less than the 48% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

Math

- * **45%** for third grade At-Risk participants. This is less than the 60% passing rate for all At-Risk students and exceeds the 44% passing rate for Not At-Risk students. **45%** for third grade Educationally Disadvantaged participants. This is less than the 50% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.
- * **14%** for fourth grade At-Risk participants. This is less than the 18% passing rate for all At-Risk students and exceeds the 10% passing rate for Not At-Risk students. **14%** for fourth grade Educationally Disadvantaged participants. This matches the 14% passing rate for all Educationally Disadvantaged students. No data was reported for Not Educationally Disadvantaged students.
- * **21%** for fifth grade At-Risk participants. This is less than the 27% passing rate for all At-Risk students and the 57% passing rate for Not At-Risk students. **22%** for fifth grade Educationally Disadvantaged participants. This is less than the 29% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

Fort Hancock ISD
2020-2021 State Compensatory Education
Summary of Program Effectiveness

Writing

- * **29%** for fourth grade At-Risk participants. This exceeds than the 25% passing rate for all At-Risk students and is less than the 70% passing rate for Not At-Risk students. **29%** for fourth grade Educationally Disadvantaged participants. This is less than the 45% passing rate for all Educationally Disadvantaged students. No data was reported for Not Educationally Disadvantaged students.

Science

- * **29%** for fifth grade At-Risk participants. This is less than the 31% passing rate for all At-Risk students and the 71% passing rate for Not At-Risk students. **30%** for fifth grade Educationally Disadvantaged participants. This is less than the 39% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

Fort Hancock Middle School

The Middle School programs produced the following results:

1) as measured by achieving passing scores on the STAAR tests:

- **Supplemental Reading Program**

Reading

- * **44%** for sixth grade At-Risk participants. This is less than the 45% passing rate for all At-Risk students and the 100% passing rate for Not At-Risk students. **44%** for sixth grade Educationally Disadvantaged participants. This is less than the 58% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students
- * **41%** for seventh grade At-Risk participants. This is less than the 45% passing rate for all At-Risk students and the 80% passing rate for Not At-Risk students. **41%** for seventh grade Educationally Disadvantaged participants. This is less than the 50% passing rate for all Educationally Disadvantaged students. No data was reported for Not Educationally Disadvantaged students.
- * **71%** for eighth grade At-Risk participants. This exceeds the 70% passing rate for all At-Risk students and is less than the 80% passing rate for Not At-Risk students. **71%** for eighth grade Educationally Disadvantaged participants. This exceeds

Fort Hancock ISD
2020-2021 State Compensatory Education
Summary of Program Effectiveness

the 69% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

Writing

* **41%** for seventh grade At-Risk participants. This is less than the 43% passing rate for all At-Risk students and the 80% passing rate for Not At-Risk students. **41%** for seventh grade Educationally Disadvantaged participants. This is less than the 50% passing rate for all Educationally Disadvantaged students. No data was reported for Not Educationally Disadvantaged students.

• **Counseling Services and STAAR Acceleration Program**

Reading

* **44%** for sixth grade At-Risk participants. This is less than the 45% passing rate for all At-Risk students and the 100% passing rate for Not At-Risk students. **44%** for sixth grade Educationally Disadvantaged participants. This is less than the 58% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students

* **41%** for seventh grade At-Risk participants. This is less than the 45% passing rate for all At-Risk students and the 80% passing rate for Not At-Risk students. **41%** for seventh grade Educationally Disadvantaged participants. This is less than the 50% passing rate for all Educationally Disadvantaged students. No data was reported for Not Educationally Disadvantaged students.

* **71%** for eighth grade At-Risk participants. This exceeds the 70% passing rate for all At-Risk students and is less than the 80% passing rate for Not At-Risk students. **71%** for eighth grade Educationally Disadvantaged participants. This exceeds the 69% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

Math

* **69%** for sixth grade At-Risk participants. This exceeds the 65% passing rate for all At-Risk students and is less than the 83% passing rate for Not At-Risk students. **69%** for sixth grade Educationally Disadvantaged participants. This exceeds the 67% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

Fort Hancock ISD
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Summary of Program Effectiveness

- * **29%** for seventh grade At-Risk participants. This is less than the 30% passing rate for all At-Risk students and the 80% passing rate for Not At-Risk students. **29%** for seventh grade Educationally Disadvantaged participants. This is less than the 38% passing rate for all Educationally Disadvantaged students. No data was reported for Not Educationally Disadvantaged students.
- * **33%** for eighth grade At-Risk participants. This exceeds the 18% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Not At-Risk students. **33%** for eighth grade Educationally Disadvantaged participants. This exceeds the 25% passing rate for all Educationally Disadvantaged students. No Not Educationally Disadvantaged students were tested.

Writing

- * **41%** for seventh grade At-Risk participants. This is less than the 43% passing rate for all At-Risk students and the 80% passing rate for Not At-Risk students. **41%** for seventh grade Educationally Disadvantaged participants. This is less than the 50% passing rate for all Educationally Disadvantaged students. No data was reported for Not Educationally Disadvantaged students.

Science

- * **43%** for eighth grade At-Risk participants. This exceeds the 39% passing rate for all At-Risk students and is less than the 80% passing rate for Not At-Risk students. **43%** for eighth grade Educationally Disadvantaged participants. This is less than the 46% passing rate for all Educationally Disadvantaged students. No data was reported for Not Educationally Disadvantaged students.

Social Studies

- * **33%** for eighth grade At-Risk participants. This is less than the 35% passing rate for all At-Risk students and the 100% passing rate for Not At-Risk students. **33%** for eighth grade Educationally Disadvantaged participants. This is less than the 42% passing rate for all Educationally Disadvantaged students. No data was reported for Not Educationally Disadvantaged students.

Fort Hancock ISD
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Summary of Program Effectiveness

Fort Hancock High School

The High School programs produced the following results:

1) as measured by achieving passing scores on the STAAR EOC exams:

- **Supplemental Reading Program**

- English I

- * **100%** for At-Risk participants. This exceeds the 53% passing rate for all At-Risk students and the 86% passing rate for Not At-Risk students. **100%** for Educationally Disadvantaged participants. This exceeds the 66% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

- English II

- * **100%** for At-Risk participants. This exceeds the 45% passing rate for all At-Risk students and the 83% passing rate for Not At-Risk students. **100%** for Educationally Disadvantaged participants. This exceeds the 64% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

- **Counseling Services**

- English I

- * **39%** for At-Risk participants. This is less than the 53% passing rate for all At-Risk students and the 86% passing rate for Not At-Risk students. **59%** for Educationally Disadvantaged participants. This is less than the 66% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

- English II

- * **35%** for At-Risk participants. This is less than the 45% passing rate for all At-Risk students and the 83% passing rate for Not At-Risk students. **55%** for Educationally Disadvantaged participants. This is less than the 64% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

Fort Hancock ISD
2020-2021 State Compensatory Education
Summary of Program Effectiveness

Algebra I

- * **45%** for At-Risk participants. This is less than the 71% passing rate for all At-Risk students and the 89% passing rate for Not At-Risk students. **81%** for Educationally Disadvantaged participants. This exceeds than the 77% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

Biology

- * **67%** for At-Risk participants. This exceeds than the 59% passing rate for all At-Risk students and is less than the 100% passing rate for Not At-Risk students. **81%** for Educationally Disadvantaged participants. This exceeds than the 76% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

U.S. History

- * **100%** for At-Risk participants. This matches the 100% passing rate for all At-Risk students and the 100% passing rate for Not At-Risk students. **100%** for Educationally Disadvantaged participants. This matches the 100% passing rate for all Educationally Disadvantaged students and 100% passing rate for Not Educationally Disadvantaged students.

- **STAAR Acceleration Program**

English I

- * **45%** for At-Risk participants. This is less than the 53% passing rate for all At-Risk students and the 86% passing rate for Not At-Risk students. **45%** for Educationally Disadvantaged participants. This is less than the 66% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

English II

- * **100%** for At-Risk participants. This exceeds the 45% passing rate for all At-Risk students and the 83% passing rate for Not At-Risk students. **100%** for Educationally Disadvantaged participants. This exceeds the 64% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

Fort Hancock ISD
2020-2021 State Compensatory Education
Summary of Program Effectiveness

Algebra I

- * **100%** for At-Risk participants. This exceeds the 71% passing rate for all At-Risk students and the 89% passing rate for Not At-Risk students. **100%** for Educationally Disadvantaged participants. This exceeds than the 77% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

Biology

- * **50%** for At-Risk participants. This is less than the 59% passing rate for all At-Risk students and the 100% passing rate for Not At-Risk students. **67%** for Educationally Disadvantaged participants. This is less than the 76% passing rate for all Educationally Disadvantaged students. Due to small numbers of students, no data was reported for Not Educationally Disadvantaged students.

U.S. History

- * No At-Risk and Educationally Disadvantaged participants.

- **Individualized Instructional Services**

English I

- * No At-Risk and Educationally Disadvantaged participants.

English II

- * No At-Risk and Educationally Disadvantaged participants.

Algebra I

- * No At-Risk and Educationally Disadvantaged participants.

Biology

- * No At-Risk and Educationally Disadvantaged participants.

Fort Hancock ISD
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Summary of Program Effectiveness

U.S. History

- * **100%** for At-Risk participants. This matches the 100% passing rate for all At-Risk students and the 100% passing rate for Not At-Risk students. **100%** for Educationally Disadvantaged participants. This matches the 100% passing rate for all Educationally Disadvantaged students and 100% passing rate for Not Educationally Disadvantaged students.

2) as measured by on-time credit accrual:

- **Credit Recovery Program**

- * No At-Risk and Educationally Disadvantaged participants in ninth grade.
- * **67%** for At-Risk participants and **78%** for Educationally Disadvantaged participants in tenth grade.
- * **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in eleventh grade.

3) as measured by increased high school completion rate:

- **Supplemental Reading Program**

- * No At-Risk and Educationally Disadvantaged participants in twelfth grade.

- **Counseling Services, Individualized Instructional Services, and Credit Recovery Program**

- * **100%** for At-Risk participants and **100%** for Educationally Disadvantaged participants in twelfth grade.

Evaluation:

Ft. Hancock ISD is pleased with the overall success rate of the supplemental programs for students at risk of dropping out of school. Due to the small number of student participants, some of these results are statistically unsound; but they do provide a general baseline measurement to gauge success. Ft. Hancock ISD will continue to offer supplemental programs next year because the district believes strategies such as one-on-one assistance, STAAR testing support programs, counseling services, reading programs, and credit recovery programs help increase academic achievement among students who are at risk of dropping out of school. Ft. Hancock ISD will monitor and modify supplemental instructional programs as needed to ensure higher success rates in the 2021-2022 school year. If modifications do not improve a program's success rate, the program will be discontinued.

Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)J.

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in Grades K-2, who have been retained, or are over a year for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019-2020 school year.

School District: FT. HANCOCK ISD

Priority for Service (PFS) Action Plan

Filled Out By: Yvonne Samaniego

Region: 19

Date: 08/09/2021

School Year: 2021-2022

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section", rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

Goal(s):

Priority for Service students will be served first to assure they receive high quality educational supplementary services, to help overcome educational disruptions and promote academic success

Objective(s):

100% of PFS students will have access to instructional and support services

Required Strategies

Monitor the prooress of MEP students who are on PFS.

Timeline

Person(s) Responsible

Documentation

<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	August 2021 to August 2022	MEP Coordinator	PFS reports
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<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August 2021	MEP Director & MEP Coordinator	Current PFS Plan
Additional Activities			
<ul style="list-style-type: none"> 			
<i>Required Strategies</i>	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	August 2021 to May 2022	Migrant Coordinator	PFS report sign in sheets
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria. 	August 2021 to May 2022	Migrant Coordinator	PAC agenda Minutes, sign in sheets, telephone log & blackboard connect system
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and/or community visits to update parents on the academic progress of their children. 	August 2021 to May 2022	Migrant Coordinator	Parent conference sign in sheet
Additional Activities			
<ul style="list-style-type: none"> Migrant Coordinator will meet with elementary and middle school counselors at the end of every six-week period to make sure PFS students are on track for promotion to the next grade level. Migrant Coordinator will meet with High School Counselors at the end of every six week period to make sure PFS students-are on track for graduation. 	August 2021 to May 2022	Migrant Coordinator	Sign in sheets
Provide services to PFS miorant students.			

<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	<p style="text-align: center;">August 2021 to June 2022</p>	<p>Migrant Director and Coordinator</p>	<p>PFS Progress Review Forms, Telephone log</p>
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional 	<p style="text-align: center;">August 2021 to June 2022</p>	<p>Migrant Director and Coordinator</p>	<p>PFS Progress Review</p>
<ul style="list-style-type: none"> services as well as social workers and community social services/agencies. The district's Title I, Part C migrant coordinator or MEP staff will 	<p style="text-align: center;">August 2021 to June 2022</p>	<p>Migrant Director and Coordinator</p>	<p>Forms, Telephone log PFS Progress Review</p>
<ul style="list-style-type: none"> determine what federal, state, or local programs serve PFS students. 	<p style="text-align: center;">June 2022 to September 2021</p>	<p>Migrant Coordinator</p>	<p>Forms, Telephone log Sign in sheets Lending laptops</p>
<p>Additional Activities</p> <ul style="list-style-type: none"> Tutoring Parent Workshops Student Conferences University Tour PFS students are offered computer lending program first School supplies Summer School interventions & activities 			

to
June 2022

contracts
School Supply
Request Distribution
Form
NGS Supplemental
Reports

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]

Objective(s):

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

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Fort Hancock ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will:</p> <ul style="list-style-type: none"> * involve parents and family members in developing the local plan, * provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement, * coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs, * conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and * use the findings of such evaluation to design strategies for more effective parental involvement. <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy will be developed and reviewed by the Parent and Family Engagement Committee. The policy will be available at parent meetings</p>	8/2021 - 5/2022	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz Superintendent - Jose Franco</p>	Local Funds - Time Contributions of Staff, Parents and Community		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Involvement Records- 05/22: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>and on the district webpage. It will be distributed in English and Spanish.</p> <p>Stakeholders are notified through the Fort Hancock ISD Website, marquee postings, District Calendar, newsletters, conferences, phone calls, home visits, and letters from the district and campus in English and Spanish. Information will also be provided through Connect-Ed, which is a community message system. This technology ensures that parents and students are notified of activities in a timely manner in English and Spanish.</p> <p>The district will inform parents of the school's participation in a Schoolwide Program, provide a description of the curriculum used, the assessments used and the achievement levels of the State academic standards, and of their right to be involved in planning, reviewing and improvement of programs. (Sec. 1116 (c) (4))</p> <p>The district 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 are held during the week in the morning and evening at the Fort Hancock Middle School campus.</p>						

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand (English and Spanish).</p> <p>The compact is discussed, at least annually, at Parent-Teacher conferences and Parent Round-Ups.</p>	<p>8/2021 - 5/2022</p>	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz Superintendent - Jose Franco</p>	<p>Local Funds - Time Contributions of Parents and Staff</p>		<p>Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.</p>	<p>Documentation :Parent Involvement Records - 05/22: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations (Sec. 1116 (e)), parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, and - how to monitor their child's progress and improve their achievement. <p>Teachers, support personnel, principals, and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	8/2021 - 5/2022	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz Superintendent - Jose Franco	Local Funds - Time Contributions of Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Involvement Records - 05/22: Parent involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>District Planning and Decision-Making Committee (DPDMC) - The DPDMC is made up of members of the Fort Hancock ISD staff, parent representatives, business representatives and community members. Parents are selected to be members by campus administrators for one year terms.</p> <p>The DPDMC will meet periodically with the Site-Based Decision Making Committees (SBDMCs) to discuss improvement plans, progress and ideas for improving the education and environment at Fort Hancock ISD. Through the activities of the DPDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Fort Hancock ISD.</p>	8/2021 - 5/2022	Superintendent - Jose Franco High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Time Contribution of Committee Members	Documentation :Agendas, Notes, Sign-In Sheets - 12/21: DPDMC minutes will reflect that staff, parents and community members have been involved in the educational system.	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.	Documentation :School Records- 01/22: A current DIP has been approved by the Fort Hancock ISD Board of Trustees.

