

Fort Hancock Independent School District (ISD)

District Improvement Plan

2023-2024



Mission

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

Vision

The Fort Hancock Independent School District (ISD) is committed to developing critical thinkers and lifelong learners of good character, confidence, and leadership who will become productive members of society.

Global Needs Assessment

Demographic statistics

Summary of demographic statistics

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 Pre-K - 6th grade, and our *Ft. Hancock High School* campus serves students in 7th - 12th grade. Our current enrollment is 387 students. We have a Title 1 program. This year, our emergent bilingual population is 62%. We serve our emergent bilingual students through a dual language immersion program in elementary school and an English as a Second Language (ESL) pull-out program in secondary school. Our special education population is 11%. Our Special Education (SPED) program includes a general education setting, a resource room, a self-contained classroom, speech and occupational therapy. Our migrant population is 5%. We have 181 female students and 206 male students. 96% of our student population is Hispanic. We have a 0% dropout rate and a 100% graduation rate. 90% of our teachers are Hispanic, and 96% of our students are also Hispanic. 100% of our teachers and instructional assistants are highly qualified.

Strengths of demographic statistics

- Our district's student population is 100% Title I school-wide, which allows our funding source to meet the needs of all students
- With a 62% emerging bilingual population, bilingual funds are used to address the academic needs of the emerging bilingual students related to language proficiency
- 90% of our teachers are Hispanic, and 96% of our students are also Hispanic. Being taught by a teacher of the same race or ethnicity helps reduce cultural biases and misunderstandings, increases access to role models and mentors, and encourages student participation in classroom activities.
- We have a 0% dropout rate and a 100% graduation rate. Being a small community allows staff to inform parents of the importance of staying in school. Working together with parents, families, and communities provides authentic opportunities for all our students to be academically prepared to meet state and federal responsibilities.

Problem Statements: Identifying the needs of demographic statistics

Problem Statement 1: Our Reading and Language Arts (RLA) and math scores for emergent bilingual and special education students are our lowest-performing subpopulations. **Root Cause:** High-quality instructional materials in RLA and math have not been purchased.

Student learning

Student Learning Summary

Our 2022-2023 State of Texas Assessment of Academic Readiness (STAAR)/End of Course (EOC) results in comparison to 2021-2023.

Reading and Language Arts (RLA) MATH SCIENCE		
3rd- 64%	3rd- 45%	N/A
4th- 70%	4th-50%	N/A
5th-96%	5th-79%	5th 92%
TOTAL	TOTAL	TOTAL
58/76=76%	44/76=58%	22/24=92%
2021-2022	2021-2022	2021-2022
75%	70%	72%

RLA	MATEMÁTICAS	SCIENCES	SOCIAL STUDIES
6th-67%	6th-90%	N/A	N/A
7th-68%	7th-50%	N/A	N/A
8th-77%	8th-70%	8th-68%	8th-52%
TOTAL	TOTAL	TOTAL	TOTAL
67/95=71%	65/94=70%	21/31=68%	16/31=52%
2021-2022	2021-2022	2021-2022	2021-2022
72%	72%	80%	60%

ENGLISH I	ENGLISH II	ALGEBRA I	BIOLOGY	HISTORY OF THE U.S.
75%	61%	87%	97%	97%
2021-2022	2021-2022	2021-2022	2021-2022	2021-2022
65%	65%	68%	68%	92%

Strengths of student learning

- High-Quality Instructional Materials (HQIM) in Reading and Language Arts (RLA) and Math have been purchased through the Learning Acceleration Support Opportunities (LASO) grant. Implementation of these resources also includes our K- 6 elementary teachers and principal participating in year-long professional learning through asynchronous modules and virtual communities of practice. Research-Based Instructional Strategies (RBIS) training is being conducted district-wide for RLA, math, and Special Education (SPED) teachers, as well as administrators, to create instructional frameworks for RLA and math. This work is being guided by *the E3 Alliance* , our Texas Education Agency (TEA)-approved service providers. Students now have access to grade-appropriate assignments and instruction that asks them to think deeply and engage with challenging material.

- The rest of our content areas continue to use the TEKS Resource System Curriculum, the *TEG Guides* and *Implementing TEKSRS* +
- We have partnered with *E3 Alliance* since the 2021-2022 school year (SY) to develop research-based best practices across the district. Implementing our Ft. Hancock ISD manual allows students to receive consistent instructional strategies from content to content, teacher to teacher, and year to year.

