Fort Hancock Independent School District

District Improvement Plan

2025-2026

Board Approval Date: November 13, 2025
Public Presentation Date: November 13, 2025

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.

Value Statement

Success for ALL!

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Comprehensive Needs Assessment

Revised/Approved: December 19, 2025

Demographics

Demographics Summary

Ft Hancock ISD is located in Hudspeth County, Texas we are approximately 50 miles east of El Paso. Our Benito Martinez Elementary campus serves students in grades Pk-6 and our Ft Hancock High School campus serves students in grades 7-12. Our current student enrollment is at 393. We have a Title 1 Schoolwide program. Our emergent bilingual population is 63%. We service our Emergent Bilingual students through a Transition Early Exit program at the elementary and an ESL pull-out program in the secondary. Our Special Education population is 9%. Our SPED program instructional setting includes mainstream, resource room, self contained, speech and occupational therapy. Our migrant population is 3%. We have 191 female students and 202 male students. 98% of our student population is Hispanic. 86% of our teachers are also Hispanic. We have a 0% drop-out rate and a 100% graduation rate.

Demographics Strengths

- The student population of our district is 100% Title I schoolwide which enables our funding source to serve the needs of all students.
- With a 63% Emergent Bilingual population, bilingual funds are used to target Emergent Bilingual students' academic needs related to language proficiency.
- 86% of our teachers are Hispanic and 98% of our students are also Hispanic. Being taught by a teacher of the same race or ethnicity helps to lessen biases and cultural misunderstandings, increases access to role models and mentors and fosters student engagement in classroom activities.
- We have a 0% drop-out rate and a 100% graduation rate. Being a small community allows school personnel to inform parents of the importance of staying in school. Working together with parents, families and communities provides authentic opportunities to make all of our students academically prepared to meet state and federal accountability.
- Attendance Rate is at 96%

Student Learning

Student Learning Summary

2025 OVERALL STAAR PERFORMANCE

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	237	195	84	47	563	
Approaches GL or Above	167	121	69	31	388	69%
Meets GL or Above	102	45	38	15	200	36%
Masters GL	24	8	4	10	46	8%
Total Percentage Points						113%
Component Score						38

2025 STAAR PERFORMANCE per STUDENT GROUPS

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	G/T	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects													
Percent of Tests													
At Approaches GL Standard or Above	69%	68%	75%	100%	59%	65%	34%	71%	70%	64%	74%	-	*	85%
At Meets GL Standard or Above	36%	33%	56%	96%	25%	32%	4%	57%	37%	30%	42%	-	*	48%
At Masters GL Standard	8%	8%	7%	48%	6%	8%	1%	29%	9%	4%	16%	-	*	19%
Number of Tests													
At Approaches GL Standard or Above	388	345	43	27	201	272	23	5	328	60	23	-	*	23
At Meets GL Standard or Above	200	168	32	26	85	133	3	4	172	28	13	-	*	13
At Masters GL Standard	46	42	4	13	19	33	1	2	42	4	5	-	*	5
Total Tests	563	506	57	27	342	416	68	7	469	94	31	-	*	27
Reading/Language Arts (RLA)													
Percent of Tests													
At Approaches GL Standard or Above	70%	69%	80%	100%	59%	65%	43%	*	73%	59%	67%	-	*	80%
At Meets GL Standard or Above	43%	40%	68%	100%	27%	36%	7%	*	45%	34%	42%	-	*	50%
At Masters GL Standard	10%	10%	12%	46%	7%	9%	0%	*	11%	5%	25%	-	*	30%
Number of Tests													
At Approaches GL Standard or Above	167	147	20	13	90	116	12	*	141	26	8	-	*	8
At Meets GL Standard or Above	102	85	17	13	41	64	2	*	87	15	5	-	*	5
At Masters GL Standard	24	21	3	6	10	16	0	*	22	2	3	-	*	3
Total Tests	237	212	25	13	152	178	28	*	193	44	12	-	*	10
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	62%	63%	56%	100%	57%	62%	26%	*	63%	59%	73%	-	*	89%
At Meets GL Standard or Above	23%	23%	22%	88%	21%	24%	0%	*	22%	28%	18%	-	*	22%
At Masters GL Standard	4%	5%	0%	38%	5%	5%	0%	*	4%	6%	0%	-	*	0%
Number of Tests													
At Approaches GL Standard or Above	121	111	10	8	74	93	6	*	102	19	8	-	*	8
At Meets GL Standard or Above	45	41	4	7	27	36	0	*	36	9	2	-	*	2
At Masters GL Standard	8	8	0	3	6	8	0	*	6	2	0	-	*	0
Total Tests	195	177	18	8	129	150	23	*	163	32	11	-	*	9

Science

Percent of Tests														
At Approaches GL Standard or Above	82%	80%	100%	*	69%	76%	40%	-	81%	86%	*	-	-	-	*
At Meets GL Standard or Above	45%	40%	89%	*	31%	41%	0%	-	49%	29%	*	-	-	-	*
At Masters GL Standard	5%	5%	0%	*	7%	7%	0%	-	6%	0%	*	-	-	-	*
Number of Tests														
At Approaches GL Standard or Above	69	60	9	*	31	45	4	-	57	12	*	-	-	-	*
At Meets GL Standard or Above	38	30	8	*	14	24	0	-	34	4	*	-	-	-	*
At Masters GL Standard	4	4	0	*	3	4	0	-	4	0	*	-	-	-	*
Total Tests	84	75	9	*	45	59	10	-	70	14	*	-	-	-	*

Social Studies

Percent of Tests														
At Approaches GL Standard or Above	66%	64%	80%	*	38%	62%	14%	*	65%	*	*	-	-	-	*
At Meets GL Standard or Above	32%	29%	60%	*	19%	31%	14%	*	35%	*	*	-	-	-	*
At Masters GL Standard	21%	21%	20%	*	0%	17%	14%	*	23%	*	*	-	-	-	*
Number of Tests														
At Approaches GL Standard or Above	31	27	4	*	6	18	1	*	28	*	*	-	-	-	*
At Meets GL Standard or Above	15	12	3	*	3	9	1	*	15	*	*	-	-	-	*
At Masters GL Standard	10	9	1	*	0	5	1	*	10	*	*	-	-	-	*
Total Tests	47	42	5	*	16	29	7	*	43	*	*	-	-	-	*

- Indicates there are no students in the group.

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked regardless of size.

^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.

★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

TEA | Analytics, Assessment, and Reporting | Performance Reporting

2025 COLLEGE, CAREER, AND MILITARY READINESS

	2024 Annual Graduates	
	Count Credit	Percentage
College		
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both RLA and Mathematics	16	55.2%
Met TSI criteria in both RLA and Mathematics, excluding college prep courses	7	24.1%
TSI Criteria - Reading/Language Arts (RLA)		
Met TSI criteria for at least one indicator in RLA	21	72.4%
Met TSI criteria in RLA, excluding college prep courses	9	31.0%
Met TSI assessment criteria	7	24.1%
Met ACT criteria	0	0.0%
Met SAT criteria	7	24.1%
Earned credit for a college prep course	15	51.7%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	17	58.6%
Met TSI criteria in Mathematics, excluding college prep courses	7	24.1%
Met TSI assessment criteria	7	24.1%
Met ACT criteria	0	0.0%
Met SAT criteria	5	17.2%
Earned credit for a college prep course	13	44.8%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	0	0.0%
Dual Course Credits		
Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject	8	27.6%
Associate Degree		
Earned an associate degree by August 31 immediately following high school graduation	0	0.0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0.0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma	1	3.4%

Career		
Industry-Based Certifications (IBC)		
Earned an IBC and received credit for an aligned level two or higher course	10	34.5%
Earned at least one sunsetting IBC and did not meet any other CCMR criteria	0	0.0%
Earned only a sunsetting IBC and are not included due to IBC cap*	0	0.0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	0	0.0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0.0%
Military		
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	0	0.0%

* Beginning with 2023 ratings, a campus may not earn CCMR credit for more than five graduates, or 20 percent of graduates, whichever is higher, who only meet CCMR criteria via a sunsetting IBC.