District Improvement Plan
Fort Hancock ISD 2021-2022

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock ISD students. (SWP SPFE) [TEC §4.001 (b)(1)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the DPDMC, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMCs are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the Fort Hancock DIP. The DIP will be reviewed by committee members, campus and district administrators, and parent representatives. The DIP will be available at the central office, at each campus, and on the District Webpage. It will be distributed in English and Spanish.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title I, Part C; Title II, Part A; Title III, Part A; and Title IV, Part A programs and other federal, state, and local programs. Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	<p>8/2021 - 7/2022</p>	<p>Superintendent - Jose Franco High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>Federal - Title I, Part A - SECCA, Inc. Consulting Services \$5,250.00</p> <p>Federal - Title I, Part C (Migrant) - SECCA, Inc. Consulting Services \$884.00</p> <p>Federal - Title II, Part A - SECCA, Inc. Consulting Services \$940.00</p> <p>Federal - Title III, Part A - ELA - SECCA, Inc. Consulting Services \$485.00</p> <p>Federal - Title IV, Part A - SECCA, Inc. Consulting Services \$800.00</p> <p>State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services \$14,474.00</p> <p>Federal - ESSER II - SECCA, Inc. Consulting Services \$19,872.00</p> <p>Federal - ESSER III - SECCA, Inc. Consulting Services \$26,042.00</p>	<p>Documentation :Agendas, Notes, Sign-In Sheets - - 12/21: Fort Hancock ISD DPDMC's agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>Fort Hancock ISD campuses will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.</p>	<p>Documentation :School Records - - 05/22: Fort Hancock ISD will receive the State Accountability Rating of B.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)**
[TEC §4.001 (b)(2)(4)]
 Objective(s):

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

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) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>District Performance Objectives (SWP CNA) - The DPDMC will meet periodically to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness; reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program; and reviewing the professional and paraprofessional staff available.</p> <p>District performance objectives are based on data available through the comprehensive needs assessment process.</p>	8/2021 - 5/2022	Superintendent - Jose Franco High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments - 12/21: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - 05/22: 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Reading- 05/22: 70% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 77% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests. 81% of students in grades 9 - 12 will pass the STAAR EOC English I and 80% of students in grades 10 - 12 will pass the STAAR EOC English II exams. Criterion-Referenced Test :STAAR Math- 05/22: 53% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 70% of students in grades 6 - 8 in the Meets category will pass the appropriate grade-level STAAR Math tests. 85% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam.

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)

[TEC §4.001 (b)(2)(4)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
						<p>Criterion-Referenced Test :STAAR Writing- 05/22: 60% of students in grade 4 will pass the STAAR Writing test.</p> <p>68% of students in grade 7 will pass the STAAR Writing test.</p> <p>Criterion-Referenced Test :STAAR Science- 05/22: 57% of students in grade 5 will pass the STAAR Science test.</p> <p>65% of students in grade 8 will pass the STAAR Science test.</p> <p>87% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>Criterion-Referenced Test :STAAR Social Studies- 05/22: 65% of students in grade 8 will pass the STAAR Social Studies test.</p> <p>100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Federal and State Mandated Testing Program - Fort Hancock ISD participates in the State-Developed Testing Program that is consistent with the regulations of ESSA.</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 3 – 8), Science (grades 5, 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.</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p>	1/2022 - 5/2022	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Assessment Instruments and Testing Materials		Increased student achievement.	<p>Criterion-Referenced Test :STAAR Reading- 05/22: 70% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests.</p> <p>77% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.</p> <p>81% of students in grades 9 – 12 will pass the STAAR EOC English I and 80% of students in grades 10 - 12 will pass the STAAR EOC English II exams.</p> <p>Criterion-Referenced Test :STAAR Math - 05/22: 53% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests.</p> <p>70% of students in grades 6 – 8 in the Meets category will pass the appropriate grade-level STAAR Math tests.</p> <p>85% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.</p> <p>Criterion-Referenced Test :STAAR Writing - 05/22: 60% of students in grade 4 will pass the STAAR Writing test.</p> <p>68% of students in grade 7 will pass the STAAR Writing test.</p>

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[TEC §4.001 (b)(2)(4)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
						<p>Criterion-Referenced Test :STAAR Science- 05/22: 57% of students in grade 5 will pass the STAAR Science test.</p> <p>65% of students in grade 8 will pass the STAAR Science test.</p> <p>87% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>Criterion-Referenced Test :STAAR Social Studies - 05/22: 65% of students in grade 8 will pass the STAAR Social Studies test.</p> <p>100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Foundation Program (SWP CNA, CIP) - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's TEKS that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.	8/2021 - 5/2022	Associate Superintendent - Yvonne Samaniego Director of Curriculum and Instruction - Gloria Galindo	Local Funds - Time Contributions of Foundation Staff Federal - ESSER II - Time Contributions of Federal Programs Director FTE: 1.00 <p style="text-align: right;">\$109,887.10</p> State - Early Education Allotment - Early Education Allotment <p style="text-align: right;">\$107,058.00</p>	Informal Assessment :Classroom Assessments - 12/21: 80% of students achieving passing scores on classroom assignments, unit and six-weeks tests, and TEKS-based tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - 05/22: 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Reading- 05/22: 70% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 77% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests. 81% of students in grades 9 - 12 will pass the STAAR EOC English I and 80% of students in grades 10 - 12 will pass the STAAR EOC English II exams. Criterion-Referenced Test :STAAR Math - 05/22: 53% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 70% of students in grades 6 - 8 in the Meets category will pass the appropriate grade-level STAAR Math tests. 85% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam.

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[TEC §4.001 (b)(2)(4)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
						<p>Criterion-Referenced Test :STAAR Writing - 05/22: 60% of students in grade 4 will pass the STAAR Writing test.</p> <p>68% of students in grade 7 will pass the STAAR Writing test.</p> <p>Criterion-Referenced Test :STAAR Science - 05/22: 57% of students in grade 5 will pass the STAAR Science test.</p> <p>65% of students in grade 8 will pass the STAAR Science test.</p> <p>87% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>Criterion-Referenced Test :STAAR Social Studies - 05/22: 65% of students in grade 8 will pass the STAAR Social Studies test.</p> <p>100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>

<p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s):</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessments - Students in grades PK – 3 are given assessments at the beginning of the year to determine their performance level. These assessments include STAR Reading and Math for grades 1 – 5, Circle Assessment for PK students, and STAR Early Literacy for students in PK – 3.</p> <p>Throughout the year, Interim testing, Benchmark assessments, classroom assessments, STAR Reading and Math, STAR Early literacy and DIBELS are administered to evaluate the student's progress.</p> <p>Assessments are administered in grades 3 – 12 to identify student weaknesses and target instruction through data collection and review in the content area. Based on assessment results, researched-based strategies and "Best Practices" will be implemented to increase students' abilities to read and write with greater depth in all content areas. Writing across the curriculum will be implemented through techniques such as Interactive Notebooks and Journaling. Teachers will post daily content and language objectives so that students are aware of the learning expectations during each lesson.</p> <p>Content area instruction, assessment and resources are aligned using the TEKS Resource System. Instructional coaches will assist the campus faculty with modeling sessions, walkthroughs, and professional learning teams. Eduphoria Aware will continue be used to analyze student progress and improve classroom assessments.</p>	8/2021 - 5/2022	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/21: 80% of students will pass campus benchmark tests.	Increased student achievement.	<p>Informal Assessment :Classroom Assessments - - 05/22: 90% of students in grades PK - 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Reading - - 05/22: 70% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests.</p> <p>77% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.</p> <p>81% of students in grades 9 – 12 will pass the STAAR EOC English I and 80% of students in grades 10 - 12 will pass the STAAR EOC English II exams.</p> <p>Criterion-Referenced Test :STAAR Math - - 05/22: 53% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests.</p> <p>70% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.</p> <p>85% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.</p> <p>Criterion-Referenced Test :STAAR Writing - - 05/22: 60% of students in grade 4 will pass the STAAR Writing test.</p> <p>68% of students in grade 7 will pass the STAAR Writing test.</p>

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[TEC §4.001 (b)(2)(4)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
						<p>Criterion-Referenced Test :STAAR Science - - 05/22: 57% of students in grade 5 will pass the STAAR Science test.</p> <p>65% of students in grade 8 will pass the STAAR Science test.</p> <p>87% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>Criterion-Referenced Test :STAAR Social Studies - - 05/22: 65% of students in grade 8 will pass the STAAR Social Studies test.</p> <p>100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Early Intervention Program (SWP CIP) - A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being unable to speak and comprehend English, educationally disadvantaged, homeless, a child of an active duty member of the armed forces, a child of a member of the armed forces who was injured or killed on active duty, or ever has been in the conservatorship of the Department of Family and Protective Services, or a child of a person eligible for the Star of Texas Award. [TEC 29.153(b)] Benito Martinez Elementary conducts a full day Prekindergarten program with emphasis on language acquisition skills for special population groups. Instruction is provided through an experiential and multi-sensory approach with developmentally appropriate and scientifically research-based activities. The PK curriculum is based on the state-adopted PK guidelines.	8/2021 - 5/2022	Elementary Principal - Yadira Munoz PK Teacher - Caroleen Franklin	Local Funds - Time Contributions of PK Staff	Informal Assessment :Classroom Assessments - Six Weeks: Progress reports will indicate increased skill levels and appropriate behavior.	Increased student achievement.	Informal Assessment :Classroom Assessments - 05/22: 90% of PK student will master the State's Prekindergarten Guidelines.

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) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Prekindergarten Transition Services - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Benito Martinez Elementary. Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits, student teaming, team teaching and parent meetings. The Prekindergarten teacher will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten. The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.	8/2021 - 5/2022	PK Teacher - Caroleen Franklin	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - Six Weeks: Progress reports will indicate increased skill levels and appropriate behavior.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/22: 90% of PK student will master the State's Prekindergarten Guidelines.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Accelerated Instruction (SWP CNA, CIP) - Fort Hancock ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>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.</p> <p>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.</p>	8/2021 - 5/2022	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	State - State Compensatory Education (SCE) - Supplemental Instructional Resources <p style="text-align: right;">\$9,300.00</p> Federal - Title I, Part A - Supplemental Instructional Resources <p style="text-align: right;">\$9,223.00</p> Federal - Title IV, Part A - Supplemental Instructional Resources <p style="text-align: right;">\$971.00</p> Federal - ESSER II - Instructional Resources <p style="text-align: right;">\$20,559.00</p>		Increased student achievement.	Documentation :School Records - 05/22: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

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[TEC §4.001 (b)(2)(4)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>STAAR Acceleration - STAAR Acceleration classes are available to students in grades 3 through 12 who are experiencing difficulty in core subject area classes or on the STAAR tests. These pullout classes are offered during the date for 45 to 60 minutes daily or on an as needed basis.</p>	<p>8/2021 - 5/2022</p>	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of Elementary Staff FTE: 0.84 \$48,513.44</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Middle School Staff FTE: 1.13 \$66,649.83</p> <p>State - State Compensatory Education (SCE) - Time Contributions of High School Staff FTE: 0.48 \$29,204.69</p> <p>Federal - Title I, Part A - Middle School Supplemental Science Resources \$2,000.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/21: 80% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Test :STAAR Reading - - 05/22: 70% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests.</p> <p>77% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests.</p> <p>81% of students in grades 9 - 12 will pass the STAAR EOC English I and 80% of students in grades 10 - 12 will pass the STAAR EOC English II exams.</p> <p>Criterion-Referenced Test :STAAR Math - - 05/22: 53% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests.</p> <p>70% of students in grades 6 - 8 in the Meets category will pass the appropriate grade-level STAAR Math tests.</p> <p>85% of students in grades 9 - 11 will pass the STAAR EOC Algebra I exam.</p> <p>Criterion-Referenced Test :STAAR Writing - - 05/22: 60% of students in grade 4 will pass the STAAR Writing test.</p> <p>68% of students in grade 7 will pass the STAAR Writing test.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Extended Learning Opportunities - A Saturday School program is available to students in grades 3 - 5 who have met the at risk criteria. Students will receive assistance in core subject areas. This program will be offered for 5 Saturdays throughout the year.</p>	8/2021 - 5/2022	Elementary Principal - Yadira Munoz	State - State Compensatory Education (SCE) - Extra-Duty Pay for Saturday School Staff \$328.44	Informal Assessment :Classroom Assessments - - 12/21: 80% of students will pass campus benchmark tests.	Increased student achievement.	<p>Criterion-Referenced Test :STAAR Science - - 05/22: 57% of students in grade 5 will pass the STAAR Science test.</p> <p>65% of students in grade 8 will pass the STAAR Science test.</p> <p>87% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>Criterion-Referenced Test :STAAR Social Studies - - 05/22: 65% of students in grade 8 will pass the STAAR Social Studies test.</p> <p>100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/22: 70% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests.</p> <p>53% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests.</p> <p>60% of students in grade 4 will pass the STAAR Writing test.</p> <p>57% of students in grade 5 will pass the STAAR Science test.</p>

District Improvement Plan
Fort Hancock ISD 2021-2022

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) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Intervention Program - ELAR and Math intervention will be provided to students in grades PK - 12 to mitigate learning loss. An instructional aide will provide supplemental one-on-one assistance in math for students in grades PK - 12 to mitigate learning loss. Students in grades PK - 12 will also be provided 3 intervention days during the school year to mitigate learning loss in core subject areas.	8/2021 - 5/2022	Reading Specialist - Christine Robledo Elementary Principal - Yadira Munoz Middle School Principal - Danny Medina High School Principal - Lorena Molinar	Federal - ESSER III - Time Contributions of ELAR Intervention Teachers FTE: 2.00 <div style="text-align: right;">\$143,351.40</div> State - State Compensatory Education (SCE) - Time Contributions of Middle School Reading Intervention Teacher FTE: 0.38 <div style="text-align: right;">\$23,285.75</div> Federal - ESSER III - Time Contributions of High School Math Intervention Teacher FTE: 1.00 <div style="text-align: right;">\$59,605.33</div> Federal - ESSER III - Time Contributions of Math Intervention Aide FTE: 1.00 <div style="text-align: right;">\$19,233.67</div> Federal - ESSER III - Extra Duty Pay for Intervention Teachers <div style="text-align: right;">\$28,334.18</div> Federal - Title I, Part A - Time Contributions of Elementary Reading/Literacy Aide FTE: 0.24 <div style="text-align: right;">\$7,550.77</div> Federal - Title II, Part A - Time Contributions of High School Reading/Literacy Aide FTE: 0.51 <div style="text-align: right;">\$16,765.72</div>	Informal Assessment :Classroom Assessments - - 12/21: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/22: 90% of students in grades PK - 2 will pass campus benchmark tests. Criterion-Referenced Test :STAAR Reading - - 05/22: 70% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 77% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests. 81% of students in grades 9 - 12 will pass the STAAR EOC English I and 80% of students in grades 10 - 12 will pass the STAAR EOC English II exams. Criterion-Referenced Test :STAAR Math - - 05/22: 53% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 70% of students in grades 6 - 8 in the Meets category will pass the appropriate grade-level STAAR Math tests. 85% of students in grades 9 - 11 will pass the STAAR EOC Algebra I exam.