- Our secondary campus is a Resilient Schools Support Program (RSSP) recipient. We began the program in 2021-2022, and this is our final year of support through the Texas COVID Acceleration of Learning Support (TCLAS) grant. This program provides expert support to assist our district plan and implement key COVID-19 recovery and learning acceleration strategies. This has allowed our district to prioritize planning time for teachers through a modified class schedule to provide Professional Learning Community (PLC) time for teachers to plan together and better focus on meeting student needs.

This RSSP work has also enabled a unified district-wide approach that allows for just-in-time feedback and coaching for teachers. Documents and procedures have also been created that allow students to reflect on their own learning and set individualized goals with their teachers.

Problem Statements: Identifying Student Learning Needs

Problem Statement 1: Our RLA and math scores for emergent bilingual and special education students are among our lowest-performing subpopulations. **Root Cause:** High-quality RLA and math instructional materials have not been purchased.

District processes and programs

Summary of district processes and programs

High-Quality Instructional Materials (HQIM) in Reading and Language Arts (RLA) and Math have been purchased through the Learning Acceleration Support Opportunities (LASO) grant. Implementation of these resources also includes our K- 6 elementary teachers and principal participating in year-long professional learning through asynchronous modules and virtual communities of practice. Research-Based Instructional Strategies (RBIS) training is being conducted district-wide for RLA, math, and Special Education (SPED) teachers, as well as administrators, to create instructional frameworks for RLA and math. This work is being guided by *the E3 Alliance*, our Texas Education Agency (TEA)-approved service providers. Students now have access to grade-appropriate assignments and instruction that asks them to think deeply and engage with challenging material.

The rest of our content areas continue to use the Texas Essential Knowledge and Skills (TEKS) resource system curriculum, the TExGuides, and Implementing TEKSRS+.

We have partnered with E3 Alliance since the 2021-2022 school year (SY) to develop research-based best practices across the district. Implementing our Ft. Hancock ISD manual allows students to receive consistent instructional strategies from content to content, teacher to teacher, and year to year.

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2022 and this is our final year of support through the Texas COVID Learning Acceleration Support (TCLAS) grant.

This program provides expert support to support our district plan and implement key COVID-19 learning recovery and acceleration strategies. This has allowed our district to prioritize planning time for teachers through a modified class schedule to allow Professional Learning Community (PLC) time for teachers to plan together and better focus on meeting student needs. This RSSP work has also enabled a unified district-wide approach that allows for just-in-time feedback and coaching for teachers. Documents and procedures have also been created that allow students to reflect on their own learning and set individualized goals with their teachers.

Strengths of the district's processes and programs

- District-level coordination of curriculum, programs, and professional development to align instruction and interventions
- Continuous collaboration between campuses through PLC
- The technology ratio per student is 1 to 1 district
- All classrooms have access to interactive whiteboards and instructional document cameras
- Students have access to a mobile device and/or hotspot for remote learning as needed

Problem Statements: Identify the needs of the district's processes and programs

Problem Statement 1: Our RLA and math scores for emergent bilingual and special education students are among our lowest-performing subpopulations. **Root Cause:** High-quality RLA and math instructional materials have not been purchased.

Perceptions

Summary of perceptions

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 determine which presenters to bring. At each of these meetings, time is set aside for tips and strategies for bilingual, special education, and regular education students.

Time is also dedicated to feedback and suggestions. Campus principals and district leadership are always present to provide support and answers to parents and families. At the end of last school year, a district-wide climate survey was distributed to parents and families through our social media sites and classroom dojo. Our students took the survey at school. The survey was anonymous. Here are the results.

Strengths of perceptions

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

- Students' perception is that I feel I know an adult at school that I can talk to if I need help (3.02), and my teachers treat me with respect (3.27)
- Parents' perception is that the teachers at my student's school have high standards for achievement (3.78) and My student is feel safe going to and from school (3.67)
- The perceptions of teachers and staff are that I get along well with other staff members at my school (3.69) and the teachers at my school (3.79). Schools treat students fairly regardless of race, ethnicity, or culture (3.54)

Problem Statements: Identifying the Needs of Perceptions

Problem Statement 1: Our district has recently seen an increase in student misbehavior. Students require mental health and support services to address their social, emotional, and mental health needs. **Root Cause:** The support provided by our teachers and health counselors is not sufficient to meet the social, emotional, and mental health needs of our students.