TEA | Analytics, Assessment, and Reporting | Performance Reporting

GRADUATION RATE

Graduation Rate	All Students
Class of 2024, 4-year	100.0
Class of 2023, 5-year	100.0
Class of 2022, 6-year	100.0
Annual Dropout*	
Component Score	100.0

Student Learning Strengths

Student Learning Strengths Bluebonnet High Quality Instructional Materials (HQIM) in RLA and Mathematics have been purchased through TEA Strong Foundations grant. Implementation of these resources will provide support for teachers, instructional coaches, and administrators in school year 2025-2026. The implementation of these resources also includes district wide RLA & Math teachers, instructional coaches and principals taking part in professional learning through ESC Region 19. All students have access to grade level appropriate instruction and assignments and demonstrate knowledge and understanding at the appropriate level of content rigor. Ongoing Research Based Instructional Strategies (RBIS) training is provided for all teachers, instructional coaches & administrators in order to implement instructional frameworks for RLA and Mathematics with fidelity. This work is being guided by ESC Region 19 and campus instructional coaches. The rest of our content areas continue to use the TCMPC along w/the TExGuides and Implementing TEKSRS+. Science & Social Studies are utilizing Studies Weekly and are supported by campus instructional coaches The implementation of our Ft. Hancock ISD playbook enables students to receive consistent instructional strategies from content to content, from teacher to teacher and from year to year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Our RLA and Mathematics STAAR scores for Emergent Bilingual and Special Education students are our lowest performing sub-populations
Root Cause: Although high quality instructional materials in RLA and Mathematics have been adopted for all students, there remains a need to address deficiencies of students who are not performing at grade level (EB & SPED). Implementation is still in its initial stages and implementation with fidelity has not yet occurred.

Problem Statement 2 (Prioritized): Emergent Bilingual students showed minimal growth in English language acquisition as measured by TELPAS
Root Cause: Effective lessons and fidelity of HQIM did not address second language acquisition skills to meet the instructional needs of EB students in listening, speaking, reading and writing.

District Processes & Programs

District Processes & Programs Summary

- Bluebonnet High Quality Instructional Materials (HQIM) in RLA and Mathematics have been purchased through TEA Strong Foundations grant. Implementation of these resources will provide supports for teachers, instructional coaches, and administrators in school year 2025-2026. The implementation of these resources also includes district wide RLA & Math teachers, instructional coaches and principals taking part in professional learning through ESC Region 19. All students have access to grade level appropriate instruction and assignments and demonstrate knowledge and understanding at the appropriate level of content rigor. Ongoing Research Based Instructional Strategies (RBIS) training is provided for all teachers, instructional coaches & administrators in order to implement instructional frameworks for RLA and Mathematics with fidelity. This work is being guided by ESC Region 19 and campus instructional coaches.
- The rest of our content areas continue to use the TEKS Resource System Curriculum along w/the TExGuides and Implementing TEKSRS+. Science & Social Studies are utilizing Studies Weekly and are supported by campus instructional coaches
- The implementation of our Ft. Hancock ISD playbook enables students to receive consistent instructional strategies from content to content, from teacher to teacher and from year to year.

District Processes & Programs Strengths

- District wide coordination of curriculum, programs and professional development in order to align instruction and interventions
- Ongoing collaboration among campuses via PLCs
- Per pupil technology ratio is 1 to 1 district wide
- All classrooms have access to smart boards and instruction document cameras
- Students have access to a mobile device and/or hot spot for remote learning as needed
- Instructional Coaches at each campus

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Our RLA and Mathematics STAAR scores for Emergent Bilingual and Special Education students are our lowest performing sub-populations
Root Cause: Although high quality instructional materials in RLA and Mathematics have been adopted for all students, there remains a need to address deficiencies of students who are not performing at grade level (EB & SPED). Implementation is still in its initial stages and implementation with fidelity has not yet occurred.

Problem Statement 2: Emergent Bilingual students showed minimal growth in English language acquisition as measured by TELPAS
Root Cause: Effective lessons and fidelity of HQIM did not address second language acquisition skills to meet the instructional needs of EB students in listening, speaking, reading and writing.

Perceptions

Perceptions Summary

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

School Climate Survey: Elementary

Benito Martinez El
Fort Hancock, Texas

School Years: 2023 - 2025
Survey Closed: 6/6/2024 - 10/31/2024

*N=Number of respondents

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

School Climate Survey: Secondary (brief version)

Fort Hancock Hs
Fort Hancock, Texas

School Years: 2023 - 2024
Survey Closed: 6/6/2024

*N=Number of respondents

Climate Survey Items	6/06/24 N=46
1. I like school	2.72
2. I feel successful at school	2.91
3. I feel my school has high standards for achievement	2.76
4. My school sets clear rules for behavior	3.07
5. Teachers treat me with respect	3.35
6. The behaviors in my class allow the teachers to teach	2.8
7. Students are frequently recognized for good behavior	2.65
8. School is a place at which I feel safe	2.89
9. I know an adult at school that I can talk with if I need help	3.09
Overall Mean Score:	**2.92**

School Climate Survey - Families
Mean Scores by Item, by Grade
Benito Martinez El
Survey Window: 9/11/2024 - 10/31/2024

1. Teaching and Learning	K	1	2	3	4	6	Multiple Grades
1. Teachers at my student's school have high standards for achievement							3.4
2. Teachers at my student's school work hard to make sure that students do well							3.6
3. Teachers at my student's school promote academic success for all students							3.4
Mean scores by grade for section 1							3.47

2. School Safety	K	1	2	3	4	6	Multiple Grades
4. My student's school sets clear rules for behavior							3.4
5. My student feels safe at school							3.2
6. My student feels safe going to and from school							3.2
7. School rules are consistently enforced at my student's school							3
8. School rules and procedures at my student's school are fair							2.8
Mean scores by grade for section 2							3.12

3. Interpersonal Relationships	K	1	2	3	4	6	Multiple Grades
9. My student feels successful at school							3.4
10. My student is frequently recognized for good behavior							2.8
11. I feel comfortable talking to teachers at my student's school							3
12. Staff at my student's school communicate well with parents							3.6

Perceptions Strengths

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

- STUDENTS: "My school wants me to do well" (3.64) and "Teachers treat me with respect" (3.55).
- ELEMENTARY PARENTS: "I feel welcome at my student's school" (3.53) "Teachers at my student's school promote academic success for all students", "My student feels safe at school" and "Teachers at my student's school keep their classrooms clean and organized" (3.47).

According to our survey, these are the lowest scoring questions

- STUDENTS: "I like school" (2.33) and "Students are frequently recognized for good behavior" (2.74)
- ELEMENTARY PARENTS "I frequently volunteer to help on special projects at my student's school" 2.4 and . My student's school building is well maintained.

Priority Problem Statements

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

Root Cause 1: Although high quality instructional materials in RLA and Mathematics have been adopted for all students, there remains a need to address deficiencies of students who are not performing at grade level (EB & SPED). Implementation is still in its initial stages and implementation with fidelity has not yet occurred.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Emergent Bilingual students showed minimal growth in English language acquisition as measured by TELPAS

Root Cause 2: Effective lessons and fidelity of HQIM did not address second language acquisition skills to meet the instructional needs of EB students in listening, speaking, reading and writing.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility/stability
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data
- T-PESS data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback
- Parent activity evaluations and feedback data
- Community service agencies and support services

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Educators will partner with parents and the community to support student learning.

Performance Objective 1: Fort Hancock ISD will work with parents to create and share a written parent and family engagement policy.