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
			<p>Federal - Title I, Part A - Elementary Reading Materials \$500.00</p> <p>State - State Compensatory Education (SCE) - Middle School Reading Materials \$750.00</p> <p>State - State Compensatory Education (SCE) - High School Reading Materials \$1,200.00</p> <p>Federal - ESSER III - Tutoring Resources \$5,000.00</p>			<p>Criterion-Referenced Test :STAAR Writing - - 05/22: 60% of students in grade 4 will pass the STAAR Writing test.</p> <p>68% of students in grade 7 will pass the STAAR Writing test.</p> <p>Criterion-Referenced Test :STAAR Science - - 05/22: 57% of students in grade 5 will pass the STAAR Science test.</p> <p>65% of students in grade 8 will pass the STAAR Science test.</p> <p>87% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>Criterion-Referenced Test :STAAR Social Studies - - 05/22: 65% of students in grade 8 will pass the STAAR Social Studies test.</p> <p>100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>

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

[TEC §4.001 (b)(2)(4)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Individualized Instruction - The individualized instruction aides will provide small group and individualized assistance for students in grades K - 12 while working under the direct supervision of the certified regular education teachers assigned. The aides will assist students with subject mastery in Reading and Math.</p>	<p>8/2021 - 5/2022</p>	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz Instructional Aide - Norma Silva</p>	<p>Federal - Title I, Part A - Time Contributions of Elementary Instructional Aide FTE: 1.00 \$19,171.79</p> <p>Federal - Title I, Part A - Time Contributions of Middle School Instructional Aide FTE: 0.10 \$2,325.88</p> <p>Federal - Title I, Part A - Time Contributions of High School Instructional Aide FTE: 1.00 \$19,171.79</p> <p>State - State Compensatory Education (SCE) - Time Contributions of High School Instructional Aide FTE: 0.67 \$15,932.58</p>	<p>Informal Assessment :Classroom Assessments - - 12/21: 80% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - - 05/22: 90% of students in grades K - 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Reading - - 05/22: 70% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests.</p> <p>77% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests.</p> <p>81% of students in grades 9 - 12 will pass the STAAR EOC English I and 80% of students in grades 10 - 12 will pass the STAAR EOC English II exams.</p> <p>Criterion-Referenced Test :STAAR Math - - 05/22: 53% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests.</p> <p>70% of students in grades 6 - 8 in the Meets category will pass the appropriate grade-level STAAR Math tests.</p> <p>85% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Summer School - Instruction in core subject areas, including science and reading for students in PK - 12 will be provided by certified teachers and aides during a summer session.</p> <p>Summer school duration is three weeks.</p>	June 2022	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Federal - Title I, Part A - Time Contributions of Summer School Staff <p style="text-align: right;">\$65,361.39</p> State - State Compensatory Education (SCE) - Time Contributions of Summer School Staff <p style="text-align: right;">\$7,081.93</p> Federal - Title I, Part A - Summer School Resources <p style="text-align: right;">\$2,400.00</p>		Increased student achievement.	Criterion-Referenced Test :STAAR Writing - - 05/22: 60% of students in grade 4 will pass the STAAR Writing test. 68% of students in grade 7 will pass the STAAR Writing test. Informal Assessment :Classroom Assessments - - 06/22: Students will receive on-time credit accrual and promotion to the next grade.
<p>Strategy:</p> <p>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).</p>	8/2021 - 5/2022	High School Special Education Teacher - Maria Valercia Middle School Special Education Teacher - Melissa Ramos Elementary Special Education Teacher - Marcela Ulloa	State - Special Education Block Grant - Special Education Allotment <p style="text-align: right;">\$375,493.00</p>	Informal Assessment :Classroom Assessments- 12/21: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments- 05/22: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is unable to speak and comprehend English, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.004, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2021 - 5/2022	High School Special Education Teacher - Maria Valercia Middle School Special Education Teacher - Melissa Ramos Elementary Special Education Teacher - Marcela Ulloa	State - State and Local Funds - Contracted Diagnostic Services		Students' needs are accurately diagnosed, and special programs and modification are reflective of the needs of individual students as described in the students' IEPs.	Documentation :School Records - - 05/22: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>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.</p> <p>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.</p> <p>The "Least Restrictive Environment" required for academic success is always a main consideration.</p> <p>Students receiving Special Education services in grades 3 through 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 special education services.</p>	8/2021 - 5/2022	High School Special Education Teacher - Maria Valercia Middle School Special Education Teacher - Melissa Ramos Elementary Special Education Teacher - Marcela Ulloa	Federal - IDEA-B Formula - Time Contributions of Special Education Staff FTE: 1.20 \$59,387.11	Informal Assessment :Classroom Assessments - - 12/21: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments - - 05/22: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Speech Therapy provided by Speech Therapist and Occupational Therapy provided by the Pasitos Clinic.	8/2021 - 5/2022	High School Special Education Teacher - Maria Valercia Middle School Special Education Teacher - Melissa Ramos Elementary Special Education Teacher - Marcela Ulloa Speech Therapist - Alfonso Neria	Federal - IDEA-B Formula - Contracted Speech Therapy \$11,812.00 Federal - IDEA-B Preschool - Contracted Speech Therapy \$1,159.00 Federal - IDEA-B Formula - Contracted Occupational Therapy \$5,000.00		Students will receive the services dictated by the IEPs and will have the opportunity to meet the same performance standards that all children are expected to meet.	Documentation :Student Records - - 05/22: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Transition Services - Fort Hancock High School provides students with disabilities requisite transition services and plans in keeping with TEC §29.011, §29.0111 and TAC §89.1055.</p> <p>Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).</p> <p>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.</p> <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.</p> <p>The district will post the transition</p>	8/2021 - 5/2022	High School Special Education Teacher - Maria Valercia Middle School Special Education Teacher - Melissa Ramos	State - State and Local Funds - Time Contributions of Faculty and Staff		Students receive the transition services necessary to be successful in high school.	Documentation :Student Records - - 05/22: Transition activities are 100% in line with students' IEPs.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
and employment guide on the district's website in accordance with TEC §29.0112. Activity: 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.	7/2021 - 6/2022	Elementary Special Education Teacher - Marcela Ulloa Middle School Special Education Teacher - Melissa Ramos High School Special Education Teacher - Maria Valercia	State - State and Local Funds - Child Find Resources		100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames.	Documentation :School Records - - 06/22: 100% of the activities posted on the Child Find Calendar completed.
Strategy: Bilingual Program - Fort Hancock ISD offers a Bilingual program whose goal is to enable English Learners (EL) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The Bilingual program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable EL to participate equitably in school. Fort Hancock ISD will provide supplemental parent outreach training and activities, family outreach and training and family literacy services, and community participation programs to English ELs and their families.	8/2021 - 5/2022	Federal Programs Director - Yvonne Samaniego	State - Bilingual Block Grant - Bilingual Allotment \$191,356.00 Federal - Title III, Part A - ELA - Parent, Family, and Community Resources \$500.00	See Activities below.	Students exiting EL designation by LPAC.	See Activities below.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: English Learner 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 EL. Students in PK – K will be administered the Pre-LAS. LAS Links (listening and speaking components) will be administered to students in grade 1 and LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 2 – 12. The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2021 - 5/2022	Federal Programs Director - Yvonne Samaniego	State - State and Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/21: Increase in the number of students passing formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.	Increased student achievement on TELPAS.	Informal Assessment :Classroom Assessments - - 05/22: 90% of students passing formal and informal assessment instruments. Criterion-Referenced Test :STAAR Reading - - 05/22: 73% of EL in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 74% of EL in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests. 77% of EL in grades 9 – 12 will pass the STAAR EOC English I and 65% of EL in grades 9 - 12 will pass the STAAR EOC English II exams. Criterion-Referenced Test :STAAR Math - - 05/22: 56% of EL in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 69% of EL in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 81% of EL in grades 9 – 12 will pass the STAAR EOC Algebra I exam. Criterion-Referenced Test :STAAR Writing - - 05/22: 59% of EL in grade 4 will pass the STAAR Writing test. 65% of EL in grade 7 will pass the STAAR Writing test.

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Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
						<p>Criterion-Referenced Test :STAAR Science - - 05/22: 57% of EL in grade 5 will pass the STAAR Science test.</p> <p>67% of EL in grade 8 will pass the STAAR Science test.</p> <p>80% of EL in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>Criterion-Referenced Test :STAAR Social Studies - - 05/22: 63% of EL in grade 8 will pass the STAAR Social Studies test.</p> <p>100% of EL in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Bilingual Instruction - In compliance with State mandates, Fort Hancock conducts a Dual Language Education Program in Spanish and English. The program is designed so that EL acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential. English Language Proficiency Standards (ELPS) will be implemented throughout the content areas. A remediation period will be provided for students who need additional assistance. 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 EL: * STAAR * STAAR Spanish * STAAR Alternate 2.	8/2021 - 5/2022	Federal Programs Director - Yvonne Samaniego	Federal - Title III, Part A - ELA - Time Contribution of ESL Aide FTE: 0.90 <p style="text-align: right;">\$21,578.38</p> Federal - Title III, Part A - ELA - Discovery Education <p style="text-align: right;">\$750.00</p>	Informal Assessment :Classroom Assessments - - 12/21: 80% of students passing formal and informal assessment instruments	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/22: 90% of students will pass campus benchmark test. Criterion-Referenced Test :STAAR Reading - - 05/22: 73% of EL in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 74% of EL in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests. 77% of EL in grades 9 – 12 will pass the STAAR EOC English I and 65% of EL in grades 9 - 12 will pass the STAAR EOC English II exams. Criterion-Referenced Test :STAAR Math - - 05/22: 56% of EL in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 69% of EL in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 81% of EL in grades 9 – 12 will pass the STAAR EOC Algebra I exam. Criterion-Referenced Test :STAAR Writing - - 05/22: 59% of EL in grade 4 will pass the STAAR Writing test. 65% of EL in grade 7 will pass the STAAR Writing test.

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[TEC §4.001 (b)(2)(4)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
						<p>Criterion-Referenced Test :STAAR Science - - 05/22: 57% of EL in grade 5 will pass the STAAR Science test.</p> <p>67% of EL in grade 8 will pass the STAAR Science test.</p> <p>80% of EL in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>Criterion-Referenced Test :STAAR Social Studies - - 05/22: 63% of EL in grade 8 will pass the STAAR Social Studies test.</p> <p>100% of EL in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Program Reclassification - Students in grades Prekindergarten and Kindergarten cannot be reclassified from a Bilingual Education Program. An annual review is still conducted by LPAC, but EL cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Reclassification criteria are applicable to students in grades 1 – 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.</p> <p>To be reclassified from a bilingual program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <p>* English Language Proficiency: Grades 1 – 12: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing.</p> <p>* English Reading: Grades 1, 2, 11, 12: Score at or above 40th percentile on the TEA-approved Norm-Referenced Test (NRT) and Grades 3 – 10: Meet passing standard on the STAAR Reading test, or STAAR English I or English II EOC tests.</p>	<p>8/2021 - 5/2022</p>	<p>Federal Programs Director - Yvonne Samaniego</p>	<p>State - State and Local Funds - Time Contributions of Bilingual Staff and LPAC</p>	<p>Informal Assessment :Classroom Assessments - - 12/21: 80% of students served in the Bilingual program have met LPAC expectations based on results of an oral language proficiency test.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - - 05/22: 90% of students in grades 1 - 2 passing formal and informal assessment instruments.</p> <p>Criterion-Referenced Test :STAAR Reading - - 05/22: 73% of EL in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests in English and/or Spanish.</p> <p>74% of EL in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests in English and/or Spanish.</p> <p>77% of EL in grades 9 – 12 will pass the STAAR EOC English I and 65% of EL in grades 9 - 12 will pass the STAAR EOC English II exams.</p>

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<p>* Results of a subjective teacher evaluation using the state's standardized rubric.</p> <p>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 readmitted to the ESL program as prescribed by the LPAC.</p>						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Migrant Program - Fort Hancock ISD provides information and services to students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.	8/2021 - 5/2022	Federal Programs Director - Yvonne Samaniego	Federal - Title I, Part C (Migrant) - Time Contributions of Aide FTE: 1.00 <p style="text-align: right;">\$22,637.21</p> Federal - Title I, Part C (Migrant) - Extra Duty Pay for Summer School Aide <p style="text-align: right;">\$1,360.04</p> Federal - Title I, Part C (Migrant) - Supplemental Instructional Resources <p style="text-align: right;">\$10,486.00</p>	Informal Assessment :Classroom Assessments-12/21: 80% of Migrant students passing formal and informal assessment instruments	Increased student achievement.	Informal Assessment :Classroom Assessments-05/22: 90% of Migrant students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Reading- 05/22: 70% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 77% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests. 81% of students in grades 9 – 12 will pass the STAAR EOC English I and 80% of students in grades 10 - 12 will pass the STAAR EOC English II exams. Criterion-Referenced Test :STAAR Math- 05/22: 53% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 70% of students in grades 6 – 8 in the Meets category will pass the appropriate grade-level STAAR Math tests. 85% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.

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 Objective(s):

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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) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Priority For Services (PFS) Action Plan - The PFS Action plan goal is to provide Priority Services to Migrant students in grades 3 through 12 who have failed one or more sections of the State Assessment, ARD Exempt, absent or were not enrolled in a Texas school during the assessment period of their grade level and have their school interrupted during the previous or current regular school year. PFS services are provided to students in grades K through 2 who are designated EL in the NGS system, or have been retained, or are overage for their current grade level and have their school interrupted during the previous or current regular school year. Title I, Part C can be utilized only after all other funding sources have been considered and additional services are still needed. All PFS migrant students are provided instructional services as needed to assist them in mastering the state content standards, passing state assessments and accruing credits for on-time graduation. See Migrant PFS Action Plan for more information.	8/2021 - 5/2022	Federal Programs Director - Yvonne Samaniego	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/21: 80% of Migrant students passing formal and informal assessment instruments.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/22: 90% of Migrant students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Reading - - 05/22: 70% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 77% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests. 81% of students in grades 9 - 12 will pass the STAAR EOC English I and 80% of students in grades 10 - 12 will pass the STAAR EOC English II exams. Criterion-Referenced Test :STAAR Math - - 05/22: 53% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 70% of students in grades 6 - 8 in the Meets category will pass the appropriate grade-level STAAR Math tests. 85% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam.

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)**
[TEC §4.001 (b)(2)(4)]
 Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
						Criterion-Referenced Test :STAAR Writing - - 05/22: 60% of students in grade 4 will pass the STAAR Writing test. 68% of students in grade 7 will pass the STAAR Writing test. Criterion-Referenced Test :STAAR Science - - 05/22: 57% of students in grade 5 will pass the STAAR Science test. 65% of students in grade 8 will pass the STAAR Science test. 87% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. Criterion-Referenced Test :STAAR Social Studies - - 05/22: 65% of students in grade 8 will pass the STAAR Social Studies test. 100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

District Improvement Plan
Fort Hancock ISD 2021-2022

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) [TEC §4.001 (b)(2)(4)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Dyslexia Program - Fort Hancock ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.</p> <p>Activity:</p> <p>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.</p> <p>The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include and modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend.</p>	<p>8/2021 - 5/2022</p> <p>8/2021 - 5/2022</p>	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p> <p>Reading Specialist - Christine Robledo</p>	<p>State - Dyslexia Allotment - Dyslexia Allotment \$6,776.00</p> <p>State - State and Local Funds - Assessment Instruments</p>	<p>See Activities below.</p> <p>Informal Assessment :Report Card Grades - - 12/21: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.</p>	<p>Increased student achievement.</p> <p>Increased student achievement.</p>	<p>See Activities below.</p> <p>Informal Assessment :Classroom Assessments - - 05/22: 90% of students in grades K - 2 will score at least "Developed" on the four screening sections of the TPRI.</p> <p>Criterion-Referenced Test :STAAR Reading - - 05/22: 70% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests.</p> <p>77% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.</p> <p>81% of students in grades 9 – 12 will pass the STAAR EOC English I and 80% of students in grades 10 - 12 will pass the STAAR EOC English II exams.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Modifications for Dyslexia - At Fort Hancock ISD, students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Students will be served through pullout classes and inclusion classes on an as-needed basis.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed.</p>	8/2021 - 5/2022	Reading Specialist - Christine Robledo	State - State and Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/21: 80% of students will demonstrate improved reading and comprehension skills.	Increased student achievement.	<p>Informal Assessment :Classroom Assessments - - 05/22: 90% of students in grades K – 2 will score at least "Developed" on the four screening sections of the TPRI.</p> <p>Criterion-Referenced Test :STAAR Reading - - 05/22: 70% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests.</p> <p>77% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.</p> <p>81% of students in grades 9 – 12 will pass the STAAR EOC English I and 80% of students in grades 10 - 12 will pass the STAAR EOC English II exams.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>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.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include changing student seating as needed for the situation; adapting environment to avoid distractions; and providing notebooks for organization, lighting accommodations, or non-verbal behavior cues (cue cards).</p> <p>Students receiving services under section 504 services are required by TEC §28.025(c) to meet all curriculum requirements and assessment graduation requirements to receive a Texas high school diploma. Students will take STAAR with or without allowable accommodations.</p>	8/2021 - 5/2022	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz 504 Coordinator - Christine Robledo	Local Funds - Time Contributions of Faculty and Staff		Increased student achievement.	Documentation :Counselor Records - 05/22: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Gifted and Talented (G/T) Program - Fort Hancock ISD has adopted a process for identifying and serving G/T students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or 3) excels in a specific academic field.	8/2021 - 5/2022	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz G/T Coordinator - Christine Robledo	State - Gifted and Talented Block Grant - G/T Allotment \$7,833.00	Documentation :Counselor Records - 12/21: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per counselor records.	G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments-05/22: 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.
Activity: G/T Assessment - Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).	8/2021 - 5/2022	High School Counselor - Adan Lopez Middle School Counselor - Jess Schultz Elementary Counselor - Teresa Gonzalez	State - State and Local Funds - Assessment Instruments		G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documentation :School Records - - 05/22: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.
Activity: Modifications for G/T Students - Elementary G/T students in grades 1 – 5 are provided with a Biweekly, 30 minute, pullout session. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas. Multiple strategies are used for Middle and 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.	8/2021 - 5/2022	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz G/T Coordinator - Christine Robledo	State - State and Local Funds - Time Contributions of G/T Staff	Documentation :Counseling Records - - 12/21: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per counselor records.	G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - - 05/22: 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.

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) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Ancillary Services - Fort Hancock ISD provides Ancillary Services or "related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2021 - 5/2022	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	State - State and Local Funds - Time Contributions of Ancillary Staff	Documentation :School Records - 12/21: 70% of students referred for Ancillary Services will have been served as indicated in school records.	Increased student achievement.	Informal Assessment :Classroom Assessments- 05/22: 90% of all students will pass EOY benchmark tests.