Documentation of Global Needs Assessment Data

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

Improvement planning data

- District Goals • Campus Goals • HB3 Reading and Math Goals for PreK- 3 • HB3 College, Career, and Military Readiness (CCMR) Goals
- Performance Objectives with Summative Review (prior year) • Campus/District Improvement Plans (current and prior years) • COVID-19 factors and/or exemptions for assessment, accountability, Every Student Succeeds Act (ESSA), missed school days, educator evaluations, etc.
- Planning and decision-making committee meeting data • State and federal planning requirements

Data for accountability

- Texas Academic Performance Report (TAPR) data • Student achievement domain
- Student progress domain • Closing the gaps domain • Effective school framework data • Federal Report Card and accountability data • Results-based accountability (RDA) data • Local accountability system (LAS) data

Student Data: Assessments

- State and federally required assessment information • Current and longitudinal results, including all versions of the State of Texas Assessment of Academic Readiness (STAAR) • Current and longitudinal STAAR end-of-course results, including all versions • STAAR Emergent Bilingual (EB) progress measure data • Texas English Language Proficiency Assessment System (TELPAS) and alternate TELPAS results

- College graduates, career or military ready including enlisting in the United States armed services, obtaining a industry-based certification, earning an associate's degree, graduating with a completed Individual Education Plan (IEP), and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) study program data including information on completers, concentrators, explorers, participant and non-participant
- Evaluation data: Scholastic Aptitude Test (SAT) and/or American College Test (ACT)
- Preliminary Scholastic Aptitude Test (PSAT) • Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local reference data or common assessment data
- Self-assessment tool for Pre-K
- Provisional online assessments prepared by the state
- Scores that measure student performance based on the Texas Essential Knowledge and Skills (TEKS)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress rates between groups
- Special program data, including number of students, academic achievement, discipline, attendance, and progress rates for each group of students
- Performance and participation data for economically disadvantaged/non-economically disadvantaged students
- Special education/non-special education population data, including data on discipline, progress, and participation
- Migrant/non-migrant population including data on performance, progress, discipline, attendance, and mobility
- At-risk/not-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emerging Bilingual (EB)/non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) curriculum data including completers, concentrators, explorers, participants and non-participants by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Data on completion and/or graduation rates
- Annual data on the school dropout rate
- Attendance data
- Discipline records
- Records of violence prevention and/or violence
- Data on tobacco, alcohol and other drug use

- Student surveys and/or other feedback • School safety data
- Enrollment trends

Employee data

- Professional Learning Community (PLC) data • Staff surveys and/or other feedback • Teacher-to-student ratio • State-certified and high-quality staff data • Campus leadership data
- Professional development needs assessment data • Texas Teacher Evaluation and Support System (T-TESS) data

Parent/Community Data

- Parent surveys and/or other feedback • Parent engagement index • Community surveys and/or other feedback

Support systems and other data

- Processes and procedures for teaching and learning, including program implementation • Data on capacity and resources • Data on budgets/benefits and expenditures • Study of best practices

Goals

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

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

Evaluation data sources: Volunteer attendance record sheets.

Summative evaluation: Objective achieved

Recommendation for next year: Continue

Details of strategy 1
<p>Strategy 1: The policy will describe how the district will engage parents and family members in the development of the local plan, provide the necessary support to assist all participating Title I schools in planning parent and family engagement activities to improve student academic achievement, coordinate Title I parent and family engagement strategies with other relevant federal, state, and local programs, conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and use the results of such evaluation to design strategies to enable more effective parental involvement.</p> <p>Expected outcomes/effects of the strategy: Parents engaged in their students' education and encouraged to participate in a meaningful and informed manner.</p> <p>Staff responsible for monitoring: campus directors and associate superintendent</p> <p>Problem Statement: Demographic Statistics 1 - Student Learning 1 - District Processes and Programs 1</p>

Details of strategy 2

Strategy 2: Parents will be notified of the policy in an understandable and uniform format and, to the extent possible, in a language that parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116(b)(1)) The parent and family engagement policy will be developed and reviewed by the parent and family engagement committee. The policy will be available at parent meetings, in each campus office, and on the district website. It will be distributed in English and Spanish.