Evaluation Data Sources: PFE meeting Sign-in sheets

Strategy 1 Details		Reviews			
Strategy 1: The district will involve parents and families in developing the Title I plan, support schools in planning activities that promote family engagement, coordinate these efforts with other programs, and annually evaluate the policy's effectiveness in improving academic achievement. The results of the evaluation will be used to strengthen future parent and family engagement strategies. **Strategy's Expected Result/Impact:** Increased parental engagement **Staff Responsible for Monitoring:** Campus Principals & Associate Superintendent		**Formative**			**Summative**
		Jan	**Mar**	**June**	**Aug**

Strategy 2 Details		Reviews			
Strategy 2: The PFE policy will be clearly communicated to parents in their language when possible, reviewed regularly and made available to parents and the community in English and Spanish at schools, parent meetings, and on the district website. **Strategy's Expected Result/Impact:** Increased parental engagement **Staff Responsible for Monitoring:** Campus Principals & Associate Superintendent		**Formative**			**Summative**
		Jan	**Mar**	**June**	**Aug**

Strategy 3 Details		Reviews			
Strategy 3: The district will actively seek participation from a diverse group of parents by offering meetings at convenient times and locations, both mornings and evenings. Parents will be notified through multiple communication channels--including the district website, calendars, newsletters, local media, phone calls, home visits, and messaging systems like ClassDojo and Blackboard Connect--in both English and Spanish to ensure timely and inclusive communication. **Strategy's Expected Result/Impact:** Increased parental engagement **Staff Responsible for Monitoring:** Campus Principals & Associate Superintendent		**Formative**			**Summative**
		Jan	**Mar**	**June**	**Aug**

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: Educators will partner with parents and the community to support student learning.

Performance Objective 2: The district will help parents understand state academic standards, assessments, and Title I requirements, teach them how to monitor and support their child's progress, and provide materials and training--such as literacy programs and technology use--to enhance their child's academic achievement.

    Evaluation Data Sources: Increase in parent Involvement

Strategy 1 Details		Reviews			

Strategy 1: The district will, whenever possible, coordinate parent involvement with other programs, offer resources like parent centers, communicate information in an understandable language, and provide additional support for parental involvement as requested.
    Strategy's Expected Result/Impact: Increased parental involvement
    Staff Responsible for Monitoring: Administrators
		Formative			**Summative**

		Jan	Mar	June	Aug
Strategy 2 Details		**Reviews**			

Strategy 2: Parents' Right to Know- At the start of each school year, parents will be informed that they can request information about the professional qualifications of their child's teachers and paraprofessionals.
    Strategy's Expected Result/Impact: Increased parental involvement
    Staff Responsible for Monitoring: Administrators
		Formative			**Summative**

		Jan	Mar	June	Aug
Strategy 3 Details		**Reviews**			

Strategy 3: Testing Transparency- At the start of each school year, the LEA will inform parents that they can request timely information about state or LEA policies on student participation in mandated assessments, including any rights to opt their child out, if applicable.
    Strategy's Expected Result/Impact: Increased parental involvement
    Staff Responsible for Monitoring: Administrators
		Formative			**Summative**

		Jan	Mar	June	Aug
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue					

Goal 1: Educators will partner with parents and the community to support student learning.

Performance Objective 3: Fort Hancock ISD will keep parents informed, provide opportunities for feedback, conduct engagement activities to strengthen involvement, and ensure effective outreach to parents of English learners in order to help students meet state academic standards.

    Evaluation Data Sources: Increase involvement of parents to include those of English Learners

Strategy 1 Details				Reviews			
Strategy 1: Events such as open houses, award assemblies, student programs, district parent meetings, SHAC meetings, the annual health fair, and holiday fairs will be offered. Volunteer opportunities include helping with book fairs, classroom support, Teacher Appreciation Week, Red Ribbon Week, and after-school sales.				**Formative**			**Summative**
				Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Increase involvement of parents **Staff Responsible for Monitoring:** Campus Principals & Parent Liaisons							
Strategy 2 Details				Reviews			
Strategy 2: Resources for parents and families of English learners will be offered to acquire new skills that support their child. Parents will be involved in their children's education and actively help them attain English proficiency, succeed in a well-rounded education, and meet state academic standards.				**Formative**			**Summative**
				Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Increase involvement of parents to include those of English Learners **Staff Responsible for Monitoring:** Campus Principals & Parent Liaisons							

    ⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 2: Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 1: The committee will periodically review and monitor curriculum, instruction, and assessments, evaluating program effectiveness, available resources, and staff quality. District performance objectives will be guided by data from the comprehensive needs assessment. Services will be coordinated and integrated with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation.

High Priority

Evaluation Data Sources: Agendas, Notes, Sign-In Sheets

Strategy 1 Details				Reviews			
Strategy 1: A variety of assessments from PK-12 is used to monitor student performance and guide instruction. Early-year assessments include iReady Reading and Math (grades 1-5), Circle Assessment (PK), and iReady Literacy (PK-3). Interim tests, benchmarks, classroom assessments, and iReady tools track progress during the year. Data from these assessments inform research-based strategies, best practices, writing across the curriculum, and aligned instruction using High-Quality Instructional Materials. Teachers post daily objectives, and instructional coaches support staff through modeling, walkthroughs, and professional learning teams. The Eduphoria platform is used to analyze data and enhance classroom assessment practices.				**Formative**			**Summative**
				Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Campus Principals							
○ No Progress	○ Accomplished	→ Continue/Modify	✕ Discontinue				

Goal 2: Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 2: Participation in state-mandated STAAR testing program, measuring Math and Reading (grades 3-8), Science (grades 5 & 8), Social Studies (grade 8), and End-of-Course exams for Algebra I, English I & II, Biology, and U.S. History (grades 9-12, with Algebra I also available to 8th graders). STAAR aligns with the Texas Essential Knowledge and Skills (TEKS) and is administered according to the state's assessment calendar.

Evaluation Data Sources: Criterion-Referenced Test :STAAR Reading - May: 80% of students in grades 3 -6 will pass the appropriate grade-level STAAR RLA tests. 90% of students in grades 7 - 8 will pass the appropriate grade-level STAAR RLA tests. 75% 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 - May: 80% of students in grades 3 - 6 will pass the appropriate grade-level STAAR Math tests. 80% of students in grades 7 - 8 will pass the appropriate grade-level STAAR Math tests. 80% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam.
Criterion-Referenced Test :STAAR Science- May: 80% of students in grade 5 will pass the STAAR Science test. 90% of students in grade 8 will pass the STAAR Science test. 90% of students in grades 9 - 12 will pass the STAAR EOC Biology exam.
Criterion-Referenced Test :STAAR Social Studies -May: 70% of students in grade 8 will pass the STAAR Social Studies test. 95% of students in grades 11 - 12 will pass the STAAR EOC U. S. History exam.

Strategy 1 Details	Reviews			
Strategy 1: Evaluation of Program Effectiveness - Fort Hancock ISD will use state assessments, student performance data, and perception data to evaluate the effectiveness of its schoolwide program, focusing on improving achievement for the lowest-performing students. The plan will be reviewed and revised annually based on these results to ensure continuous improvement.	**Formative**			**Summative**
	Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Program improvements are implemented. All targeted student groups show improvement on STAAR tests. **Staff Responsible for Monitoring:** Campus Principals and Federal Programs Director				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 3: Foundation Program- Teachers use research-based strategies to enhance learning, provide accelerated instruction, and offer enrichment, all aligned with the Texas Essential Knowledge and Skills (TEKS) and state assessments, giving students opportunities to achieve proficient and advanced performance levels.

Evaluation Data Sources: Informal Assessment :Classroom Assessments - May: 90% of students in grades PK - 2 will be promoted to the next grade.
Criterion-Referenced Test :STAAR Reading - May: 80% of students in grades 3 -6 will pass the appropriate grade-level STAAR RLA tests. 90% of students in grades 7 - 8 will pass the appropriate grade-level STAAR RLA tests. 75% 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 - May: 80% of students in grades 3 - 6 will pass the appropriate grade-level STAAR Math tests. 80% of students in grades 7 - 8 will pass the appropriate grade-level STAAR Math tests. 80% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam.
Criterion-Referenced Test :STAAR Science- May: 80% of students in grade 5 will pass the STAAR Science test. 90% of students in grade 8 will pass the STAAR Science test. 90% of students in grades 9 - 12 will pass the STAAR EOC Biology exam.
Criterion-Referenced Test :STAAR Social Studies -May: 70% of students in grade 8 will pass the STAAR Social Studies test. 95% of students in grades 11 - 12 will pass the STAAR EOC U. S. History exam.