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

[TEC §4.001 (b)(2)(4)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Counseling Services - The School Counselors provides the following services:</p> <ul style="list-style-type: none"> * 1:1 and small group counseling sessions, * Focused informal groups- -behavior, attendance, * Assistance with testing coordination, * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues, * STAAR presentations, * Responsive services, * Parent Training, and * Individual student planning. 	<p>8/2021 - 5/2022</p>	<p>High School Counselor - Adan Lopez Middle School Counselor - Jess Schultz Elementary Counselor - Teresa Gonzalez</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of Counselors FTE: 2.00</p> <p style="text-align: right;">\$156,972.80</p> <p>Federal - ESSER III - Time Contributions of Counselor FTE: 1.00</p>	<p>Documentation :Counselor Records - - 12/21: The Counselors' records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselors have completed the Calendar of Events and Activities for the first semester and have appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.</p>	<p>The Counseling and Guidance Program will have a positive impact on students, resulting in increased student achievement and reduced drop-out rates.</p>	<p>Informal Assessment :Classroom Assessments - - 05/22: 90% of all students will pass EOY benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Reading - - 05/22: 70% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests.</p> <p>77% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests.</p> <p>81% of students in grades 9 - 12 will pass the STAAR EOC English I and 80% of students in grades 10 - 12 will pass the STAAR EOC English II exams.</p> <p>Criterion-Referenced Test :STAAR Math - - 05/22: 53% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests.</p> <p>70% of students in grades 6 - 8 in the Meets category will pass the appropriate grade-level STAAR Math tests.</p> <p>85% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)**
[TEC §4.001 (b)(2)(4)]
 Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
						Criterion-Referenced Test :STAAR Writing - - 05/22: 60% of students in grade 4 will pass the STAAR Writing test. 68% of students in grade 7 will pass the STAAR Writing test. Criterion-Referenced Test :STAAR Science - - 05/22: 57% of students in grade 5 will pass the STAAR Science test. 65% of students in grade 8 will pass the STAAR Science test. 87% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. Criterion-Referenced Test :STAAR Social Studies - - 05/22: 65% of students in grade 8 will pass the STAAR Social Studies test. 100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

District Improvement Plan
Fort Hancock ISD 2021-2022

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)

[TEC §4.001 (b)(2)(4)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Library and Media Services - A contracted, Certified Librarian conducts the Library-Media Services. Available resources include:</p> <ul style="list-style-type: none"> * Full-scale Library facilities available to students; * Accelerated Reader Books and Tests; * Computers with internet access; * Electronic encyclopedias and references; and * Interactive Language Arts, Math, Science, and Social Studies resources. 	8/2021 - 5/2022	Elementary Principal - Yadira Munoz Middle School Principal - Danny Medina High School Principal - Lorena Molinar Librarian - Gloria Galindo	Federal - Title I, Part A - Supplemental Library Books \$5,000.00 Federal - Title I, Part A - Accelerated Reader Site Licenses \$22,800.00	Documentation :School Records - - 12/21: All Fort Hancock ISD students have access to the library on a regularly scheduled basis. Documentation :School Records - - 12/21: Librarian and teacher records indicate that at least 90% of the students have participated in Library activities.	The Fort Hancock ISD Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Documentation :School Records - - 05/22: Librarian and teacher records indicate that 100% of the students have participated in Library activities.
<p>Activity: Homeless Services - The Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>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.</p>	8/2021 - 5/2022	Homeless Liaison - Yvonne Samaniego	Federal - Title I, Part A - Homeless Resources \$100.00	Documentation :Agendas, Notes, Sign-In Sheets - - 12/21: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	No student will suffer an interruption in their education because of homelessness. Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/22: 90% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state of federal regulations.

District Improvement Plan
Fort Hancock ISD 2021-2022

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, and during open house and parent meetings.</p> <p>Students with perfect attendance will be recognized every six weeks.</p> <p>Fort Hancock ISD will contact parents after a student has had three consecutive absences.</p> <p>The Principals at Fort Hancock ISD will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p>	8/2021 - 5/2022	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Documentation :Parent Contact Logs - 08/21: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, and during open house and parent meetings.</p>	<p>Fort Hancock ISD will encourage increased student attendance.</p>	<p>Documentation :Attendance Records - 05/22: Attendance records reflect an attendance rate at 97% or above.</p> <p>Documentation :Parent Contact Logs - 05/22: Contact with 100% of parents/guardians of students who have excessive absences.</p>
<p>Strategy:</p> <p>Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten in Fort Hancock ISD. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p> <p>Incentives are provided to reward good behavior such as ice cream socials, dances, and bags of goodies. "Student of the Month" will be recognized at the monthly School Board meetings.</p>	8/2021 - 5/2022	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documentation :Attendance Records - 12/21: Attendance records reflect an attendance rate at 97% or above.</p>	<p>Achieve student dropout rate of 0%.</p>	<p>Documentation :School Records - 05/22: 90% of students will be promoted to the next grade level or obtain a high school diploma.</p>

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Credit Recovery Program - Fort Hancock High School provides a credit recovery program during the school day for grades 5 - 12 using Odysseyware, a comprehensive, online courseware system that provides research-based, interactive curriculum while integrating assessments and student management.</p> <p>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.</p> <p>The Credit Recovery aide, after coordination with the foundation teachers, will facilitate intensive, the appropriate instruction in the core subject areas.</p>	8/2021 - 5/2022	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	State - State Compensatory Education (SCE) - Time Contributions of Credit Recovery Aide FTE: 1.00 <p style="text-align: right;">\$33,030.92</p> State - State Compensatory Education (SCE) - Odysseyware Site License <p style="text-align: right;">\$13,200.00</p>	Informal Assessment :Classroom Assessments - - Six Weeks: Six week grade reports show on-time credit accrual.	Increased student achievement.	Documentation :School Records - - 05/22: 90% of students will attain the appropriate credits and graduate in four years.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>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:</p> <ul style="list-style-type: none"> * 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. <p>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.</p>	8/2021 - 5/2022	High School Principal - Lorena Molinar	Local Funds - Time Contributions of Staff	Documentation :School Records - - 12/21: School records indicate a reduction in absences and an increase in passing six weeks grades.	Students are able to remain in school and complete their education.	Documentation :School Records - - 05/22: School records indicate all students graduate from school.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Extracurricular Activities - Fort Hancock ISD offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p> <p>Student Activities include:</p> <ul style="list-style-type: none"> * Student council * National Honor Society * Book Club * Spanish Club * One Act Play * UIL Academics * 4-H * Border Patrol Explorers * Athletics * IT Club * T.A.F.E. 	8/2021 - 5/2022	<p>High School Principal - Lorena Molinar</p> <p>Middle School Principal - Danny Medina</p> <p>Elementary Principal - Yadira Munoz</p>	<p>Local Funds - Time</p> <p>Contributions of Extracurricular Staff</p>		<p>Students will become more diversified, goal-oriented and well-rounded individuals.</p>	<p>Documentation :School Records - 05/22: Increase in the number of students participating in extracurricular activities as compared to the previous year.</p>

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

Objective(s):

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

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: 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 and *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. The Counselors will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.); 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56; 3) The need for students to make informed curriculum choices to be prepared for success beyond high school; 4) Source of information on higher education admissions and financial aid; and 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits,	8/2021 - 5/2022	High School Counselor - Adan Lopez Middle School Counselor - Jess Schultz Elementary Counselor - Teresa Gonzalez	Coordinated Funds - Time Contributions of Counselors State - CCMR Outcomes Bonus - CCMR Outcomes Bonus Allotment \$15,000.00	Documentation :Lesson Plans - 12/21: Lesson plans will detail activities that will provide information about career opportunities.	Students will demonstrate positive attitudes and willingness to be accountable for present and future actions and accomplishments.	Documentation :School Records - 05/22: All students complete school with ideas of potential careers and goals to prepare themselves for successful post-secondary opportunities.

<p>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]</p> <p>Objective(s):</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>early graduation or college credits.</p> <p>The Counselors will be responsible for collaborating with parents, community members and business representatives to provide students with an opportunity to meet and interact with people working in a variety of exciting careers through Career Day, as well as, to visit technical or academic institutions of higher learning through College Days.</p> <p>Benito Martinez Elementary students will engage in a meaningful partnership with El Paso Community College to provide a significant way to involve our students, staff, and community in creating career and college awareness.</p> <p>Strategy:</p> <p>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.</p> <p>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.</p> <p>Fort Hancock High School, through the Grow Your Own Grant, will provide Dual Credit Courses to students interested in pursuing a degree in education.</p>	8/2021 - 5/2022	<p>CTE Teacher - Ysela Ortega CTE Teacher - George Trevino CTE Teacher - Noe Iglesias</p>	<p>State - Career and Technology Block Grant - Career and Technology Allotment \$135,257.00</p> <p>Federal - Carl D. Perkins Vocational & Applied Technology - Region XIX ESC SSA \$10,994.00</p>	<p>Informal Assessment :Report Card Grades - 12/21: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.</p>	<p>Students will be exposed to the career opportunities available so that they may make informed decisions regarding their course of study.</p>	<p>Documentation :School Records - 05/22: 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.</p> <p>Documentation :School Records - 05/22: 93% of students in a CTE program of study will earn an industry-based certification by graduation.</p>

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

Objective(s):

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

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

Objective(s):

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

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Professional Development Program (SWP CNA, CIP) - Through the DPDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that: * will coordinate PD programs and activities across programs that will improve, enhance, or develop instructional methods; * will be intense and sustained; * will be tied to the TEKS and STAAR; * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, 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. Annual needs assessment results indicate a need for: 1) Districtwide training in Content Area Best Practices through the Region XIX, Campus Staff, and Instructional Coaches. 2) Districtwide training on Reading and Writing through Empowering Writers and Region XIX. 3) Ongoing districtwide training on student mental health awareness and interventions. 4) Training in the incorporation of ELPS through ELLevation software .	8/2021 - 5/2022	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Federal - Title I, Part A - Substitutes for Professional Development Release \$6,485.19 Federal - Title II, Part A - Contracted Region 19 PD \$1,555.00 Federal - Title I, Part A - PD Travel and Registration \$300.00 Federal - Title III, Part A - ELA - PD Travel and Registration \$979.00	Documentation :Professional Development Records - 08/21: The DPDMC will have designed a PD program that meets the needs of the Fort Hancock ISD faculty.	Increased student achievement.	Documentation :Professional Development Records - 04/22: The Principals and DPDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

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

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
5) Training on TEKS Resource System for all teachers. 6) Training on technology applications and programs.						

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Evaluation of Professional Development Program - The Fort Hancock ISD Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	8/2021 - 5/2022	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments- 12/21: 80% of students will pass campus TEKS-based benchmark tests.	Increased students achievement.	Informal Assessment :Classroom Assessments- 05/22: 90% of grades PK – 2 students will pass campus benchmark tests. Criterion-Referenced Test :STAAR Reading- 05/22: 70% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 77% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests. 81% of students in grades 9 – 12 will pass the STAAR EOC English I and 80% of students in grades 10 - 12 will pass the STAAR EOC English II exams. Criterion-Referenced Test :STAAR Math- 05/22: 53% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 70% of students in grades 6 – 8 in the Meets category will pass the appropriate grade-level STAAR Math tests. 85% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.

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

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
						<p>Criterion-Referenced Test :STAAR Writing- 05/22: 60% of students in grade 4 will pass the STAAR Writing test.</p> <p>68% of students in grade 7 will pass the STAAR Writing test.</p> <p>Criterion-Referenced Test :STAAR Science- 05/22: 57% of students in grade 5 will pass the STAAR Science test.</p> <p>65% of students in grade 8 will pass the STAAR Science test.</p> <p>87% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>Criterion-Referenced Test :STAAR Social Studies- 05/22: 65% of students in grade 8 will pass the STAAR Social Studies test.</p> <p>100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>

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

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Recruitment and Retention Initiatives - The 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.</p> <p>Fort Hancock ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status.</p> <p>In response to the COVID-19 pandemic, Fort Hancock ISD will provide all staff with retention stipends including high need field stipends, performance stipends, and Reading Academy Stipends to retain fully certified staff and continue to employ existing staff.</p> <p>All teachers must be fully certified or enrolled in an alternative certification program prior to employment at Fort Hancock ISD.</p>	<p>8/2021 - 5/2022</p>	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>Federal - Title II, Part A - Bilingual Stipends \$14,264.12</p> <p>Federal - Title II, Part A - Science Stipend \$4,075.46</p> <p>Federal - Title IV, Part A - Math/Science Stipends \$12,735.82</p> <p>Federal - ESSER II - Reading Academy Stipends \$4,075.46</p> <p>Federal - ESSER II - Elementary Retention Stipends \$23,433.95</p> <p>Federal - ESSER II - Middle School Retention Stipends \$16,301.89</p> <p>Federal - ESSER II - High School Retention Stipends \$22,415.08</p> <p>Federal - ESSER II - District Retention Stipends \$23,433.96</p> <p>Federal - ESSER III - Elementary High Need Stipends \$16,047.16</p> <p>Federal - ESSER III - Middle School High Need Stipends \$5,349.06</p> <p>Federal - ESSER III - High School High Need Field Stipends \$4,584.90</p>	<p>Documentation :Human Resources Records - 08/21: 100% Certified Faculty.</p>	<p>100% Fully Certified Faculty.</p>	<p>Documentation :Human Resources Records - 05/22: 100% Certified Faculty.</p>

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

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
			Federal - ESSER III - Elementary Performance Stipends <p style="text-align: right;">\$9,169.80</p> Federal - ESSER III - Middle School Performance Stipends <p style="text-align: right;">\$7,641.51</p> Federal - ESSER III - High School Performance Stipends <p style="text-align: right;">\$11,716.97</p>			

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CIP) [TEC §4.001 (b)(10)]
 Objective(s):

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

District Improvement Plan
Fort Hancock ISD 2021-2022

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CIP) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Integrated Curriculum (SWP CIP) - 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. Activities include: 1) Using instructional software programs, such as STEMscopes Texas, Learning A-Z, Measuring Up, Mentoring Minds, IXL, Accelerated Reader, and Discovery Education to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Instructional management software tools such as Eduphoria Aware and ELlevation are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR, and/or reading comprehension skills. 3) The district will implement a technology lending program to loan students who ride the bus devices to take home in which students can use these devices to and from school and home (bus ride is more than one hour daily). 4) The lending program is also for students who are reading more than two grade levels below grade level. Ft Hancock ISD will purchase educational technology to mitigate learning loss due to the COVID-19 pandemic.	8/2021 - 5/2022	Technology Director - Tomas Chavez	Federal - Title I, Part A - Contracted Instructional Software <p style="text-align: right;">\$7,350.00</p> Federal - Title I, Part A - A-Z Learning Site Licenses <p style="text-align: right;">\$2,795.00</p> Federal - Title I, Part A - STEMscopes Texas <p style="text-align: right;">\$2,300.00</p> Federal - Title I, Part A - Vocabulary Software <p style="text-align: right;">\$1,000.00</p> Federal - Title I, Part A - Mentoring Minds Workbooks <p style="text-align: right;">\$5,100.00</p> State - State Compensatory Education (SCE) - Brain Pop Site License <p style="text-align: right;">\$1,900.00</p> State - State Compensatory Education (SCE) - IXL Site Licenses <p style="text-align: right;">\$6,650.00</p> State - State Compensatory Education (SCE) - Galaxy Education Site Licenses <p style="text-align: right;">\$2,700.00</p> Federal - Title I, Part A - Title I Crate Software <p style="text-align: right;">\$2,000.00</p> State - Technology Lending - Technology Resources <p style="text-align: right;">\$75,000.00</p> Federal - ESSER II - Technology Resources	Documentation :Lesson Plans - 12/21: Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	Increased student achievement.	Informal Assessment :Classroom Assessments- 05/22: 90% of students in grades K - 2 will pass campus benchmark test. Criterion-Referenced Test :STAAR Reading- 05/22: 70% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 77% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests. 81% of students in grades 9 – 12 will pass the STAAR EOC English I and 80% of students in grades 10 - 12 will pass the STAAR EOC English II exams. Criterion-Referenced Test :STAAR Math- 05/22: 53% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 70% of students in grades 6 – 8 in the Meets category will pass the appropriate grade-level STAAR Math tests. 85% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CIP) [TEC §4.001 (b)(10)]
Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
			<p style="text-align: right;">\$17,457.00</p> <p>Federal - ESSER III - Technology Resources \$58,175.00</p> <p>Federal - ESSER II - Time Contributions of Technology Tech FTE: 1.00 \$35,481.62</p>			<p>Criterion-Referenced Test :STAAR Writing- 05/22: 60% of students in grade 4 will pass the STAAR Writing test.</p> <p>68% of students in grade 7 will pass the STAAR Writing test.</p> <p>Criterion-Referenced Test :STAAR Science- 05/22: 57% of students in grade 5 will pass the STAAR Science test.</p> <p>65% of students in grade 8 will pass the STAAR Science test.</p> <p>87% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>Criterion-Referenced Test :STAAR Social Studies- 05/22: 65% of students in grade 8 will pass the STAAR Social Studies test.</p> <p>100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CIP) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: 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. Fort Hancock is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Fort Hancock has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Fort Hancock ISD School Board Policy CQ (Local).	8/2021 - 5/2022	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz Technology Director - Tomas Chavez	Local Funds - Acceptable Use Policy	Documentation :School Records - 08/21: 100% of the faculty, students and parents at Fort Hancock ISD that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP.	Responsible students with access to the instructional resources available through the internet, which will have a positive impact on student achievement.	Documentation :School Records - 05/22: No incidents of students, faculty, or parents breaking the Acceptable Use Policy.