Expected outcomes/effects of the strategy: Parents engaged in their students' education and encouraged to participate in a meaningful and informed manner.

Staff responsible for monitoring: campus directors and associate superintendent

Details of strategy 3

Strategy 3: The district will actively recruit the participation of a diverse parent population. Meetings will be scheduled at a convenient time and place, and at various times, to allow parents multiple opportunities to attend. Parents will be invited to attend, and a public notice will be posted. Parent and family engagement meetings will be held weekday mornings and evenings on campuses. Stakeholders will be notified through the Fort Hancock ISD website, bulletin board postings, the district calendar, newsletters, conferences, phone calls, home visits, and letters from the district and campus in English and Spanish. Information will also be provided through *ClassDojo* and *Blackboard Connect*, which are community messaging systems. This technology ensures that parents and students are notified of activities in a timely manner in English and Spanish.

Expected outcomes/effects of the strategy: Parents engaged in their students' education and encouraged to participate in a meaningful and informed manner.

Staff responsible for monitoring: campus directors and associate superintendent

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

Performance Objective 2: The district will inform parents of the school's participation in a school-based program, provide a description of the curriculum used, the assessments used, and the levels of achievement of state academic standards, and of their right to participate in the planning, review, and improvement of the programs (Sec. 1116(c)(4)).

Evaluation Data Sources: Documentation: Parent Involvement Records- 05/24: A review of parent involvement records indicates that an increased number of parents and community members were involved in their students' educational system.

Summative evaluation: Objective achieved

Details of strategy 1
<p>Strategy 1: Parents will be notified of special programs and support programs available for their students.</p> <p>Expected outcomes/effects of the strategy: Parents will be better informed about program expectations and encouraged to become more involved in their students' education.</p> <p>Personnel responsible for monitoring: campus directors</p>

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

Performance Objective 3: In accordance with Title I regulations (Sec. 1116(d)), school and parent representatives will develop a parent/student/teacher compact.

Evaluation Data Sources: Documentation: Parent Involvement Records- 05/24: A review of parent involvement records indicates that an increased number of parents and community members were involved in their students' educational system.

Details of strategy 1

Strategy 1: This compact will address the importance of ongoing communication between teachers and parents. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms, and the ability to observe classroom activities. There will be regular two-way communication between family members and school staff to the extent possible, in a language family members can understand (English and Spanish). The compact will be discussed, at least annually, at parent-teacher conferences and parent-teacher meetings.

Expected outcomes/effects of the strategy: Increased student achievement as a result of increased parental involvement.

Personnel responsible for monitoring: campus directors

Details of strategy 2

Strategy 2: Conferences, School Visits, and/or Home Visits - Parent-teacher conferences will be scheduled throughout the year at the parents' convenience as needed. Teachers will contact each student's parents at least once a year, and parents of struggling students will be contacted more frequently. A parent may request a conference at any time with the principal or classroom teacher(s) as deemed necessary. Parents are invited to visit the campus. Phone calls are used for prompt and efficient communication regarding tardiness, absenteeism, student academic needs, and other pertinent matters. Home visits will be made to communicate with hard-to-reach parents.

Expected outcomes/effects of the strategy: Increased student achievement as a result of increased parental involvement.

Personnel responsible for monitoring: campus directors

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

Performance Objective 4: Fort Hancock ISD conducts a variety of events and programs geared toward engaging parents and other stakeholders in its educational system.

Evaluation Data Sources: Documentation: Parent Involvement Records- 05/24: A review of parent involvement records indicates that an increased number of parents and community members were involved in their students' educational system.

Details of strategy 1
<p>Strategy 1: Events include *Twice-annual open house *Awards assemblies *Student programs *District parent meetings *SHAC meetings *Annual district health fair *Christmas fair. Volunteer opportunities include *Assistance with book fairs *Assistance in the classroom *Participation in Teacher Appreciation Week activities *Red Ribbon Week activities *Assist with after-school sales.</p> <p>Expected outcomes/effects of the strategy: Parents as full partners in the education of Fort Hancock ISD students.</p> <p>Personnel responsible for monitoring: campus directors and parent coordinators</p>

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

Performance Objective 5: Building Capacity for Participation -In compliance with Part A of the federal Title I basic program regulations (Sec. 1116(e)), parents are notified of all situations that ultimately affect their children's education, providing an opportunity for important parental feedback.