Strategy 1 Details		Reviews			
Strategy 1: Evaluation of Foundation Program - Faculty will be trained to analyze assessment data to identify student strengths, weaknesses, and achievement gaps. This data-driven approach guides instruction, monitors progress for all students and student groups, and provides additional support to those who may be at risk of academic failure.		**Formative**			**Summative**
		Jan	Mar	June	Aug
Strategy's Expected Result/Impact: Program improvements are implemented. Improvement on STAAR tests. **Staff Responsible for Monitoring:** Campus Principals and Federal Programs Director					

⬤ No Progress   ⬤ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 4: FHISD offers a half-day Prekindergarten program at Benito Martinez Elementary for eligible students, including English learners, disadvantaged or homeless children, children of military personnel, and other qualifying groups. The program emphasizes language acquisition using developmentally appropriate, research-based, experiential, and multi-sensory instruction aligned with state PK guidelines. The schedule allows for students to attend both Pre-k and Head Start program for the other half of the day. Both programs aim to support school readiness in early childhood literacy and mathematics proficiency.

Evaluation Data Sources: Informal Assessment- May: 80% of PK student will master PK Guidelines

Strategy 1 Details		Reviews			
Strategy 1: The support of smooth transitions from Head Start to PK and PK to Kinder through activities such as class visits, team teaching, parent meetings, and early exposure to next grade level academics are implemented. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** PK Teacher		**Formative**			**Summative**
		Jan	**Mar**	**June**	**Aug**
Strategy 2 Details		Reviews			
Strategy 2: The adoption of our HQIM curriculum ensures that district early childhood education services comply with the performance standards set forth by the Head Start Act, maintaining quality and alignment with federal requirements. **Strategy's Expected Result/Impact:** Kindergarten ready **Staff Responsible for Monitoring:** PK Teacher & campus administration		**Formative**			**Summative**
		Jan	**Mar**	**June**	**Aug**

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 5: Student performance data will be used to provide compensatory, intensive, or accelerated instruction, helping students reach grade-level performance. Students served under SCE or Title I, Part A are identified based on state or locally approved criteria, with programs focused on meeting the needs of all children, especially those at greatest risk of falling behind.

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

Strategy 1 Details			Reviews			
Strategy 1: STAAR Acceleration classes are offered to students in grades 3-12 who struggle in core subjects or on STAAR tests, providing daily or as-needed pullout instruction for 45 to 90 minutes. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Principals			**Formative**			**Summative**
			Jan	**Mar**	**June**	**Aug**

Strategy 2 Details			Reviews			
Strategy 2: Instructional aides will support K-12 students in small groups or one-on-one, under the supervision of certified teachers, helping students master core subjects. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Principals			**Formative**			**Summative**
			Jan	**Mar**	**June**	**Aug**

Strategy 3 Details			Reviews			
Strategy 3: Programs and presentations will be provided to students to promote college, career, and military readiness are implemented to include on campus tours. **Strategy's Expected Result/Impact:** Increased numbers of students attending college, career, and military upon graduating high school. **Staff Responsible for Monitoring:** District Counselor & secondary principal			**Formative**			**Summative**
			Jan	**Mar**	**June**	**Aug**

○ No Progress   ○ Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 6: Special Education Program - Special education services will be provided to eligible students in compliance with federal and state laws, regulations, and the IDEA Part B State Plan.

Evaluation Data Sources: Informal Assessment: May: At least 80% of students with disabilities are expected to meet their IEP mastery goals and pass the state-required assessments by the end of the school year.

Strategy 1 Details	Reviews			
Strategy 1: A student may be referred for a full and individual initial evaluation for Special Education services when sufficient evidence shows that difficulties persist in the general classroom despite intervention efforts. If the student is not proficient in English, an LPAC member will participate in the pre-referral process. Referrals can be initiated by school personnel, parents or guardians, or others involved in the student's education or care. School personnel will complete referrals in compliance with Texas Education Code SS29.004, adhering to the 45-day timeline. Evaluation tools will be free from bias related to gender, ethnicity, origin, socioeconomic status, language, or hearing ability. Reevaluations will occur at least once every three years, with the ARD Committee reviewing existing data to determine the scope of each reevaluation.	**Formative**			**Summative**
	Jan	Mar	June	Aug
Strategy's Expected Result/Impact: Students' needs are accurately identified, and special programs and modifications are designed to reflect each student's individual needs as outlined in their IEPs.				
Staff Responsible for Monitoring: Campus Special Education Teachers, District Diagnostician and Federal Programs Director				

Strategy 2 Details	Reviews			
Strategy 2: Fort Hancock ISD offers a variety of educational programs and instructional arrangements to meet the needs of students with disabilities, including both inclusion and daily pullout classes. The ARD Committee determines the most appropriate instructional setting for each student, and mainstreamed students are monitored by Special Education teachers. Regular education teachers receive copies of their students' IEPs to ensure appropriate accommodations are implemented. When beneficial, the ARD Committee may place students with disabilities into Special Programs such as State Compensatory Education or Title I, Part A. The district prioritizes the Least Restrictive Environment (LRE) to support academic success. Students receiving Special Education services in grades 3-12 participate in the Texas Assessment Program, with the ARD Committee determining the appropriate assessment: STAAR (with approved or allowable accommodations) STAAR Alternate 2 for students with significant cognitive disabilities receiving Special Education services.	**Formative**			**Summative**
	Jan	Mar	June	Aug
Strategy's Expected Result/Impact: Students with disabilities are provided every opportunity to reach their full educational potential within the least restrictive environment.				
Staff Responsible for Monitoring: Campus Principals, Campus Special Education Teachers, District Diagnostician and Federal Programs Director				

Strategy 3 Details		Reviews			
Strategy 3: Related Services - The ARD Committee ensures that the need for related services is carefully considered for each student with disabilities and that there is a clear connection between the service provided and the student's educational benefit. Related services are delivered according to the time specified in each student's IEP, with any gaps in services addressed promptly. These services include Speech Therapy, provided by a licensed Speech Therapist, and Occupational Therapy. **Strategy's Expected Result/Impact:** Students will receive the services outlined in their IEPs and will be provided the opportunity to meet the same performance standards expected of all students. **Staff Responsible for Monitoring:** Campus Principals, Campus Special Education Teachers, District Diagnostician and Federal Programs Director		**Formative**			**Summative**
		Jan	Mar	June	Aug

Strategy 4 Details		Reviews			
Strategy 4: Transition Services -Fort Hancock High School provides transition services for students with disabilities. Beginning at age 14 (or younger, if appropriate) and reviewed annually, each student's IEP includes a statement addressing transition service needs focused on the student's courses of study, such as advanced-placement or vocational programs. At age 16 (or younger, if appropriate), each IEP includes an Individual Transition Plan (ITP) outlining needed transition services and, when applicable, interagency responsibilities or linkages. The ITP is designed to support a successful transition from school to postsecondary goals, including education, employment, and independent living. When transition planning is part of an ARD committee meeting, the notice to parents specifies that transition will be discussed and that the student will be invited to participate. Prior to the meeting, students and parents receive transition planning information. The district also posts the Transition and Employment Guide on its website. **Strategy's Expected Result/Impact:** Students receive the transition services necessary to support their success in high school and in postsecondary pursuits. **Staff Responsible for Monitoring:** Campus Principals, Campus Special Education Teachers, District Diagnostician, District TED and Federal Programs Director		**Formative**			**Summative**
		Jan	Mar	June	Aug

Strategy 5 Details		Reviews			
Strategy 5: Child Find - Activities are implemented district wide with the involvement of all staff. Fort Hancock ISD maintains a comprehensive and proactive approach to identifying individuals who may need Special Education services. These efforts include countywide communication and coordination with each school district and designated contact persons to ensure that all students in need of evaluation and support are identified and served to include PNP children. **Strategy's Expected Result/Impact:** 100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames. **Staff Responsible for Monitoring:** Campus Principals, Campus Special Education Teachers, District Diagnostician and Federal Programs Director		**Formative**			**Summative**
		Jan	Mar	June	Aug

◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 7: Bilingual Program - FHISD offers a Bilingual program designed to help Emergent Bilingual (EB) and immigrant students develop proficiency in understanding, speaking, reading, and writing English through integrated second-language instructional methods. The program emphasizes mastery of English language skills alongside mathematics, science, and social studies, ensuring that EB/EL and immigrant students can fully and equitably participate in all aspects of their education.