Goal: 7 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 §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s):

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

Goal: 7 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 §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>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:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and 	<p>8/2021 - 5/2022</p>	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>Federal - ESSER II - Time Contributions of Maintenance FTE: 1.00 \$39,618.40</p> <p>Federal - ESSER II - Districtwide Wattle Bottle Fountain and Benches \$20,000.00</p> <p>Federal - ESSER III - Districtwide Cleaning and Sanitization Supplies \$15,000.00</p>	<p>Documentation :Discipline Records - 12/21: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :Discipline Records - 05/22: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p>

Goal: 7 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 §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>In response to the COVID-19 pandemic, Ft Hancock ISD will purchase cleaning and sanitizing supplies to clean and sanitize the facilities as well as purchase water bottle fountain and benches to minimize the spread of infectious diseases in accordance with CDC recommendations.</p>						

Goal: 7 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 §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: 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. The council's duties include recommending:</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> a. School health services; b. Counseling and guidance services; c. A safe and healthy school environment; and d. School employee wellness. <p>Texas Education Code 28.004(c)</p>	<p>8/2021 - 5/2022</p>	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz SHAC Coordinator - Jess Schultz</p>	<p>Local Funds - Time Contributions of Committee Members</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :Board Policies - - 05/22: Local Board Policies reflect all new mandated medical and health-related policies, as well as Fort Hancock ISD's specific policies.</p>

Goal: 7 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 §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>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.</p> <p>Fort Hancock ISD will provide training in trauma-informed care to district educators. Trainings 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.</p> <p>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 38.036)</p>	<p>8/2021 - 5/2022</p>	<p>Superintendent - Jose Franco Elementary Counselor - Teresa Gonzalez Middle School Counselor - Jess Schultz High School Counselor - Adan Lopez</p>	<p>Local Funds - Trauma-Informed Care Training</p>	<p>Documentation :School Records - - 08/21: Trauma-informed care policy has been implemented and distributed to staff, parents, and students.</p>	<p>Establishing a comprehensive safe and supportive school program that incorporates research-based best practices and procedures for training staff on integrating trauma-informed practices.</p>	<p>Documentation :Professional Development Records - - 05/22: 100% of district and campus staff have received the required training.</p>

<p>Goal: 7 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 §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Safe Schools Initiatives (SWP CIP) - The health and safety of Fort Hancock ISD students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State, and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>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:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * 3Bs * Medical Services (screening and information) * Assemblies and Speakers to encourage safety and healthy choices * Security Devices such as ID Tags, Cameras, and Alarms * Active shooter alarm system notification software * Two-way radios <p>In response to the COVID-19 pandemic, Ft Hancock ISD will upgrade the district's callout and phone system to parents informed.</p>	8/2021 - 5/2022	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>State - School Safety Allotment - School Safety Allotment \$3,752.00</p> <p>Federal - ESSER II - Districtwide Contracted Telephone System Services \$11,600.00</p>	<p>Documentation :Discipline Records - 12/21: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :Discipline Records - 05/22: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p>

District Improvement Plan
Fort Hancock ISD 2021-2022

Goal: 7 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 §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: Discipline Alternative Education Program (DAEP) - Fort Hancock ISD students will be knowledgeable about the Student Code of Conduct, campus rules, 3B's, and the guidelines as set forth in the Acceptable Use policy.</p> <p>Fort Hancock ISD students who have violated the district code of conduct may be placed on Odyssey Ware.</p>	8/2021 - 5/2022	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Time Contributions of DAEP Staff	Documentation :School Records - - 12/21: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion. Maintain classroom assignments through DAEP instructional arrangement.	A safe climate for student learning, having a positive impact on student achievement.	Informal Assessment :Report Card Grades - - 05/22: Final report card grades and STAAR assessments will indicate program's success.
<p>Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Fort Hancock ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselors and Principals, using the data to plan specific programs and activities. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * National Red Ribbon Week presentations and activities * Student Assemblies on violence, drug prevention, health and safety * Border Patrol presentations * Speak Out to Drugs Student Engagement 	8/2021 - 5/2022	High School Counselor - Adan Lopez Elementary Principal - Yadira Munoz Middle School Principal - Danny Medina	State - State and Local Funds - Time Contributions of Faculty and Staff	Documentation :Discipline Records - - 12/21: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Discipline Records - - 05/22: 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.

Goal: 7 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 §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Child Sexual Abuse and Other Maltreatment of Children - The district has established a plan for addressing child sexual abuse and other maltreatment of children. Each year, teachers and staff must take the Darkness to Light online training.</p> <p>As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted</p>	<p>8/2021 - 5/2022</p>	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documentation :School Records - - 08/21: Sexual Abuse Policy has been distributed to staff, parents, and students.</p>	<p>Staff, parents and students have an increased awareness of issues regarding the sexual abuse and other maltreatment of children.</p>	<p>Documentation :School Records - - 05/22: Sexual Abuse Policy will have been implemented.</p>

Goal: 7 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 §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs.</p> <p>To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.</p> <p>The following Web sites might help you become more aware of child abuse and neglect: http://www.childwelfare.gov/pubs/factsheets/signs.cfm http://sapn.nonprofitoffice.com http://www.taasa.org/member/materials2.php http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</p> <p>Reports may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at http://www.txabusehotline.org).</p>						

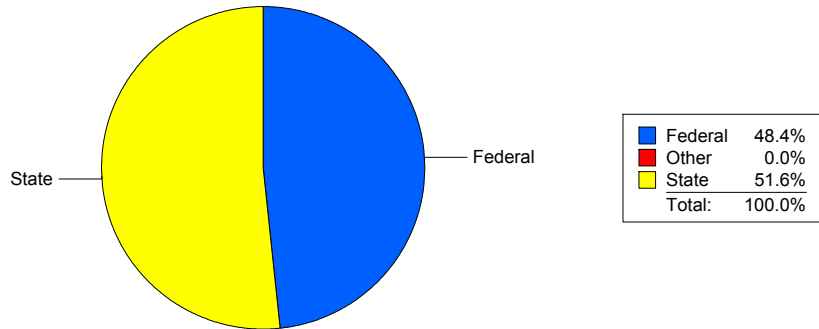
Goal: 7 Fort Hancock ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education.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

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Dating Violence Policy - In accordance with TEC 37.0831, the dating violence is not tolerated in Fort Hancock ISD. Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.</p> <p>Students who are victims of child abuse, family violence, dating violence, and sex trafficking should report to the school counselor, principal, Superintendent, or a teacher they are comfortable sharing this information. The principal or designee will notify the parent in a timely manner if a report identifies a student as an alleged victim or perpetrator.</p> <p>The district will provide counseling for victims and perpetrators and training to teachers and administrators. In addition, the district will provide students with age-appropriate educational materials on the dangers of dating violence and resources for students seeking help. For more information see Board Policy FFH (Local).</p>	<p>8/2021 - 5/2022</p>	<p>Superintendent - Jose Franco Elementary Principal - Yadira Munoz Middle School Principal - Danny Medina High School Principal - Lorena Molinar Elementary Counselor - Teresa Gonzalez Middle School Counselor - Jess Schultz High School Counselor - Adan Lopez</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>		<p>Staff, parents, and students have an increased awareness of dating violence.</p>	<p>Documentation :School Records - - 05/22: Dating violence policy has been implemented and distributed to staff, parents, and students.</p>

<p>Goal: 7 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 §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - The counselors will conduct responsive services in prevention and intervention areas. Areas of focus will include:</p> <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education <p>The counselors and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior <p>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.</p>	8/2021 - 5/2022	<p>High School Counselor - Adan Lopez Middle School Counselor - Jess Schultz Elementary Counselor - Teresa Gonzalez</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of Counselors FTE: 2.00</p> <p>Federal - ESSER III - Time Contributions of Counselor FTE: 1.00</p> <p style="text-align: right;">\$83,401.77</p>	<p>Documentation :School Records - 12/21: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :Counselor Records - 05/22: Counselor records indicate that referrals to counselor have decreased as compared to the previous year.</p>

Funding Values By Program



District Improvement Plan
Fort Hancock ISD 2021-2022

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Federal		
Carl D. Perkins		
Vocational & Applied		
Technology		
Region XIX ESC SSA	0.00	\$10994.00
ESSER II		
Technology Resources	0.00	\$17457.00
Time Contributions of Maintenance	1.00	\$39618.40
Reading Academy Stipends	0.00	\$4075.46
Elementary Retention Stipends	0.00	\$23433.95
Middle School Retention Stipends	0.00	\$16301.89
High School Retention Stipends	0.00	\$22415.08
District Retention Stipends	0.00	\$23433.96
Time Contributions of Technology Tech	1.00	\$35481.62
Districtwide Contracted Telephone System Services	0.00	\$11600.00
Districtwide Wattle Bottle Fountain and Benches	0.00	\$20000.00

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Funding Values By Program

Federal	FTE	DollarValue
ESSER II		
Time Contributions of Federal Programs Director	1.00	\$109887.10
Instructional Resources	0.00	\$20559.00
SECCA, Inc. Consulting Services	0.00	\$19872.00
ESSER III		
SECCA, Inc. Consulting Services	0.00	\$26042.00
Time Contributions of Counselor	1.00	\$0.00
Time Contributions of High School Math Intervention Teacher	1.00	\$59605.33
Time Contributions of Math Intervention Aide	1.00	\$19233.67
Extra Duty Pay for Intervention Teachers	0.00	\$28334.18
Tutoring Resources	0.00	\$5000.00
Time Contributions of ELAR Intervention Teachers	2.00	\$143351.40
Technology Resources	0.00	\$58175.00
Districtwide Cleaning and Sanitization Supplies	0.00	\$15000.00
Time Contributions of Counselor	1.00	\$83401.77
Elementary High Need Stipends	0.00	\$16047.16
Middle School High Need Stipends	0.00	\$5349.06
High School High Need Field Stipends	0.00	\$4584.90
Elementary Performance Stipends	0.00	\$9169.80
Middle School Performance Stipends	0.00	\$7641.51
High School Performance Stipends	0.00	\$11716.97
IDEA-B Formula		
Time Contributions of Special Education Staff	1.20	\$59387.11
Contracted Speech Therapy	0.00	\$11812.00
Contracted Occupational Therapy	0.00	\$5000.00

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
IDEA-B Preschool		
Contracted Speech Therapy	0.00	\$1159.00
Title I, Part A		
Summer School Resources	0.00	\$2400.00
Supplemental Library Books	0.00	\$5000.00
Accelerated Reader Site Licenses	0.00	\$22800.00
Homeless Resources	0.00	\$100.00
Middle School Supplemental Science Resources	0.00	\$2000.00
Time Contributions of Elementary Reading/Literacy Aide	0.24	\$7550.77
Elementary Reading Materials	0.00	\$500.00
Time Contributions of Elementary Instructional Aide	1.00	\$19171.79
Time Contributions of Middle School Instructional Aide	0.10	\$2325.88
Time Contributions of High School Instructional Aide	1.00	\$19171.79
Time Contributions of Summer School Staff	0.00	\$65361.39
Title I Crate Software	0.00	\$2000.00
Supplemental Instructional Resources	0.00	\$9223.00
Time Contributions of Parent Liaisons	0.75	\$20795.86
Parent Involvement Resources	0.00	\$1000.00
SECCA, Inc. Consulting Services	0.00	\$5250.00
Substitutes for Professional Development Release	0.00	\$6485.19
PD Travel and Registration	0.00	\$300.00
Contracted Instructional Software	0.00	\$7350.00
A-Z Learning Site Licenses	0.00	\$2795.00
STEMscopes Texas	0.00	\$2300.00
Vocabulary Software	0.00	\$1000.00

Funding Values By Program

Federal	FTE	DollarValue
Title I, Part A		
Mentoring Minds Workbooks	0.00	\$5100.00
Title I, Part C (Migrant)		
Time Contributions of Aide	1.00	\$22637.21
Extra Duty Pay for Summer School Aide	0.00	\$1360.04
Supplemental Instructional Resources	0.00	\$10486.00
SECCA, Inc. Consulting Services	0.00	\$884.00
Title II, Part A		
Time Contributions of High School Reading/Literacy Aide	0.51	\$16765.72
SECCA, Inc. Consulting Services	0.00	\$940.00
Bilingual Stipends	0.00	\$14264.12
Science Stipend	0.00	\$4075.46
Contracted Region 19 PD	0.00	\$1555.00
Title III, Part A - ELA		
PD Travel and Registration	0.00	\$979.00
Parent, Family, and Community Resources	0.00	\$500.00
SECCA, Inc. Consulting Services	0.00	\$485.00
Time Contribution of ESL Aide	0.90	\$21578.38
Discovery Education	0.00	\$750.00
Title IV, Part A		
SECCA, Inc. Consulting Services	0.00	\$800.00
Supplemental Instructional Resources	0.00	\$971.00
Math/Science Stipends	0.00	\$12735.82
		<u>\$1,266,887.74</u>
Other	FTE	DollarValue

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of Counselors	0.00	\$0.00
Local Funds		
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
Time Contributions of Staff, Parents and Community	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contribution of Committee Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Foundation Staff	0.00	\$0.00
Time Contributions of PK Staff	0.00	\$0.00
Time Contributions of Teachers	0.00	\$0.00
Acceptable Use Policy	0.00	\$0.00
Time Contributions of DAEP Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Trauma-Informed Care Training	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Assessment Instruments and Testing Mataterials	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
		\$0.00
State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Block Grant		
Bilingual Allotment	0.00	\$191356.00
Career and Technology Block Grant		
Career and Technology Allotment	0.00	\$135257.00
CCMR Outcomes Bonus		
CCMR Outcomes Bonus Allotment	0.00	\$15000.00
Dyslexia Allotment		
Dyslexia Allotment	0.00	\$6776.00
Early Education Allotment		
Early Education Allotment	0.00	\$107058.00
Gifted and Talented Block Grant		
G/T Allotment	0.00	\$7833.00
School Safety Allotment		
School Safety Allotment	0.00	\$3752.00
Special Education Block Grant		
Special Education Allotment	0.00	\$375493.00
State and Local Funds		
Time Contributions of Ancillary Staff	0.00	\$0.00

Funding Values By Program

State	FTE	DollarValue
State and Local Funds		
Assessment Instruments	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of G/T Staff	0.00	\$0.00
Contracted Diagnostic Services	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Child Find Resources	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Bilingual Staff and LPAC	0.00	\$0.00
State Compensatory Education (SCE)		
Time Contributions of High School Instructional Aide	0.67	\$15932.58
Time Contributions of Counselors	2.00	\$156972.80
Time Contributions of Credit Recovery Aide	1.00	\$33030.92
Odysseysware Site License	0.00	\$13200.00
Time Contributions of Elementary Staff	0.84	\$48513.44
Time Contributions of Middle School Staff	1.13	\$66649.83
Time Contributions of High School Staff	0.48	\$29204.69
Extra-Duty Pay for Saturday School Staff	0.00	\$328.44
Time Contributions of Middle School Reading Intervention Teacher	0.38	\$23285.75
Middle School Reading Materials	0.00	\$750.00
High School Reading Materials	0.00	\$1200.00
Time Contributions of Summer School Staff	0.00	\$7081.93
Supplemental Instructional Resources	0.00	\$9300.00

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Compensatory Education (SCE)		
Brain Pop Site License	0.00	\$1900.00
Time Contributions of Counselors	2.00	\$0.00
IXL Site Licenses	0.00	\$6650.00
Galaxy Education Site Licenses	0.00	\$2700.00
SECCA, Inc. Consulting Services	0.00	\$14474.00
Technology Lending		
Technology Resources	0.00	\$75000.00
		<u>\$1,348,699.38</u>
	Grand Total:	\$2,615,587.12

2020-21 Texas Academic Performance Report (TAPR)