Assessment data sources: Parents engaged in their students' education are encouraged to participate in a meaningful and informed manner.

Details of strategy 1
<p>Strategy 1: The district will assist parents and family members by providing materials and training on: the state academic standards, required state and local assessments, and how to monitor and improve their child's progress. Parent notification activities include, but are not limited to, the following information: * Staff qualifications, * Parent Information Resource Centers, * Student progress reports, * Every Student Succeeds Act (ESSA) report cards, * Technology applications, and * School choice options. Whenever possible, translators are provided and communication is in an understandable format and the parent's primary language.</p> <p>Expected outcomes/effects of the strategy: Parents engaged in their students' education and encouraged to participate in a meaningful and informed manner.</p> <p>Staff responsible for monitoring: campus directors and associate superintendent</p>

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

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

Assessment data sources: Documentation: Agendas, notes, attendance records. DPDMC minutes will reflect the engagement of staff, parents, and community members in the educational system.

Details of strategy 1

Strategy 1: The DPDMC is comprised of Fort Hancock ISD staff members, parent representatives, business representatives, and community members. Parents are selected to serve as members by campus administrators for one-year terms. The DPDMC will meet periodically to discuss plans, progress, and ideas for improving education and the environment in Fort Hancock ISD [TEC 11.251(b)]. Each school year, the superintendent, with the assistance of the DPDMC, will review and update the District Improvement Plan (DIP) to improve student achievement for all student populations [TEC 11.253(c)]. The DPDMC reviewed/revised the DIP in August. The DIP will be available at the central office, at each campus, and on the district website. The DIP will be distributed in Spanish and English.

Expected Outcomes/Effects of the Strategy: A current DIP approved by the Fort Hancock Board of Trustees that comprehensively covers needs assessment data, local, state, and federal regulations, research-based strategies and activities, and measurable assessments will provide transparency and solicit parent input.

Staff responsible for monitoring: superintendent, associate superintendent, and campus directors

Details of strategy 2

Strategy 2: The DPDMC will play an integral role in the planning, development, and evaluation of the Fort Hancock ISD educational system. Through DPDMC activities, teachers have the opportunity to participate in decisions regarding the use of assessments and the Fort Hancock ISD Assessment Program.

Expected Outcomes/Effects of the Strategy: A current DIP approved by the Fort Hancock Board of Trustees that comprehensively covers needs assessment data, local, state, and federal regulations, research-based strategies and activities, and measurable assessments will provide transparency and solicit parent input.

Staff responsible for monitoring: superintendent, associate superintendent, and campus directors

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

Performance Objective 1: The DPDMC will meet periodically to review campus curriculum, instruction, and assessments. Areas assessed include monitoring instructional programs and activities for effectiveness; reviewing the quantity and quality of textbooks, HQIM, and what supplemental resources are available to support the curriculum; and reviewing professional and support staff. available. - The district's performance objectives are based on data available through the comprehensive needs assessment process.

Assessment Data Sources: Documentation: Agendas, notes, attendance records- 08/23: The DPDMC agenda and minutes will indicate that performance objectives have been developed based on the overall needs assessment.

Details of strategy 1

Strategy 1: Assessments - Students in Pre-K - 3rd grade take assessments at the beginning of the year to determine their performance level. These assessments include the State of Texas Assessment of Academic Readiness (STAAR) reading and math for grades 1-5 , the *Circle* Assessment for pre - K students, and STAR Early Literacy for students in grades pre-K- 3. Throughout the year, interim tests, benchmark assessments, classroom assessments, STAR reading and math, STAR Early Literacy, and DIBELS are administered to assess student progress. Assessments are administered in grades 3-12 to identify student weaknesses and guide instruction through data collection and review in the content area. Based on assessment results, research-based and best-practice strategies will be implemented to increase student reading and writing skills with greater depth in all content areas. Writing across the curriculum will be implemented through various techniques. Teachers will post daily content objectives so that students are aware of learning expectations during each lesson. Content-area instruction, assessment, and resources are aligned using high-quality instructional materials (*Amplify* or *StudySync* in reading and language arts (RLA) and *Eureka* or *Carnegie* in math) and the Texas Essential Knowledge and Skills (TEKS) resource system (science and social studies). Instructional coaches will assist campus faculty with modeling sessions, walkthroughs, and professional learning teams. *Eduphoria Aware* will continue to be used to analyze student progress and improve classroom assessments.