Evaluation Data Sources: LPAC Records

Strategy 1 Details	Reviews			
Strategy 1: Upon new enrollment parents/guardians fill out a Home Language Survey (HLS) to determine the primary language used at home and by the student. Within four weeks, an assessment is administered to guide identification and placement of students. The Language Proficiency Assessment Committee (LPAC) then determines the appropriate Bilingual or ESL placement and interventions. LPAC meetings are held for initial placement and ongoing progress monitoring as needed. The committee also prescribes the appropriate academic achievement assessments for each EB student. At the end of the year the LPAC reviews a student's progress and determine if they meet the criteria to be reclassified as English proficient. Yearly students reclassified from the Bilingual or ESL program are monitored for two years.	**Formative**			**Summative**
	Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Acquisition of academic English language. **Staff Responsible for Monitoring:** Campus LPAC Committees and Federal Programs Director				

Strategy 2 Details	Reviews			
Strategy 2: Bilingual/ESL Instruction - In compliance with state mandates, FHISD offers a Transitional Early Exit Bilingual Education Program for grades PK-6 and an ESL Pullout Program for grades 7-12. The program is designed to help EB students develop social and academic English proficiency, master TEKS knowledge and skills, and reach their full academic potential. English Language Proficiency Standards are integrated across all content areas, and students requiring additional support are provided a remediation period to reinforce learning.	**Formative**			**Summative**
	Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Increased student achievement and acquisition of academic English language. **Staff Responsible for Monitoring:** Campus Principals, Campus Bilingual/ESL Teachers and Federal Programs Director				

Strategy 3 Details	Reviews			
Strategy 3: FHISD uses supplemental curricular resources and educational software to help emergent bilingual students achieve the same rigorous state academic standards expected of all students.	**Formative**			**Summative**
	Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Increased student achievement and mastery of English. **Staff Responsible for Monitoring:** Campus Principals, Campus Bilingual/ESL Teachers and Federal Programs Director				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2: Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 8: Migrant Program - FHISD provides support and services to students who qualify as Migrant students. The program helps these students overcome challenges related to a migratory lifestyle, including cultural and language barriers and social isolation, while supporting their academic success and transition to postsecondary education or employment. The program also ensures migratory children and formerly migratory children are eligible to receive services and are selected to receive services on the same basis as other children.

Evaluation Data Sources: NGS Supplemental Services & MEP reports: 100% of the students identified as Migrant have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance.

Strategy 1 Details	Reviews			
Strategy 1: Priority For Services (PFS) Action Plan - The PFS Action Plan provides Priority Services to Migrant students: Grades 4-12: Students who failed one or more sections of the State Assessment, are ARD exempt, were absent, or were not enrolled in a Texas school during the assessment period, and whose schooling was interrupted in the previous or current school year. Grades K-2: Students designated as EL in the NGS system, retained, or overage for their grade level, and whose schooling was interrupted in the previous or current school year. Title I, Part C funding is used only after other funding sources have been considered and additional services are still needed. All PFS migrant students receive instructional support to help them master state content standards, pass state assessments, and earn credits toward on-time graduation. For further details, see the Migrant PFS Action Plan.	**Formative**			**Summative**
	Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Principals & Federal Programs Director				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2: Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 9: Dyslexia Program - Fort Hancock ISD provides support and treatment for any student identified with dyslexia or a related disorder.

    Evaluation Data Sources: Dyslexia Records

Strategy 1 Details	Reviews			
Strategy 1: Dyslexia Assessment - The district Dyslexia Coordinator oversees the identification of dyslexia at each campus. Students undergo multiple assessments that evaluate: Chronological awareness, Knowledge of letter names and sounds, ability to read and decode single words in isolation, reading comprehension, listening comprehension (understanding what is read to them), writing skills, including organization and sequencing of thoughts	**Formative**			**Summative**
	Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Dyslexia services are provided without delay, with students' needs accurately identified, and special programs and modifications tailored to meet each student's individual needs. **Staff Responsible for Monitoring:** Campus Principals and Reading Specialist				

Strategy 2 Details	Reviews			
Strategy 2: Modifications for Dyslexia - Students identified with dyslexia receive individualized reading intervention programs tailored to their unique learning needs. Services are provided through pullout and inclusion classes as needed. Students who are not progressing at the same rate as their peers may be recommended for reevaluation, and if necessary, a more intensive, specialized program will be implemented.	**Formative**			**Summative**
	Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Campus Principals and Reading Specialist				

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 10: 504 Program -Students classified under Section 504 have a physical or mental impairment that substantially limits a major life activity--such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, or performing manual tasks--and have an academic need. Assessments are conducted when students show chronic difficulties unresponsive to interventions to determine eligibility for ARD or 504 services. The educational program for a Section 504 student is modified based on assessment data to meet the student's individual needs.

Evaluation Data Sources: 504 Reports

Strategy 1 Details	Reviews			
Strategy 1: Testing accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays. 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).	**Formative**			**Summative**
	Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Campus Principals and 504 Coordinator				

Strategy 2 Details	Reviews			
Strategy 2: Students receiving Section 504 services must meet all curriculum and assessment requirements, as required by TEC SS28.025(c), to earn a Texas high school diploma. They will take STAAR with or without allowable accommodations. The Section 504 Committee reviews evaluation results to determine the most appropriate instructional program and develops an individualized education plan outlining any necessary modifications or accommodations. 504 meetings are held annually, and parents are encouraged to attend.	**Formative**			**Summative**
	Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Increased student achievement. **Staff Responsible for Monitoring:** Principals & 504 Coordinator				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2: Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 11: Gifted and Talented (G/T) Program -FHISD identifies and serves G/T students, defined as children or youth who perform--or show potential to perform--at a remarkably high level compared to peers of the same age, experience, or environment. G/T students may: Exhibit high performance capability in intellectual, creative, or artistic areas, Demonstrate exceptional leadership ability, Excel in a specific academic field

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

Strategy 1 Details	Reviews			
Strategy 1: G/T Assessment & Model - Students undergo a nomination and assessment process for G/T identification, using at least three criteria that include both qualitative and quantitative measures. Final selection is made by a committee of at least three trained district or campus educators knowledgeable in the needs of gifted students. Sessions include differentiated curriculum with diverse learning opportunities emphasizing content in the four major core academic areas. Classroom strategies such as cooperative Learning, team teaching, hands-on-activities, student presentations and product based learning are utilized.	**Formative**			**Summative**
	Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance. **Staff Responsible for Monitoring:** Campus Principals and GT Coordinator				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

Goal 2: Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 12: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. Ancillary Services - FHISD provides Ancillary Services or related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.

Evaluation Data Sources: Informal Assessment :Classroom Assessments- May: 80% of all students will pass EOY benchmark tests.

Strategy 1 Details		Reviews			
Strategy 1: Counseling Services - District Counselor will provide: 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, & Individual student planning, etc.		**Formative**			**Summative**
		Jan	Mar	June	Aug
Strategy's Expected Result/Impact: The Counseling& Guidance Program will have a positive impact on students, resulting in increased student achievement and reduced drop-out rates. **Staff Responsible for Monitoring:** Campus Principals and District Counselor					

Strategy 2 Details		Reviews			
Strategy 2: 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. Students with perfect attendance will be recognized every six weeks. FHISD will contact parents after a student has had three consecutive absences.		**Formative**			**Summative**
		Jan	Mar	June	Aug
Strategy's Expected Result/Impact: Fort Hancock ISD will encourage increased student attendance. **Staff Responsible for Monitoring:** Campus Principals					

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 13: Career and Technical Education - FHISD offers CTE programs at the secondary level in line with the State`s CTE Goals and the State`s CTE Plan 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.

Evaluation Data Sources: Informal Assessment :Classroom Assessments- May: 80% of all CTE students will pass EOY benchmark tests.

Goal 2: Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 14: McKinney-Vento Homeless Services - The Homeless Liaison will work with district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. The Homeless Liaison will conduct district wide 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. FHISD will be in compliance with federal MV Homeless regulations.