District Name: FT HANCOCK ISD

District Number: 115901

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	62%	62%	-	62%	-	-	-	-	-	*	*	63%	60%	61%	67%
	2019	76%	79%	63%	-	64%	*	-	-	-	-	-	*	65%	50%	72%	63%
At Meets Grade Level or Above	2021	39%	30%	38%	-	38%	-	-	-	-	-	*	*	42%	20%	36%	39%
	2019	45%	47%	31%	-	32%	*	-	-	-	-	-	*	35%	17%	32%	32%
At Masters Grade Level	2021	19%	13%	21%	-	21%	-	-	-	-	-	*	*	21%	20%	18%	22%
	2019	27%	28%	13%	-	14%	*	-	-	-	-	-	*	15%	0%	8%	11%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	50%	45%	-	45%	-	-	-	-	-	*	*	50%	20%	43%	50%
	2019	79%	84%	72%	-	71%	*	-	-	-	-	-	*	77%	50%	76%	79%
At Meets Grade Level or Above	2021	31%	18%	7%	-	7%	-	-	-	-	-	*	*	8%	0%	4%	6%
	2019	49%	52%	31%	-	29%	*	-	-	-	-	-	*	31%	33%	36%	32%
At Masters Grade Level	2021	14%	7%	3%	-	3%	-	-	-	-	-	*	*	4%	0%	4%	6%
	2019	25%	25%	16%	-	11%	*	-	-	-	-	-	*	15%	17%	20%	16%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	56%	50%	-	50%	*	-	-	-	*	0%	*	67%	11%	50%	56%
	2019	75%	78%	64%	-	60%	*	-	*	-	*	*	*	60%	75%	62%	63%
At Meets Grade Level or Above	2021	36%	29%	17%	-	14%	*	-	-	-	*	0%	*	19%	11%	17%	22%
	2019	44%	46%	27%	-	27%	*	-	*	-	*	*	*	24%	38%	24%	25%
At Masters Grade Level	2021	17%	12%	3%	-	4%	*	-	-	-	*	0%	*	5%	0%	3%	6%
	2019	22%	22%	6%	-	3%	*	-	*	-	*	*	*	4%	13%	7%	4%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	46%	10%	-	11%	*	-	-	-	*	0%	*	14%	0%	10%	17%
	2019	75%	79%	64%	-	60%	*	-	*	-	*	*	*	60%	75%	59%	67%
At Meets Grade Level or Above	2021	36%	21%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
	2019	48%	48%	33%	-	27%	*	-	*	-	*	*	*	28%	50%	31%	29%
At Masters Grade Level	2021	21%	10%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
	2019	28%	27%	6%	-	3%	*	-	*	-	*	*	*	4%	13%	7%	4%
Grade 4 Writing																	

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	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	46%	40%	-	39%	*	-	-	-	*	0%	*	52%	11%	40%	39%
	2019	67%	74%	70%	-	67%	*	-	*	-	*	*	*	68%	75%	66%	71%
At Meets Grade Level or Above	2021	27%	20%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
	2019	35%	39%	27%	-	27%	*	-	*	-	*	*	*	20%	50%	24%	29%
At Masters Grade Level	2021	8%	5%	0%	-	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
	2019	11%	11%	0%	-	0%	*	-	*	-	*	*	*	0%	0%	0%	0%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	69%	55%	-	55%	*	-	-	-	-	*	*	54%	57%	52%	55%
	2019	86%	89%	85%	-	85%	-	-	-	-	-	*	-	81%	100%	88%	81%
At Meets Grade Level or Above	2021	46%	39%	24%	-	26%	*	-	-	-	-	*	*	23%	29%	19%	18%
	2019	54%	53%	38%	-	38%	-	-	-	-	-	*	-	33%	60%	40%	48%
At Masters Grade Level	2021	30%	23%	9%	-	10%	*	-	-	-	-	*	*	12%	0%	6%	0%
	2019	29%	27%	12%	-	12%	-	-	-	-	-	*	-	14%	0%	12%	14%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	61%	33%	-	32%	*	-	-	-	-	*	*	35%	29%	29%	36%
	2019	90%	94%	88%	-	88%	-	-	-	-	-	*	-	90%	80%	92%	86%
At Meets Grade Level or Above	2021	44%	31%	9%	-	10%	*	-	-	-	-	*	*	12%	0%	3%	5%
	2019	58%	62%	15%	-	15%	-	-	-	-	-	*	-	14%	20%	16%	19%
At Masters Grade Level	2021	25%	14%	0%	-	0%	*	-	-	-	-	*	*	0%	0%	0%	0%
	2019	36%	38%	4%	-	4%	-	-	-	-	-	*	-	5%	0%	4%	5%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	51%	36%	-	35%	*	-	-	-	-	*	*	38%	29%	35%	36%
	2019	75%	78%	88%	-	88%	-	-	-	-	-	*	-	90%	80%	92%	86%
At Meets Grade Level or Above	2021	31%	20%	9%	-	10%	*	-	-	-	-	*	*	12%	0%	6%	5%
	2019	49%	51%	54%	-	54%	-	-	-	-	-	*	-	57%	40%	56%	57%
At Masters Grade Level	2021	13%	6%	3%	-	3%	*	-	-	-	-	*	*	4%	0%	3%	5%
	2019	24%	23%	23%	-	23%	-	-	-	-	-	*	-	29%	0%	24%	29%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	55%	62%	-	58%	-	-	*	-	*	*	*	63%	*	63%	53%
	2019	68%	67%	74%	-	74%	-	-	-	-	-	-	*	75%	*	76%	74%

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At Meets Grade Level or Above	2021	32%	24%	19%	-	17%	-	-	*	-	*	*	*	17%	*	21%	16%
	2019	37%	34%	30%	-	30%	-	-	-	-	-	-	*	30%	*	29%	37%
At Masters Grade Level	2021	15%	9%	8%	-	4%	-	-	*	-	*	*	*	8%	*	8%	0%
	2019	18%	15%	9%	-	9%	-	-	-	-	-	-	*	10%	*	5%	11%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	56%	73%	-	71%	-	-	*	-	*	*	*	71%	*	71%	68%
	2019	81%	83%	78%	-	78%	-	-	-	-	-	-	*	80%	*	76%	84%
At Meets Grade Level or Above	2021	36%	23%	38%	-	33%	-	-	*	-	*	*	*	38%	*	38%	32%
	2019	47%	46%	43%	-	43%	-	-	-	-	-	-	*	50%	*	43%	47%
At Masters Grade Level	2021	15%	8%	4%	-	0%	-	-	*	-	*	*	*	4%	*	4%	0%
	2019	21%	18%	22%	-	22%	-	-	-	-	-	-	*	25%	*	19%	26%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	59%	59%	*	57%	-	-	-	-	-	*	-	61%	*	57%	56%
	2019	76%	76%	85%	-	85%	-	-	-	-	-	*	*	88%	*	83%	83%
At Meets Grade Level or Above	2021	45%	34%	32%	*	29%	-	-	-	-	-	*	-	33%	*	29%	33%
	2019	49%	47%	63%	-	63%	-	-	-	-	-	*	*	63%	*	63%	67%
At Masters Grade Level	2021	25%	17%	23%	*	19%	-	-	-	-	-	*	-	22%	*	19%	22%
	2019	29%	26%	41%	-	41%	-	-	-	-	-	*	*	46%	*	38%	42%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	42%	45%	*	43%	-	-	-	-	-	*	-	44%	*	43%	44%
	2019	75%	78%	81%	-	81%	-	-	-	-	-	*	*	83%	*	79%	79%
At Meets Grade Level or Above	2021	27%	16%	9%	*	5%	-	-	-	-	-	*	-	6%	*	5%	6%
	2019	43%	44%	41%	-	41%	-	-	-	-	-	*	*	38%	*	46%	42%
At Masters Grade Level	2021	12%	5%	0%	*	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	17%	15%	11%	-	11%	-	-	-	-	-	*	*	13%	*	13%	13%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	50%	52%	*	50%	-	-	-	-	-	*	-	58%	*	52%	47%
	2019	70%	71%	78%	-	78%	-	-	-	-	-	*	*	79%	*	75%	75%
At Meets Grade Level or Above	2021	33%	21%	22%	*	23%	-	-	-	-	-	*	-	26%	*	24%	26%
	2019	42%	39%	52%	-	52%	-	-	-	-	-	*	*	50%	*	46%	50%

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At Masters Grade Level	2021	10%	5%	0%	*	0%	-	-	-	-	-	*	-	0%	*	0%	0%
	2019	18%	15%	22%	-	22%	-	-	-	-	-	*	*	25%	*	17%	25%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	65%	74%	-	74%	-	-	-	-	-	*	*	86%	33%	72%	75%
	2019	86%	87%	80%	-	80%	-	-	-	-	-	*	-	84%	60%	75%	75%
At Meets Grade Level or Above	2021	46%	37%	41%	-	41%	-	-	-	-	-	*	*	43%	33%	44%	45%
	2019	55%	53%	57%	-	57%	-	-	-	-	-	*	-	56%	60%	50%	58%
At Masters Grade Level	2021	21%	15%	15%	-	15%	-	-	-	-	-	*	*	14%	17%	16%	15%
	2019	28%	24%	23%	-	23%	-	-	-	-	-	*	-	20%	40%	25%	25%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	44%	26%	-	26%	-	-	-	-	-	*	-	31%	17%	26%	31%
	2019	88%	91%	82%	-	82%	-	-	-	-	-	*	-	78%	*	83%	76%
At Meets Grade Level or Above	2021	36%	19%	16%	-	16%	-	-	-	-	-	*	-	15%	17%	16%	15%
	2019	57%	57%	36%	-	36%	-	-	-	-	-	*	-	39%	*	39%	29%
At Masters Grade Level	2021	11%	4%	0%	-	0%	-	-	-	-	-	*	-	0%	0%	0%	0%
	2019	17%	11%	0%	-	0%	-	-	-	-	-	*	-	0%	*	0%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	56%	48%	-	48%	-	-	-	-	-	*	*	52%	33%	48%	50%
	2019	81%	82%	80%	-	80%	-	-	-	-	-	*	-	84%	60%	79%	75%
At Meets Grade Level or Above	2021	43%	31%	26%	-	26%	-	-	-	-	-	*	*	33%	0%	24%	30%
	2019	51%	49%	50%	-	50%	-	-	-	-	-	*	-	52%	40%	50%	50%
At Masters Grade Level	2021	24%	14%	4%	-	4%	-	-	-	-	-	*	*	5%	0%	4%	5%
	2019	25%	21%	23%	-	23%	-	-	-	-	-	*	-	24%	20%	21%	25%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	42%	48%	-	48%	-	-	-	-	-	*	*	52%	33%	44%	45%
	2019	69%	69%	83%	-	83%	-	-	-	-	-	*	-	88%	60%	79%	79%
At Meets Grade Level or Above	2021	28%	17%	11%	-	11%	-	-	-	-	-	*	*	10%	17%	8%	10%
	2019	37%	33%	37%	-	37%	-	-	-	-	-	*	-	36%	40%	33%	33%

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At Masters Grade Level	2021	14%	7%	11%	-	11%	-	-	-	-	-	*	*	10%	17%	8%	10%
	2019	21%	17%	23%	-	23%	-	-	-	-	-	*	-	20%	40%	21%	25%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	63%	71%	-	70%	*	-	-	-	-	*	-	79%	43%	68%	65%
	2019	68%	67%	77%	-	79%	*	-	-	-	-	*	-	82%	64%	76%	73%
At Meets Grade Level or Above	2021	50%	44%	55%	-	57%	*	-	-	-	-	*	-	67%	14%	57%	50%
	2019	50%	47%	43%	-	43%	*	-	-	-	-	*	-	42%	45%	40%	30%
At Masters Grade Level	2021	12%	8%	10%	-	10%	*	-	-	-	-	*	-	13%	0%	11%	10%
	2019	11%	9%	11%	-	12%	*	-	-	-	-	*	-	12%	9%	10%	3%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	69%	70%	-	70%	-	-	-	-	-	*	-	71%	*	65%	47%
	2019	68%	67%	74%	-	74%	-	-	-	-	-	*	-	73%	75%	71%	68%
At Meets Grade Level or Above	2021	57%	53%	63%	-	63%	-	-	-	-	-	*	-	64%	*	58%	40%
	2019	49%	46%	45%	-	45%	-	-	-	-	-	*	-	43%	50%	40%	32%
At Masters Grade Level	2021	11%	7%	13%	-	13%	-	-	-	-	-	*	-	14%	*	12%	7%
	2019	8%	6%	3%	-	3%	-	-	-	-	-	*	-	3%	0%	3%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	68%	81%	-	81%	-	-	-	-	-	*	*	84%	67%	81%	77%
	2019	85%	92%	84%	-	83%	*	-	-	-	-	*	-	91%	67%	83%	85%
At Meets Grade Level or Above	2021	41%	31%	39%	-	39%	-	-	-	-	-	*	*	44%	17%	33%	32%
	2019	61%	73%	61%	-	63%	*	-	-	-	-	*	-	73%	33%	59%	62%
At Masters Grade Level	2021	23%	15%	6%	-	6%	-	-	-	-	-	*	*	8%	0%	7%	9%
	2019	37%	49%	52%	-	53%	*	-	-	-	-	*	-	59%	33%	48%	50%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	79%	81%	-	81%	-	-	-	-	-	*	-	81%	80%	79%	70%
	2019	88%	87%	89%	-	88%	*	-	-	-	-	*	-	92%	80%	88%	82%
At Meets Grade Level or Above	2021	55%	47%	52%	-	52%	-	-	-	-	-	*	-	58%	20%	52%	45%
	2019	62%	57%	63%	-	64%	*	-	-	-	-	*	-	68%	50%	61%	55%

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At Masters Grade Level	2021	22%	14%	16%	-	16%	-	-	-	-	-	*	-	15%	20%	17%	10%
	2019	25%	18%	9%	-	6%	*	-	-	-	-	*	-	4%	20%	9%	5%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	88%	100%	-	100%	*	-	-	-	-	*	-	100%	100%	100%	100%
	2019	93%	93%	100%	-	100%	-	-	-	-	-	*	-	100%	*	100%	100%
At Meets Grade Level or Above	2021	69%	64%	74%	-	76%	*	-	-	-	-	*	-	79%	60%	73%	68%
	2019	73%	72%	67%	-	67%	-	-	-	-	-	*	-	65%	*	63%	46%
At Masters Grade Level	2021	43%	36%	45%	-	46%	*	-	-	-	-	*	-	50%	30%	42%	23%
	2019	45%	40%	37%	-	37%	-	-	-	-	-	*	-	35%	*	33%	23%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	92%	71%	-	71%	-	-	-	-	-	-	-	67%	*	71%	*
At Meets Grade Level or Above	2021	69%	53%	14%	-	14%	-	-	-	-	-	-	-	0%	*	14%	*
At Masters Grade Level	2021	14%	4%	0%	-	0%	-	-	-	-	-	-	-	0%	*	0%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	61%	57%	*	56%	64%	-	*	-	40%	25%	64%	61%	40%	55%	55%
	2019	78%	80%	78%	-	78%	75%	-	*	-	*	44%	79%	80%	71%	78%	77%
At Meets Grade Level or Above	2021	41%	34%	28%	*	28%	9%	-	*	-	40%	11%	14%	31%	18%	26%	25%
	2019	50%	50%	43%	-	43%	50%	-	*	-	*	16%	21%	43%	43%	42%	41%
At Masters Grade Level	2021	18%	12%	9%	*	9%	0%	-	*	-	20%	3%	4%	10%	6%	9%	7%
	2019	24%	22%	16%	-	16%	25%	-	*	-	*	2%	14%	17%	12%	15%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	63%	*	62%	*	-	*	-	*	25%	70%	68%	40%	61%	59%
	2019	75%	75%	75%	-	75%	57%	-	*	-	*	37%	83%	76%	69%	75%	72%
At Meets Grade Level or Above	2021	45%	39%	36%	*	36%	*	-	*	-	*	13%	30%	39%	24%	35%	33%
	2019	48%	46%	42%	-	42%	43%	-	*	-	*	11%	33%	41%	45%	40%	41%
At Masters Grade Level	2021	18%	12%	12%	*	12%	*	-	*	-	*	4%	10%	13%	7%	11%	10%
	2019	21%	18%	14%	-	14%	14%	-	*	-	*	0%	33%	15%	8%	12%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	56%	46%	*	46%	*	-	*	-	*	20%	40%	50%	33%	44%	48%
	2019	82%	86%	78%	-	77%	83%	-	*	-	*	44%	83%	79%	71%	78%	79%