Evaluation Data Sources: Documentation :PEIMS Reports - May: 100% of the students identified as experiencing homelessness will have had their individual needs met appropriately and are receiving timely and appropriate assistance, per counselor records.

Goal 3: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in
instruction and administration, using those techniques as appropriate to improve student learning.

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

Evaluation Data Sources: Documentation :Professional Development Records - May: 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.

Strategy 1 Details	Reviews			

Strategy 1: The annual district needs assessment identified key areas for professional development to enhance instructional quality and student achievement. District-wide training is needed in Content Area Best Practices for EB & SPED students. Additional training is required in Reading and Math instruction through the effective implementation of HQIM and RBIS. The district also recognizes the need for ongoing professional learning focused on student mental health awareness and interventions. Training on the incorporation of English Language Proficiency Standards using ELLevation software and on the TEKS Resource System for all teachers has been identified as a priority. Finally, professional development in technology applications and programs is needed to support instructional effectiveness and student engagement.
  Strategy's Expected Result/Impact: Increased student achievement.
  Staff Responsible for Monitoring: Principals, Federal Programs Director/Director of C&I and District Counselor
	Formative			**Summative**

	Jan	**Mar**	**June**	**Aug**

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3: Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in
instruction and administration, using those techniques as appropriate to improve student learning.

Performance Objective 2: Recruitment and Retention Initiatives-The DPDMC will actively participate in developing and implementing recruitment and retention initiatives and strategies. Teacher recruitment efforts include participation in job fairs and the use of online job postings to attract qualified candidates. All applicants are thoroughly screened prior to the interview process to ensure high-quality hires. These recruitment activities are designed to ensure that FHISD maintains 100% fully certified faculty in every teaching position, in compliance with state certification requirements.

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

Strategy 1 Details		Reviews			
Strategy 1: Fort Hancock ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status.		**Formative**			**Summative**
		Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: 100% Fully Certified Faculty. **Staff Responsible for Monitoring:** High School Principals and C & I Director					
Strategy 2 Details		Reviews			
Strategy 2: Reading Academy Stipends will be available for those actively participating in the Reading Academies in order to retain fully certified staff. Core teachers will be eligible for the Teacher Incentive Allotment.		**Formative**			**Summative**
		Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Retention of teachers and staff. **Staff Responsible for Monitoring:** Campus Principal & Director of C&I					

○ No Progress   ◯ Accomplished   ➜ Continue/Modify   ✖ Discontinue

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

Performance Objective 1: Technology Integrated Curriculum - FHISD classroom teachers use technology as an instructional tool. Mobile labs are available for use in the classrooms. FHISD will purchase educational technology to mitigate learning loss.

Evaluation Data Sources: Informal Assessment :Classroom Assessments - May: 90% of students in grades PK - 2 will be promoted to the next grade.
Criterion-Referenced Test :STAAR Reading - May: 83% of students in grades 3 -6 will pass the appropriate grade-level STAAR RLA tests. 81% of students in grades 7 - 8 will pass the appropriate grade-level STAAR RLA tests. 71% of students in grades 9- 12 will pass the STAAR EOC English I and 83% of students in grades 10 - 12 will pass the STAAR EOC English II exams.
Criterion-Referenced Test :STAAR Math - May: 80% of students in grades 3 - 6 will pass the appropriate grade-level STAAR Math tests. 81% of students in grades 7 - 8 will pass the appropriate grade-level STAAR Math tests. 72% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam.
Criterion-Referenced Test :STAAR Science-May: 81% of students in grade 5 will pass the STAAR Science test. 87% of students in grade 8 will pass the STAAR Science test. 79% of students in grades 9 - 12 will pass the STAAR EOC Biology exam.
Criterion-Referenced Test :STAAR Social Studies -May: 73% of students in grade 8 will pass the STAAR Social Studies test. 95% of students in grades 11 - 12 will pass the STAAR EOC U. S. History exam.

Strategy 1 Details	Reviews			
Strategy 1: Instructional management software tools will be used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR, and/or reading comprehension skills. **Strategy's Expected Result/Impact:** Increased student achievement. **Staff Responsible for Monitoring:** Campus Principals, Director of C &I , Technology Director	**Formative**			**Summative**
	Jan	**Mar**	**June**	**Aug**

No Progress   Accomplished   Continue/Modify   Discontinue

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

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

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

Strategy 1 Details			Reviews	
Strategy 1: FHISD is in compliance with the Children's Internet Protections Act and 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.		**Formative**		**Summative**
	Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Responsible students with access to the instructional resources available through the internet, which will have a positive impact on student achievement. **Staff Responsible for Monitoring:** Campus Principals, Director of C &I , Technology Director				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 3: Evaluation of Technology Program - The district's technology program will be evaluated yearly to assess effectiveness and to ensure that students and teachers are utilizing technology with the intended frequency and purpose. Based on evaluation results, modifications and adjustments will be made as needed to enhance program implementation and improve student achievement.

   Evaluation Data Sources: Documentation :School Records- May: Principal's classroom observations indicate that 100% of all classroom teachers are integrating technology

Goal 5: FHISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education.

Performance Objective 1: Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction: 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy. 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care. 3. A healthy and safe school environment that is physically, aesthetically and psycho socially conducive to student achievement and well-being. 4. Counseling services designed to improve the mental, emotional and social health of students. 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities. 6. School, parent and community involvement in the health and well-being of students. 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and 8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.

> **Evaluation Data Sources:** Documentation :Discipline Records - May: 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.
> Sign in Sheets, Calendar of Events

Goal 5: FHISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education.

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

Evaluation Data Sources: Documentation :Board Policies
Sign in Sheets, Calendar of Events

Goal 5: FHISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education.

Performance Objective 3: Trauma-Informed Care Program - The district's Trauma-Informed Care Program will support the integration of trauma-informed practices throughout the school environment. The program focuses on increasing staff and parent awareness of trauma-informed care, implementing trauma-sensitive practices by district and campus staff, and providing information about available counseling and support services for students affected by trauma or grief. These efforts aim to foster a safe, supportive, and responsive learning environment for all students.

> **Evaluation Data Sources:** Documentation :Professional Development Records - - May: 100% of district and campus staff have received the required training.

Goal 5: FHISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education.

Performance Objective 4: Safe Schools Initiatives- The health and safety of FISD students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State, and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.

Evaluation Data Sources: Documentation :Discipline Records - May: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.

Strategy 1 Details		Reviews			
Strategy 1: At this time, Fort Hancock ISD does not employ or contract with a School Resource Officer. (TEC SS37.081(d)) Instead we have the school guardian program.		**Formative**			**Summative**
		Jan	**Mar**	**June**	**Aug**
Strategy 2 Details		**Reviews**			
Strategy 2: Disciplinary Alternative Education Program (DAEP) - FHISD students will be knowledgeable about the Student Code of Conduct, campus rules, Mustang Profile, and the guidelines as set forth in the Acceptable Use policy. Students who have violated the district code of conduct may be placed on a credit recovery online program.		**Formative**			**Summative**
		Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: A safe climate for student learning, having a positive impact on student achievement. **Staff Responsible for Monitoring:** Campus principals & district counselor					

⭕ No Progress   🟢 Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 5: FHISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education.

Performance Objective 5: Counseling Responsive Services- The school counselor will provide comprehensive responsive services focused on prevention and intervention to support students' academic, social, and emotional well-being. Areas of focus include academic concerns, school-related issues such as misbehavior, excessive absences, and tardiness, as well as dropout prevention. Additional areas include 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, and youth human trafficking prevention. These services are designed to promote a safe and supportive learning environment that fosters student success.

Evaluation Data Sources: Documentation :Counselor Records - May: Counselor records indicate that referrals to counselor have decreased as compared to the previous year. Sign in Sheets, Calendar of Events

Strategy 1 Details				Reviews			
Strategy 1: Participation in the youth education and the Human Trafficking Youth Prevention Education (HTYPE) grant. Teachers and staff will complete training during the first semester and STUDENTS will take their age appropriate Human Youth Trafficking Prevention training the second semester.				**Formative**			**Summative**
				Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Staff & students will have an increased awareness of issues regarding the sexual abuse and other maltreatment of children. **Staff Responsible for Monitoring:** Campus principals							

Strategy 2 Details				Reviews			
Strategy 2: Child Sexual Abuse and Other Maltreatment of Children - The district has established a plan for addressing child sexual abuse and other maltreatment of children which includes yearly online training..				**Formative**			**Summative**
				Jan	**Mar**	**June**	**Aug**
Strategy's Expected Result/Impact: Increased awareness of sexual abuse and child maltreatment **Staff Responsible for Monitoring:** Campus principals & district counselor							

⬤ No Progress   ⬤ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $539,307.00
Total FTEs Funded by SCE: 6.19
Brief Description of SCE Services and/or Programs

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

Personnel for District Improvement Plan

Name	Position	FTE
Armando Aguilar	Aide	0.67
Bridget Hernandez	Aide	1
Erika Molina	Teacher	0.91
Gilda Moseley	Aide	1
Jacob Aguilar	Aide	0.25
Jessica Ceballos	Teachers	0.5
Oyuki Hernandez	Aide	0.86
Refugio Grajeda	Aide	1

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1: Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective: Foundation Program- Teachers use research-based strategies to enhance learning, provide accelerated instruction, and offer enrichment, all aligned with the Texas Essential Knowledge and Skills (TEKS) and state assessments, giving students opportunities to achieve proficient and advanced performance levels.

Evaluation of Foundation Program - Faculty will be trained to analyze assessment data to identify student strengths, weaknesses, and achievement gaps. This data-driven approach guides instruction, monitors progress for all students and student groups, and provides additional support to those who may be at risk of academic failure.

1.2: Identifying students who may be at risk for academic failure;

Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective: Foundation Program- Teachers use research-based strategies to enhance learning, provide accelerated instruction, and offer enrichment, all aligned with the Texas Essential Knowledge and Skills (TEKS) and state assessments, giving students opportunities to achieve proficient and advanced performance levels.

Evaluation of Foundation Program - Faculty will be trained to analyze assessment data to identify student strengths, weaknesses, and achievement gaps. This data-driven approach guides instruction, monitors progress for all students and student groups, and provides additional support to those who may be at risk of academic failure.

1.3: Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective: Foundation Program- Teachers use research-based strategies to enhance learning, provide accelerated instruction, and offer enrichment, all aligned with the Texas Essential Knowledge and Skills (TEKS) and state assessments, giving students opportunities to achieve proficient and advanced performance levels.

Evaluation of Foundation Program - Faculty will be trained to analyze assessment data to identify student strengths, weaknesses, and achievement gaps. This data-driven approach guides instruction, monitors progress for all students and student groups, and provides additional support to those who may be at risk of academic failure.

1.4: Identifying and implementing instructional and other strategies intended to strengthen academic programs and

improve school conditions for student learning;

Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

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

Strategy: The annual district needs assessment identified key areas for professional development to enhance instructional quality and student achievement. District-wide training is needed in Content Area Best Practices for EB & SPED students. Additional training is required in Reading and Math instruction through the effective implementation of HQIM and RBIS. The district also recognizes the need for ongoing professional learning focused on student mental health awareness and interventions. Training on the incorporation of English Language Proficiency Standards using ELLevation software and on the TEKS Resource System for all teachers has been identified as a priority. Finally, professional development in technology applications and programs is needed to support instructional effectiveness and student engagement.

Descriptor 2: Teacher Quality

Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning.

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

Strategy: The annual district needs assessment identified key areas for professional development to enhance instructional quality and student achievement. District-wide training is needed in Content Area Best Practices for EB & SPED students. Additional training is required in Reading and Math instruction through the effective implementation of HQIM and RBIS. The district also recognizes the need for ongoing professional learning focused on student mental health awareness and interventions. Training on the incorporation of English Language Proficiency Standards using ELLevation software and on the TEKS Resource System for all teachers has been identified as a priority. Finally, professional development in technology applications and programs is needed to support instructional effectiveness and student engagement.

Descriptor 3: School Improvement and Support Activities

Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective: Participation in state-mandated STAAR testing program, measuring Math and Reading (grades 3-8), Science (grades 5 & 8), Social Studies (grade 8), and End-of-Course exams for Algebra I, English I & II, Biology, and U.S. History (grades 9-12, with Algebra I also available to 8th graders). STAAR aligns with the Texas Essential Knowledge and Skills (TEKS) and is administered according to the state's assessment calendar.

Strategy: Evaluation of Program Effectiveness - Fort Hancock ISD will use state assessments, student performance data, and perception data to evaluate the effectiveness of its schoolwide program, focusing on improving achievement for the lowest-performing students. The plan will be reviewed and revised annually based on these results to ensure continuous improvement.

Descriptor 5: Nature of Programs

Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective: McKinney-Vento Homeless Services - The Homeless Liaison will work with district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. The Homeless Liaison will conduct district wide 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. FHISD will be in compliance with federal MV Homeless regulations.

Descriptor 6: Services to Homeless Children and Youth

Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective: McKinney-Vento Homeless Services - The Homeless Liaison will work with district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. The Homeless Liaison will conduct district wide 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. FHISD will be in compliance with federal MV Homeless regulations.

Descriptor 7: Parent and Family Engagement Strategy

Educators will partner with parents and the community to support student learning.

Performance Objective 1: Fort Hancock ISD will work with parents to create and share a written parent and family engagement policy.

Strategy 1: The district will involve parents and families in developing the Title I plan, support schools in planning activities that promote family engagement, coordinate these efforts with other programs, and annually evaluate the policy's effectiveness in improving academic achievement. The results of the evaluation will be used to strengthen future parent and family engagement strategies.

Strategy 2: The PFE policy will be clearly communicated to parents in their language when possible, reviewed regularly and made available to parents and the community in English and Spanish at schools, parent meetings, and on the district website.

Strategy 3: The district will actively seek participation from a diverse group of parents by offering meetings at convenient times and locations, both mornings and evenings. Parents will be notified through multiple communication channels-- including the district website, calendars, newsletters, local media, phone calls, home visits, and messaging systems like ClassDojo and Blackboard Connect--in both English and Spanish to ensure timely and inclusive communication.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 4: FHISD offers a half-day Prekindergarten program at Benito Martinez Elementary for eligible students, including English learners, disadvantaged or homeless children, children of military personnel, and other qualifying groups. The program emphasizes language acquisition using developmentally appropriate, research-based, experiential, and multi-sensory instruction aligned with state PK guidelines. The schedule allows for students to attend both Pre-k and Head Start program for the other half of the day. Both programs aim to support school readiness in early childhood literacy and mathematics proficiency.

Strategy 1: The support of smooth transitions from Head Start to PK and PK to Kinder through activities such as class visits, team teaching, parent meetings, and early exposure to next grade level academics are implemented.

Strategy 2: The adoption of our HQIM curriculum ensures that district early childhood education services comply with the performance standards set forth by the Head Start Act, maintaining quality and alignment with federal requirements.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective: Foundation Program- Teachers use research-based strategies to enhance learning, provide accelerated instruction, and offer enrichment, all aligned with the Texas Essential Knowledge and Skills (TEKS) and state assessments, giving students opportunities to achieve proficient and advanced performance levels.

Strategy: Evaluation of Foundation Program - Faculty will be trained to analyze assessment data to identify student strengths, weaknesses, and achievement gaps. This data-driven approach guides instruction, monitors progress for all students and student groups, and provides additional support to those who may be at risk of academic failure.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1: Coordination with institutions of higher education, employers, and other local partners;

Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective: Special Education Program - Special education services will be provided to eligible students in compliance with federal and state laws, regulations, and the IDEA Part B State Plan.

Strategy: Transition Services -Fort Hancock High School provides transition services for students with disabilities. Beginning at age 14 (or younger, if appropriate) and reviewed annually, each student's IEP includes a statement addressing transition service needs focused on the student's courses of study, such as advanced-placement or vocational programs. At age 16 (or younger, if appropriate), each IEP includes an Individual Transition Plan (ITP) outlining needed transition services and, when applicable, interagency responsibilities or linkages. The ITP is designed to support a successful transition from school to postsecondary goals, including education, employment, and independent living. When transition

planning is part of an ARD committee meeting, the notice to parents specifies that transition will be discussed and that the student will be invited to participate. Prior to the meeting, students and parents receive transition planning information. The district also posts the Transition and Employment Guide on its website.