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At Meets Grade Level or Above	2021	37%	25%	17%	*	16%	*	-	*	-	*	15%	10%	18%	13%	13%	14%
	2019	52%	55%	38%	-	37%	50%	-	*	-	*	19%	17%	38%	34%	39%	38%
At Masters Grade Level	2021	18%	10%	2%	*	2%	*	-	*	-	*	0%	0%	3%	0%	2%	2%
	2019	26%	28%	16%	-	16%	33%	-	*	-	*	6%	0%	17%	13%	17%	17%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	48%	45%	*	44%	*	-	-	-	*	20%	*	55%	15%	45%	43%
	2019	68%	73%	73%	-	72%	*	-	*	-	*	33%	*	73%	73%	70%	73%
At Meets Grade Level or Above	2021	30%	21%	9%	*	10%	*	-	-	-	*	0%	*	13%	0%	10%	14%
	2019	38%	39%	38%	-	39%	*	-	*	-	*	17%	*	35%	55%	34%	40%
At Masters Grade Level	2021	9%	5%	0%	*	0%	*	-	-	-	*	0%	*	0%	0%	0%	0%
	2019	14%	13%	10%	-	11%	*	-	*	-	*	0%	*	12%	0%	8%	13%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	66%	55%	-	55%	*	-	-	-	-	17%	*	58%	44%	54%	52%
	2019	81%	83%	86%	-	85%	*	-	-	-	-	60%	-	89%	75%	87%	81%
At Meets Grade Level or Above	2021	44%	36%	29%	-	29%	*	-	-	-	-	0%	*	34%	6%	27%	26%
	2019	54%	53%	56%	-	56%	*	-	-	-	-	30%	-	59%	45%	56%	54%
At Masters Grade Level	2021	20%	12%	8%	-	8%	*	-	-	-	-	0%	*	8%	6%	8%	6%
	2019	25%	20%	18%	-	17%	*	-	-	-	-	0%	-	18%	15%	17%	19%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	73%	78%	-	78%	*	-	-	-	-	*	*	80%	75%	76%	74%
	2019	81%	82%	91%	-	91%	-	-	-	-	-	50%	-	94%	67%	90%	86%
At Meets Grade Level or Above	2021	49%	49%	48%	-	48%	*	-	-	-	-	*	*	49%	44%	45%	40%
	2019	55%	53%	51%	-	51%	-	-	-	-	-	0%	-	51%	50%	48%	38%
At Masters Grade Level	2021	29%	27%	31%	-	31%	*	-	-	-	-	*	*	33%	25%	28%	17%
	2019	33%	29%	30%	-	30%	-	-	-	-	-	0%	-	27%	50%	27%	24%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	Region19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	63	62	-	57	*	-	*	-	*	*	*	65	50	62	60
	2018	63	63	62	-	62	-	-	-	-	-	*	-	38	100	62	57
Grade 4 Mathematics	2019	65	62	41	-	40	*	-	*	-	*	*	*	42	36	45	46
	2018	65	66	33	-	33	-	-	-	-	-	*	-	36	25	30	33
Grade 5 ELA/Reading	2019	81	80	67	-	67	-	-	-	-	-	*	-	65	*	70	63
	2018	80	79	82	-	82	-	-	-	-	-	*	*	80	*	81	88
Grade 5 Mathematics	2019	83	85	76	-	76	-	-	-	-	-	*	-	71	*	79	70
	2018	81	82	75	-	75	-	-	-	-	-	*	*	73	*	74	74
Grade 6 ELA/Reading	2019	42	40	52	-	52	-	-	-	-	-	-	*	50	*	53	53
	2018	47	45	54	-	54	-	-	-	-	-	-	*	57	*	56	55
Grade 6 Mathematics	2019	54	47	57	-	57	-	-	-	-	-	-	*	55	*	55	63
	2018	56	51	16	-	16	-	-	-	-	-	*	*	18	*	16	14
Grade 7 ELA/Reading	2019	77	78	87	-	87	-	-	-	-	-	*	*	85	*	88	85
	2018	76	77	94	-	94	-	-	-	-	-	*	-	93	*	93	97
Grade 7 Mathematics	2019	62	64	74	-	74	-	-	-	-	-	*	*	71	*	75	77
	2018	67	68	70	-	70	-	-	-	-	-	*	-	75	*	69	70
Grade 8 ELA/Reading	2019	77	79	75	-	75	-	-	-	-	-	*	-	74	*	80	80
	2018	79	79	89	-	89	*	-	-	-	-	*	*	94	71	89	90
Grade 8 Mathematics	2019	82	86	80	-	80	-	-	-	-	-	*	-	78	*	81	73
	2018	81	85	74	-	74	-	-	-	-	-	*	*	68	*	73	78
End of Course English II	2019	69	71	59	-	59	-	-	-	-	-	-	-	53	75	55	47
	2018	67	70	69	-	69	-	-	-	-	-	*	-	70	*	69	61
End of Course Algebra I	2019	75	86	81	-	81	-	-	-	-	-	*	-	86	60	80	83
	2018	72	79	70	-	69	*	-	-	-	-	-	-	76	50	69	69
All Grades Both Subjects	2019	69	70	67	-	67	*	-	*	-	*	59	56	67	71	68	68
	2018	69	70	65	-	65	*	-	-	-	-	72	63	66	60	64	64
All Grades ELA/Reading	2019	68	69	68	-	67	*	-	*	-	*	58	*	67	73	68	67
	2018	69	69	77	-	76	*	-	-	-	-	100	*	76	78	76	77
All Grades Mathematics	2019	70	71	67	-	67	*	-	*	-	*	60	*	67	69	68	69
	2018	70	71	54	-	54	*	-	-	-	-	54	*	57	44	53	53

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 - Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 19	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	61%	57%	43%	-	-	43%	-	-	53%	-	53%	-	*	56%	49%	94%
	2019	78%	80%	78%	73%	-	-	73%	-	-	67%	-	67%	-	*		70%	
At Meets Grade Level or Above	2021	41%	34%	28%	9%	-	-	9%	-	-	24%	-	24%	-	*	27%	18%	78%
	2019	50%	50%	43%	32%	-	-	32%	-	-	32%	-	32%	-	*		32%	
At Masters Grade Level	2021	18%	12%	9%	4%	-	-	4%	-	-	4%	-	4%	-	*	12%	4%	28%
	2019	24%	22%	16%	10%	-	-	10%	-	-	13%	-	13%	-	*		11%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	63%	63%	57%	-	-	57%	-	-	53%	-	53%	-	*	65%	54%	94%
	2019	75%	75%	75%	68%	-	-	68%	-	-	63%	-	63%	-	*		65%	
At Meets Grade Level or Above	2021	45%	39%	36%	23%	-	-	23%	-	-	26%	-	26%	-	*	34%	24%	91%
	2019	48%	46%	42%	32%	-	-	32%	-	-	25%	-	25%	-	*		29%	
At Masters Grade Level	2021	18%	12%	12%	9%	-	-	9%	-	-	7%	-	7%	-	*	14%	8%	28%
	2019	21%	18%	14%	8%	-	-	8%	-	-	7%	-	7%	-	*		8%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	56%	46%	34%	-	-	34%	-	-	53%	-	53%	-	-	41%	44%	81%
	2019	82%	86%	78%	76%	-	-	76%	-	-	72%	-	72%	-	*		74%	
At Meets Grade Level or Above	2021	37%	25%	17%	2%	-	-	2%	-	-	20%	-	20%	-	-	20%	12%	44%
	2019	52%	55%	38%	26%	-	-	26%	-	-	39%	-	39%	-	*		32%	
At Masters Grade Level	2021	18%	10%	2%	2%	-	-	2%	-	-	0%	-	0%	-	-	2%	1%	13%
	2019	26%	28%	16%	8%	-	-	8%	-	-	21%	-	21%	-	*		14%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	48%	45%	35%	-	-	35%	-	-	41%	-	41%	-	-	50%	38%	*
	2019	68%	73%	73%	70%	-	-	70%	-	-	69%	-	69%	-	-		69%	
At Meets Grade Level or Above	2021	30%	21%	9%	0%	-	-	0%	-	-	24%	-	24%	-	-	0%	12%	*
	2019	38%	39%	38%	26%	-	-	26%	-	-	38%	-	38%	-	-		31%	
At Masters Grade Level	2021	9%	5%	0%	0%	-	-	0%	-	-	0%	-	0%	-	-	0%	0%	*
	2019	14%	13%	10%	0%	-	-	0%	-	-	13%	-	13%	-	-		5%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	66%	55%	33%	-	-	33%	-	-	48%	-	48%	-	-	54%	42%	100%
	2019	81%	83%	86%	86%	-	-	86%	-	-	63%	-	63%	-	-		73%	
At Meets Grade Level or Above	2021	44%	36%	29%	0%	-	-	0%	-	-	26%	-	26%	-	-	25%	15%	80%
	2019	54%	53%	56%	57%	-	-	57%	-	-	33%	-	33%	-	-		44%	
At Masters Grade Level	2021	20%	12%	8%	0%	-	-	0%	-	-	0%	-	0%	-	-	8%	0%	33%
	2019	25%	20%	18%	29%	-	-	29%	-	-	8%	-	8%	-	-		18%	
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	Region 19	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Approaches Grade Level or Above	2021	73%	73%	78%	-	-	-	-	-	-	66%	-	66%	-	-	84%	66%	100%
	2019	81%	82%	91%	-	-	-	-	-	-	72%	-	72%	-	-	-	72%	-
At Meets Grade Level or Above	2021	49%	49%	48%	-	-	-	-	-	-	25%	-	25%	-	-	53%	25%	93%
	2019	55%	53%	51%	-	-	-	-	-	-	33%	-	33%	-	-	-	33%	-
At Masters Grade Level	2021	29%	27%	31%	-	-	-	-	-	-	13%	-	13%	-	-	53%	13%	43%
	2019	33%	29%	30%	-	-	-	-	-	-	17%	-	17%	-	-	-	17%	-

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	67%	100%	*	100%	100%	-	*	-	100%	99%	100%	100%	99%	100%	99%
Included in Accountability	83%	63%	92%	*	92%	79%	-	*	-	100%	94%	100%	97%	77%	92%	90%
Not Included in Accountability: Mobile	3%	2%	3%	*	2%	21%	-	*	-	0%	0%	0%	0%	10%	3%	2%
Not Included in Accountability: Other Exclusions	1%	3%	5%	*	5%	0%	-	*	-	0%	4%	0%	2%	13%	5%	7%
Not Tested	12%	33%	0%	*	0%	0%	-	*	-	0%	1%	0%	0%	1%	0%	1%
Absent	2%	3%	0%	*	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	30%	0%	*	0%	0%	-	*	-	0%	1%	0%	0%	1%	0%	1%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	-	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	90%	-	91%	70%	-	*	-	*	90%	78%	97%	70%	90%	91%
Not Included in Accountability: Mobile	4%	3%	6%	-	4%	30%	-	*	-	*	5%	22%	2%	16%	5%	3%
Not Included in Accountability: Other Exclusions	1%	2%	4%	-	4%	0%	-	*	-	*	5%	0%	1%	14%	5%	6%
Not Tested	1%	0%	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.0%	99.1%	*	99.1%	98.4%	-	*	-	*	99.1%	99.2%	99.2%
2018-19	95.4%	95.2%	96.5%	*	96.5%	95.8%	-	*	-	*	95.6%	96.5%	96.7%
Chronic Absenteeism													
2019-20	6.7%	7.0%	2.6%	*	2.5%	0.0%	-	*	-	*	0.0%	1.9%	2.3%
2018-19	11.4%	11.5%	3.2%	*	3.1%	9.1%	-	*	-	*	5.6%	1.5%	2.4%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.5%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	0.0%
2018-19	0.4%	0.4%	0.0%	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	1.7%	0.0%	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
2018-19	1.9%	2.2%	0.8%	-	0.9%	*	-	-	-	-	0.0%	0.9%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	88.4%	100.0%	-	100.0%	-	-	-	-	-	*	100.0%	100.0%
Received TxCHSE	0.4%	0.8%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Continued HS	3.9%	5.7%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Dropped Out	5.4%	5.2%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Graduates and TxCHSE	90.7%	89.1%	100.0%	-	100.0%	-	-	-	-	-	*	100.0%	100.0%
Graduates, TxCHSE, and Continuers	94.6%	94.8%	100.0%	-	100.0%	-	-	-	-	-	*	100.0%	100.0%
Class of 2019													
Graduated	90.0%	87.9%	96.2%	-	96.2%	-	-	-	-	-	*	96.2%	90.0%
Received TxCHSE	0.5%	0.9%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Continued HS	3.7%	5.2%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Dropped Out	5.9%	6.1%	3.8%	-	3.8%	-	-	-	-	-	*	3.8%	10.0%
Graduates and TxCHSE	90.4%	88.7%	96.2%	-	96.2%	-	-	-	-	-	*	96.2%	90.0%
Graduates, TxCHSE, and Continuers	94.1%	93.9%	96.2%	-	96.2%	-	-	-	-	-	*	96.2%	90.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	90.9%	96.2%	-	96.2%	-	-	-	-	-	*	96.2%	90.0%
Received TxCHSE	0.5%	1.0%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Continued HS	1.3%	1.6%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Dropped Out	6.1%	6.4%	3.8%	-	3.8%	-	-	-	-	-	*	3.8%	10.0%
Graduates and TxCHSE	92.6%	91.9%	96.2%	-	96.2%	-	-	-	-	-	*	96.2%	90.0%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	93.6%	96.2%	-	96.2%	-	-	-	-	-	*	96.2%	90.0%
Class of 2018													
Graduated	92.2%	90.7%	97.1%	-	97.0%	*	-	-	-	-	*	97.0%	*
Received TxCHSE	0.6%	1.1%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	*
Continued HS	1.1%	1.6%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	*
Dropped Out	6.1%	6.7%	2.9%	-	3.0%	*	-	-	-	-	*	3.0%	*
Graduates and TxCHSE	92.8%	91.7%	97.1%	-	97.0%	*	-	-	-	-	*	97.0%	*
Graduates, TxCHSE, and Continuers	93.9%	93.3%	97.1%	-	97.0%	*	-	-	-	-	*	97.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	91.5%	97.1%	-	97.0%	*	-	-	-	-	*	97.0%	*
Received TxCHSE	0.7%	1.2%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	*
Continued HS	0.6%	0.7%	0.0%	-	0.0%	*	-	-	-	-	*	0.0%	*
Dropped Out	6.1%	6.6%	2.9%	-	3.0%	*	-	-	-	-	*	3.0%	*
Graduates and TxCHSE	93.3%	92.7%	97.1%	-	97.0%	*	-	-	-	-	*	97.0%	*
Graduates, TxCHSE, and Continuers	93.9%	93.4%	97.1%	-	97.0%	*	-	-	-	-	*	97.0%	*
Class of 2017													
Graduated	92.4%	90.8%	100.0%	-	100.0%	*	-	-	-	-	-	100.0%	*
Received TxCHSE	0.7%	1.3%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	*
Continued HS	0.6%	0.7%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	*
Dropped Out	6.3%	7.1%	0.0%	-	0.0%	*	-	-	-	-	-	0.0%	*
Graduates and TxCHSE	93.2%	92.2%	100.0%	-	100.0%	*	-	-	-	-	-	100.0%	*
Graduates, TxCHSE, and Continuers	93.7%	92.9%	100.0%	-	100.0%	*	-	-	-	-	-	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	88.4%	100.0%	-	100.0%	-	-	-	-	-	*	100.0%	100.0%
Class of 2019	90.0%	87.9%	96.2%	-	96.2%	-	-	-	-	-	*	96.2%	90.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	87.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	85.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	3.1%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Class of 2019	4.2%	1.5%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.0%	100.0%	-	100.0%	-	-	-	-	-	*	100.0%	100.0%
Class of 2019	83.5%	93.8%	100.0%	-	100.0%	-	-	-	-	-	*	100.0%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	97.0%	100.0%	-	100.0%	-	-	-	-	-	*	100.0%	100.0%
Class of 2019	87.6%	95.3%	100.0%	-	100.0%	-	-	-	-	-	*	100.0%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	71.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	64.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	3.8%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
2018-19	4.4%	1.8%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	92.4%	100.0%	-	100.0%	-	-	-	-	-	*	100.0%	100.0%
2018-19	82.1%	92.2%	100.0%	-	100.0%	-	-	-	-	-	*	100.0%	100.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	96.1%	100.0%	-	100.0%	-	-	-	-	-	*	100.0%	100.0%
2018-19	85.9%	93.6%	100.0%	-	100.0%	-	-	-	-	-	*	100.0%	100.0%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	23	100.0%	360,220	100.0%
By Ethnicity:				
African American	0	0.0%	44,729	12.4%
Hispanic	23	100.0%	184,060	51.1%
White	0	0.0%	105,215	29.2%
American Indian	0	0.0%	1,226	0.3%
Asian	0	0.0%	17,126	4.8%
Pacific Islander	0	0.0%	557	0.2%
Two or More Races	0	0.0%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	952	0.3%
Foundation H.S. Program (No Endorsement)	0	0.0%	49,535	13.8%
Foundation H.S. Program (Endorsement)	0	0.0%	15,689	4.4%
Foundation H.S. Program (DLA)	23	100.0%	292,532	81.2%
Special Education Graduates	1	4.3%	29,018	8.1%
Economically Disadvantaged Graduates	21	91.3%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	7	30.4%	29,639	8.2%
At-Risk Graduates	8	34.8%	148,836	41.3%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	69.5%	73.9%	-	73.9%	-	-	-	-	-	*	76.2%	28.6%
2018-19	72.9%	74.9%	57.7%	-	57.7%	-	-	-	-	-	*	57.7%	11.1%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	61.8%	60.9%	-	60.9%	-	-	-	-	-	*	61.9%	14.3%
2018-19	53.0%	58.0%	50.0%	-	50.0%	-	-	-	-	-	*	50.0%	11.1%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	68.1%	56.5%	-	56.5%	-	-	-	-	-	*	57.1%	42.9%
2018-19	60.7%	65.8%	53.8%	-	53.8%	-	-	-	-	-	*	53.8%	22.2%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	55.0%	60.9%	-	60.9%	-	-	-	-	-	*	57.1%	0.0%
2018-19	48.6%	55.7%	46.2%	-	46.2%	-	-	-	-	-	*	46.2%	11.1%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	48.2%	43.5%	-	43.5%	-	-	-	-	-	*	42.9%	0.0%
2018-19	44.2%	47.5%	34.6%	-	34.6%	-	-	-	-	-	*	34.6%	11.1%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	18.7%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
2018-19	21.1%	17.3%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Associate Degree (Annual Graduates)													
2019-20	2.1%	4.4%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
2018-19	1.9%	4.1%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	29.5%	47.8%	-	47.8%	-	-	-	-	-	*	47.6%	14.3%
2018-19	23.1%	24.8%	42.3%	-	42.3%	-	-	-	-	-	*	42.3%	0.0%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	8.5%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
2018-19	2.3%	3.0%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	17.3%	39.1%	-	39.1%	-	-	-	-	-	*	42.9%	28.6%
2018-19	40.4%	38.0%	23.1%	-	23.1%	-	-	-	-	-	*	23.1%	0.0%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	12.1%	34.8%	-	34.8%	-	-	-	-	-	*	38.1%	28.6%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	8.1%	15.4%	-	15.4%	-	-	-	-	-	*	15.4%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
2018-19	0.6%	0.0%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	0.9%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
2018-19	2.3%	0.6%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	5.0%	4.3%	-	4.3%	-	-	-	-	-	*	4.8%	0.0%
2018-19	2.7%	3.5%	3.8%	-	3.8%	-	-	-	-	-	*	3.8%	0.0%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

	Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	40.6%	30.4%	-	30.4%	-	-	-	-	-	*	28.6%	14.3%
	2018-19	33.4%	42.1%	30.8%	-	30.8%	-	-	-	-	-	*	30.8%	0.0%
Mathematics	2019-20	21.2%	29.0%	8.7%	-	8.7%	-	-	-	-	-	*	9.5%	0.0%
	2018-19	24.7%	31.2%	23.1%	-	23.1%	-	-	-	-	-	*	23.1%	0.0%
Both Subjects	2019-20	16.4%	23.7%	8.7%	-	8.7%	-	-	-	-	-	*	9.5%	0.0%
	2018-19	18.8%	25.0%	15.4%	-	15.4%	-	-	-	-	-	*	15.4%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	18.5%	21.7%	-	21.7%	-	-	-	-	-	*	23.8%	28.6%
	2018-19	5.1%	13.8%	19.2%	-	19.2%	-	-	-	-	-	*	19.2%	22.2%
Mathematics	2019-20	9.7%	21.6%	60.9%	-	60.9%	-	-	-	-	-	*	57.1%	0.0%
	2018-19	7.3%	20.1%	30.8%	-	30.8%	-	-	-	-	-	*	30.8%	11.1%
Both Subjects	2019-20	4.2%	12.6%	13.0%	-	13.0%	-	-	-	-	-	*	14.3%	0.0%
	2018-19	2.6%	9.1%	7.7%	-	7.7%	-	-	-	-	-	*	7.7%	11.1%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	19.8%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
	2019	25.2%	22.0%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
English Language Arts	2020	12.7%	9.5%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
	2019	14.5%	10.4%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Mathematics	2020	6.4%	3.9%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
	2019	7.4%	4.5%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Science	2020	9.4%	6.6%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
	2019	10.4%	6.6%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
Social Studies	2020	12.4%	7.3%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
	2019	13.9%	8.4%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	41.2%	-	-	-	-	-	-	-	-	-	-	-
	2019	51.0%	37.4%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2020	50.1%	33.6%	-	-	-	-	-	-	-	-	-	-	-
	2019	41.2%	23.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2020	56.5%	39.1%	-	-	-	-	-	-	-	-	-	-	-
	2019	52.2%	29.1%	-	-	-	-	-	-	-	-	-	-	-
Science	2020	47.6%	21.1%	-	-	-	-	-	-	-	-	-	-	-
	2019	40.6%	15.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

	Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	32.3%	-	-	-	-	-	-	-	-	-	-	-
	2019	46.3%	25.1%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	97.1%	100.0%	-	100.0%	-	-	-	-	-	*	100.0%	100.0%
	2018-19	75.0%	95.3%	92.3%	-	92.3%	-	-	-	-	-	*	92.3%	88.9%
At/Above Criterion for All Examinees	2019-20	35.7%	20.9%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
	2018-19	36.1%	20.7%	20.8%	-	20.8%	-	-	-	-	-	-	20.8%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	944	858	-	858	-	-	-	-	-	*	855	779
	2018-19	1027	938	868	-	868	-	-	-	-	-	-	868	695
English Language Arts and Writing	2019-20	513	476	440	-	440	-	-	-	-	-	*	438	399
	2018-19	517	472	448	-	448	-	-	-	-	-	-	448	371
Mathematics	2019-20	506	468	418	-	418	-	-	-	-	-	*	417	380
	2018-19	510	466	420	-	420	-	-	-	-	-	-	420	324
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	19	-	-	-	-	-	-	-	-	-	-	-
	2018-19	21	19	*	-	*	-	-	-	-	-	-	*	-
English Language Arts	2019-20	20	19	-	-	-	-	-	-	-	-	-	-	-
	2018-19	20	19	*	-	*	-	-	-	-	-	-	*	-
Mathematics	2019-20	20	19	-	-	-	-	-	-	-	-	-	-	-
	2018-19	20	20	*	-	*	-	-	-	-	-	-	*	-
Science	2019-20	21	19	-	-	-	-	-	-	-	-	-	-	-
	2018-19	21	20	*	-	*	-	-	-	-	-	-	*	-

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

	Academic Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	49.0%	43.3%	*	44.1%	*	-	-	-	-	11.1%	40.8%	22.9%
	2018-19	44.6%	46.0%	50.0%	-	49.1%	*	-	-	-	-	60.0%	53.0%	39.5%
English Language Arts	2019-20	18.2%	17.6%	29.7%	*	30.3%	*	-	-	-	-	0.0%	25.0%	7.1%
	2018-19	17.8%	16.6%	33.6%	-	32.4%	*	-	-	-	-	40.0%	35.4%	21.4%
Mathematics	2019-20	20.7%	18.7%	17.9%	*	18.2%	*	-	-	-	-	11.1%	20.0%	23.3%
	2018-19	20.4%	17.9%	24.5%	-	25.0%	*	-	-	-	-	20.0%	26.8%	15.0%
Science	2019-20	22.4%	24.4%	19.0%	*	19.2%	-	-	-	-	-	11.1%	19.0%	4.7%
	2018-19	21.7%	25.4%	17.9%	-	18.2%	*	-	-	-	-	20.0%	20.2%	16.7%
Social Studies	2019-20	24.6%	25.0%	23.7%	*	24.1%	*	-	-	-	-	0.0%	20.7%	2.1%
	2018-19	23.6%	22.2%	21.6%	-	21.1%	*	-	-	-	-	0.0%	22.4%	2.4%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	54.9%	56.5%	-	56.5%	-	-	-	-	-	*	57.1%	57.1%
	2018-19	59.0%	53.2%	19.2%	-	19.2%	-	-	-	-	-	*	19.2%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	57.9%	53.8%	-	53.8%	-	-	-	-	-	*	53.8%	22.2%
	2017-18	53.4%	57.5%	51.6%	-	51.7%	*	-	-	-	-	*	48.3%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	57.7%	50.0%	-	50.0%	-	-	-	-	-	-	50.0%	-
	2017-18	60.7%	47.0%	62.5%	-	60.0%	*	-	-	-	-	-	64.3%	-

Texas Education Agency
2020-21 Student Information (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	405	100.0%	5,359,040	100.0%	409	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	13,855	0.3%	4	1.0%	20,991	0.4%
Pre-Kindergarten	19	4.7%	196,560	3.7%	19	4.6%	197,093	3.7%
Kindergarten	24	5.9%	360,865	6.7%	24	5.9%	361,349	6.7%
Grade 1	31	7.7%	380,973	7.1%	31	7.6%	381,403	7.1%
Grade 2	29	7.2%	379,725	7.1%	29	7.1%	380,122	7.1%
Grade 3	31	7.7%	380,802	7.1%	31	7.6%	381,135	7.1%
Grade 4	30	7.4%	385,090	7.2%	30	7.3%	385,364	7.2%
Grade 5	38	9.4%	395,436	7.4%	38	9.3%	395,649	7.4%
Grade 6	27	6.7%	414,197	7.7%	27	6.6%	414,357	7.7%
Grade 7	27	6.7%	421,222	7.9%	27	6.6%	421,347	7.8%
Grade 8	29	7.2%	422,386	7.9%	29	7.1%	422,505	7.9%
Grade 9	30	7.4%	436,396	8.1%	30	7.3%	436,523	8.1%
Grade 10	31	7.7%	420,502	7.8%	31	7.6%	420,705	7.8%
Grade 11	38	9.4%	388,143	7.2%	38	9.3%	388,443	7.2%
Grade 12	21	5.2%	362,888	6.8%	21	5.1%	364,600	6.8%
Ethnic Distribution:								
African American	1	0.2%	680,285	12.7%	1	0.2%	681,401	12.7%
Hispanic	395	97.5%	2,835,771	52.9%	399	97.6%	2,840,982	52.9%
White	5	1.2%	1,418,789	26.5%	5	1.2%	1,424,251	26.5%
American Indian	0	0.0%	18,712	0.3%	0	0.0%	18,755	0.3%
Asian	1	0.2%	253,856	4.7%	1	0.2%	254,163	4.7%
Pacific Islander	0	0.0%	8,259	0.2%	0	0.0%	8,271	0.2%
Two or More Races	3	0.7%	143,368	2.7%	3	0.7%	143,763	2.7%
Sex:								
Female	199	49.1%	2,620,239	48.9%	199	48.7%	2,624,722	48.9%
Male	206	50.9%	2,738,801	51.1%	210	51.3%	2,746,864	51.1%
Other Student Information:								
Economically Disadvantaged	377	93.1%	3,229,178	60.3%	381	93.2%	3,233,417	60.2%
Non-Educationally Disadvantaged	28	6.9%	2,129,862	39.7%	28	6.8%	2,138,169	39.8%
Section 504 Students	6	1.5%	387,490	7.2%	6	1.5%	387,622	7.2%
EB Students/EL	236	58.3%	1,108,207	20.7%	236	57.7%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	66,833	1.2%				
Students w/ Dyslexia	12	3.0%	241,070	4.5%	12	2.9%	241,197	4.5%
Foster Care	1	0.2%	17,033	0.3%	1	0.2%	17,090	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	0	0.0%	57,709	1.1%	0	0.0%	57,811	1.1%
Immigrant	7	1.7%	108,025	2.0%	7	1.7%	108,092	2.0%
Migrant	30	7.4%	16,657	0.3%	30	7.3%	16,733	0.3%
Title I	405	100.0%	3,457,855	64.5%	409	100.0%	3,464,887	64.5%
Military Connected	3	0.7%	144,596	2.7%	3	0.7%	144,683	2.7%
At-Risk	287	70.9%	2,634,284	49.2%	287	70.2%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	296	73.1%	1,123,936	21.0%	296	72.4%	1,124,413	20.9%
Gifted and Talented Education	26	6.4%	443,781	8.3%	26	6.4%	443,849	8.3%
Special Education	39	9.6%	595,885	11.1%	43	10.5%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	39		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	22	56.4%	253,352	42.5%				
Students with Physical Disabilities	10	25.6%	127,106	21.3%				
Students with Autism	*	*	83,737	14.1%				
Students with Behavioral Disabilities	*	*	122,624	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	38	10.0%	726,083	13.8%				
By Ethnicity:								
African American	2	0.5%	148,832	2.8%				
Hispanic	33	8.7%	372,491	7.1%				
White	3	0.8%	160,748	3.1%				
American Indian	0	0.0%	2,944	0.1%				
Asian	0	0.0%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	0	0.0%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	3	7.7%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	21	9.7%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	38	11.1%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	28	8.7%	700,130	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.0%	1.4%	0.0%	4.8%
Grade 1	8.0%	1.9%	0.0%	3.2%
Grade 2	0.0%	1.0%	0.0%	1.4%
Grade 3	0.0%	0.5%	0.0%	0.6%
Grade 4	0.0%	0.3%	0.0%	0.4%
Grade 5	4.0%	0.2%	0.0%	0.3%
Grade 6	0.0%	0.2%	0.0%	0.3%
Grade 7	3.8%	0.3%	-	0.3%
Grade 8	10.7%	0.2%	0.0%	0.4%
Grade 9	0.0%	4.7%	0.0%	7.8%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	0	0.0%	6,039	0.2%

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

Class Size Information	District	State
Elementary:		
Kindergarten	-	17.7
Grade 1	-	18.0
Grade 2	-	18.0
Grade 3	-	18.2
Grade 4	-	18.3
Grade 5	-	19.8
Grade 6	11.3	19.4
Secondary:		
English/Language Arts	9.3	15.7
Foreign Languages	-	17.8
Mathematics	10.4	16.9
Science	15.0	17.9
Social Studies	13.6	18.3

Texas Education Agency
2020-21 Staff Information (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	81.6	100.0%	745,316.3	100.0%
Professional Staff:	45.0	55.1%	479,219.1	64.3%
Teachers	35.2	43.1%	369,395.4	49.6%
Professional Support	4.0	4.9%	78,787.8	10.6%
Campus Administration (School Leadership)	3.0	3.7%	22,378.5	3.0%
Central Administration	2.8	3.4%	8,657.4	1.2%
Educational Aides:	10.4	12.8%	79,348.7	10.6%
Auxiliary Staff:	26.2	32.1%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	2.0	n/a	13,211.0	n/a
Part-time Counselors	1.0	n/a	1,126.0	n/a
Total Minority Staff:	77.6	95.1%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	1.0	2.8%	41,186.3	11.1%
Hispanic	32.2	91.5%	104,985.0	28.4%
White	2.0	5.7%	210,367.3	56.9%
American Indian	0.0	0.0%	1,261.0	0.3%
Asian	0.0	0.0%	6,656.1	1.8%
Pacific Islander	0.0	0.0%	618.8	0.2%
Two or More Races	0.0	0.0%	4,320.9	1.2%
Teachers by Sex:				
Males	10.0	28.3%	88,006.1	23.8%
Females	25.2	71.7%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	4,422.7	1.2%
Bachelors	24.0	68.3%	269,818.0	73.0%
Masters	11.2	31.7%	92,432.5	25.0%
Doctorate	0.0	0.0%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	8.5%	24,880.4	6.7%
1-5 Years Experience	13.0	37.0%	102,753.7	27.8%
6-10 Years Experience	3.0	8.5%	74,854.8	20.3%
11-20 Years Experience	10.2	29.0%	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

	---- District ----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	6.0	17.0%	47,975.4	13.0%
Over 30 Years Experience	0.0	0.0%	11,278.0	3.1%
Number of Students per Teacher				
	11.5	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	8.7	6.4
Average Years Experience of Principals with District	8.7	5.5
Average Years Experience of Assistant Principals	0.0	5.5
Average Years Experience of Assistant Principals with District	0.0	4.8
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	10.8	11.2
Average Years Experience of Teachers with District:	8.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$48,880	\$50,849
1-5 Years Experience	\$50,420	\$53,288
6-10 Years Experience	\$53,071	\$56,282
11-20 Years Experience	\$57,132	\$59,900
21-30 Years Experience	\$62,359	\$64,637
Over 30 Years Experience	-	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$54,485	\$57,641
Professional Support	\$70,124	\$68,030
Campus Administration (School Leadership)	\$75,458	\$83,424
Central Administration	\$103,858	\$109,662
Instructional Staff Percent:		
	58.6%	64.6%
Turnover Rate for Teachers:		
	13.8%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:		
	0.3	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
FT HANCOCK ISD (115901) - HUDSPETH COUNTY

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	13.4	38.2%	22,870.6	6.2%
Career and Technical Education	2.8	7.8%	18,987.7	5.1%
Compensatory Education	3.1	8.9%	10,226.9	2.8%
Gifted and Talented Education	0.0	0.0%	6,558.4	1.8%
Regular Education	12.1	34.3%	262,447.1	71.0%
Special Education	3.1	8.8%	34,862.5	9.4%
Other	0.7	1.9%	13,442.2	3.6%

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

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)