Migrant Program - FHISD provides support and services to students who qualify as Migrant students. The program helps these students overcome challenges related to a migratory lifestyle, including cultural and language barriers and social isolation, while supporting their academic success and transition to postsecondary education or employment. The program also ensures migratory children and formerly migratory children are eligible to receive services and are selected to receive services on the same basis as other children.

10.2: Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective 13: Career and Technical Education - FHISD offers CTE programs at the secondary level in line with the State`s CTE Goals and the State`s CTE Plan 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.

Descriptor 11: Discipline Disproportionality

FHISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education.

Performance Objective : Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction: 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy. 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care. 3. A healthy and safe school environment that is physically, aesthetically and psycho socially conducive to student achievement and well-being. 4. Counseling services designed to improve the mental, emotional and social health of students. 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities. 6. School, parent and community involvement in the health and well-being of students. 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and 8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.

Performance Objective: Trauma-Informed Care Program - The district's Trauma-Informed Care Program will support the integration of trauma-informed practices throughout the school environment. The program focuses on increasing staff and parent awareness of trauma-informed care, implementing traumasensitive practices by district and campus staff, and providing information about available counseling and support services for students affected by trauma or grief. These efforts aim to foster a safe, supportive, and responsive learning environment for all students.

Descriptor 12: Coordination and Integration

12.1: Academic and career and technical education content through coordinated instructional strategies, that may

incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective: Career and Technical Education - FHISD offers CTE programs at the secondary level in line with the State`s CTE Goals and the State`s CTE Plan 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.

Descriptor 13: Other Proposed Uses of Funds

13.1: Assist schools in identifying and serving gifted and talented students;

Students will be supported to reach their full potential through a balanced curriculum, ensuring all receive a high-quality education as efforts are made to close the achievement gap.

Performance Objective: Gifted and Talented (G/T) Program -FHISD identifies and serves G/T students, defined as children or youth who perform--or show potential to perform--at a remarkably high level compared to peers of the same age, experience, or environment. G/T students may: Exhibit high performance capability in intellectual, creative, or artistic areas, Demonstrate exceptional leadership ability, Excel in a specific academic field.

Strategy 1: G/T Assessment & Model - Students undergo a nomination and assessment process for G/T identification, using at least three criteria that include both qualitative and quantitative measures. Final selection is made by a committee of at least three trained district or campus educators knowledgeable in the needs of gifted students. Sessions include differentiated curriculum with diverse learning opportunities emphasizing content in the four major core academic areas. Classroom strategies such as cooperative Learning, team teaching, hands-on-activities, student presentations and product based learning are utilized.

13.2: Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

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

Performance Objective: Technology Integrated Curriculum - FHISD classroom teachers use technology as an instructional tool. Mobile labs are available for use in the classrooms. FHISD will purchase educational technology to mitigate learning loss.

Strategy: Instructional management software tools will be used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR, and/or reading comprehension skills.

Performance Objective: Evaluation of Technology Program - The district's technology program will be evaluated yearly to assess effectiveness and to ensure that students and teachers are utilizing technology with the intended frequency and purpose. Based on evaluation results, modifications and adjustments will be made as needed to enhance program implementation and improve student achievement.

Title I Personnel

Name	Position	Program	FTE
Alethia Czubinski	Teacher	Accelerated Instruction- STAAR Science	.06
Alicia Hernandez	Parent Liaison	Parent & Family Engagement	1
Cecilia Castro Aceves	Teacher	Double Block-RLA	.19
Cynthia Moreno	Teacher	Accelerated Instruction- STAAR Math	.07
Francisco Retamzoa	Teacher	Accelerated Instruction- Science	.30
Jacob Aguilar	Instructional Aide	Enrichment Curriculum	.19
Kayla Soria	Teacher	Double Block-Math	.19
Kayla Soria	Teacher	Accelerated Instruction- STAAR Math	.09
Melissa Madrid	Teacher	Accelerated Instruction- STAAR RLA	.06
Melissa Meza	Teacher	Double Block-RLA	.19
Melissa Meza	Teacher	Accelerated Instruction- STAAR RLA	.16
Rocio Forrester	Teacher	Accelerated Instruction- STAAR SS	.07
Susana Estrada	Teacher	Double Block-RLA	.39
Susana Estrada	Teacher	Accelerated Instruction- STAAR RLA	.05
Yahaira Ponce	Teacher	Double Block-RLA	.19
Yahaira Ponce	Teacher	Accelerated Instruction- STAAR RLA	.16
Zenia Quijas	Teacher	Accelerated Instruction- STAAR Math	.14
Zenia Quijas	Teacher	Double Block-Math	.17

District Planning and Decision Making Committee

Committee Role	Name	Position
Community Partner	Arely Enriquez	Business Owner
Parent	Marina Rubio	Parent
Student	Estrella Hinojos	Student
Parent	Karina Mercado	Parent
Paraprofessional	Jacob Aguilar	Instructional Aide
District-level Professional	Melissa Ramos	SPED Diagnostician
Classroom Teacher	Amber Moseley	Secondary RLA Teacher
Classroom Teacher	Noe Iglesias	CTE Teacher
Classroom Teacher	Rita Moreno	SPED Teacher
Classroom Teacher	Zenia Quijas	Math Teacher
Classroom Teacher	Maria Fierro	Pk Teacher
District-level Professional	Christine Robledo	504/GT/Dyslexia Coordinator
District-level Professional	Luis Martinez	Technology Director
District-level Professional	Teresa Gonzalez	Counselor/SHAC Coordinator
Non-classroom Professional	Stephanie Vazquez	District Health Specialist
Administrator	Cindy Contreras	Elementary School Principal
Administrator	Danny Medina	High School Principal
Administrator	Lorena Molinar	High School Principal
Administrator	Yvonne Samaniego	Associate Superintendent/Federal Programs Director

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].

4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].

5. Collaborate with State or local child welfare agency to—

   ◦ Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;

   ◦ Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)

6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].

7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].

8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].

9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].

10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Yvonne Samaniego

Policies, Procedures, and Requirements

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

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	District Behavioral Health Team	7/13/2023	Yvonne Samaniego	11/7/2025
Child Abuse and Neglect	District Mental Health Team	2/13/2025	Yvonne Samaniego	11/7/2025
Coordinated Health Program	SHAC Committee	10/30/2024	Yvonne Samaniego	11/7/2025
Decision-Making and Planning Policy Evaluation	Superintendent	11/13/2024	Yvonne Samaniego	11/7/2025
Disciplinary Alternative Education Program (DAEP)	Superintendent	10/20/2023	Yvonne Samaniego	11/7/2025
Dropout Prevention	Principals	11/13/2024	Yvonne Samaniego	11/7/2025
Dyslexia Treatment Program	Dyslexia Coordinator	9/2/2024	Yvonne Samaniego	11/7/2025
Title I, Part C Migrant	Federal Programs Director	8/8/2025	Yvonne Samaniego	11/7/2025
Pregnancy Related Services	Health Specialist	8/7/2024	Yvonne Samaniego	11/7/2025
Post-Secondary Preparedness	Principals	8/7/2024	Yvonne Samaniego	11/7/2025
Recruiting Teachers and Paraprofessionals	HR Department	8/7/2024	Yvonne Samaniego	11/7/2025
Student Welfare: Crisis Intervention Programs and Training	District Mental Health Team	10/20/2023	Yvonne Samaniego	11/7/2025
Student Welfare: Discipline/Conflict/Violence Management	District Behavioral Health Team	9/8/2022	Yvonne Samaniego	11/7/2025
Texas Behavior Support Initiative (TBSI)	Federal Programs Director	8/28/2024	Yvonne Samaniego	11/7/2025
Technology Integration	Director of Technology	8/7/2024	Yvonne Samaniego	11/7/2025