Expected results/effects of the strategy: Increase in student achievement.

Staff responsible for monitoring: campus directors and director of federal programs

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

Performance Objective 2: Federal and State Testing Program - Fort Hancock ISD participates in the state testing program consistent with Every Student Succeeds Act (ESSA) regulations. The State of Texas Assessments of Academic Readiness (STAAR) exams will measure mathematics and reading (grades 3-8) , science (grades 5 and 8) , and social studies (grade 8) . STAAR End-of-Course exams will be administered to students in grades 9-12 in Algebra I, English I, English II, Biology, and United States History. Algebra I will also be offered to 8th grade students taking Algebra I. The STAAR program is aligned with the state-adopted curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered grade- and subject-area-appropriate STAAR tests according to the state-issued student assessment schedule.

Assessment Data Sources: Criterion-Referenced Test: STAAR Reading - 05/24: 83% of students in grades 3-6 will pass the STAAR Reading and Language Arts (RLA) assessments. 81% of students in grades 7-8 will pass the academically appropriate STAAR RLA assessments . 71% of students in grades 9-12 will pass the STAAR English I End-of - Course (EOC) assessments , and 83 % of students in grades 10-12 will pass the STAAR English II EOC assessments. STAAR Mathematics - 05/24: 80% of students in grades 3-6 will pass the STAAR math tests at the appropriate grade level. 81% of students in grade 7 will pass the STAAR math tests at the appropriate grade level. - 8th graders will pass the STAAR math tests at the appropriate grade level. 72% of students in grades 9-12 will pass the STAAR EOC Algebra I exam. STAAR Criterion-Referenced Test: Science - 05/24: 81% of 5th grade students will pass the STAAR Science exam. 87% of 8th grade students will pass the STAAR Science exam. 79% of students in grades 9-12 will pass the STAAR EOC Biology exam. STAAR Criterion-Referenced Test: Social Studies - 05/24: 73% of 8th grade students will pass the STAAR Social Studies test. 95% of students in grades 11-12 will pass the STAAR EOC United States History exam.

Details of strategy 1

Strategy 1: Program Effectiveness Evaluation (SWP EPE) - Fort Hancock ISD will utilize state assessment data, other student performance data, and perception data to determine if the school-based program has been effective in addressing key problem areas and in increasing student achievement, particularly for the lowest-performing students. Fort Hancock ISD will revise the plan annually, as needed, based on student needs and assessment results to ensure continuous improvement.

Expected outcomes/effects of the strategy: Program improvements are implemented. All selected student groups show improvements on STAAR tests.

Staff responsible for monitoring: campus directors and director of federal programs

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

Performance Objective 3: Foundation Program (SWP, CNA, CIP) - Teachers and staff implement scientifically based instructional strategies, activities, and initiatives to increase the quantity and quality of learning time, promote accelerated instruction, and provide educational enrichment for all students. The educational system is based on the state's Texas Essential Knowledge and Skills (TEKS), which ensures that the curriculum is vertically aligned and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's student achievement standards.

Assessment Data Sources: Informal Assessment: Classroom Assessments - 05/24: 90% of students in PreK- 2nd grade will be promoted to the next grade. Criterion-Referenced Test: STAAR Reading - 05/24: 83% of students in grades 3-6 will pass the STAAR Reading and Language Arts (RLA) assessments. 81% of students in grades 7-8 will pass the academically appropriate grade - level STAAR RLA assessments. 71% of students in grades 9-12 will pass the STAAR EOC English I assessments and 83% of students in grades 10-12 will pass the STAAR EOC English II assessments. Criterion-Referenced Test: STAAR Mathematics - 05/24: 80% of students in grades 3-6 will pass math at the appropriate grade level on the STAAR. 81% of students in grades 7-8 will pass math at the appropriate grade level .

will pass the appropriate grade-level STAAR math exams. 72% of students in grades 9-12 will pass the STAAR Algebra I EOC exam. STAAR Criterion-Referenced Test: Science - 05/24: 81% of 5th grade students will pass the STAAR Science exam. 87% of 8th grade students will pass the STAAR Science exam. 79% of students in grades 9-12

will pass STAAR Biology EOC. STAAR Social Studies Criterion-Referenced Test - 05/24: 73% of 8th grade students will pass the STAAR Social Studies test. 95% of 11th - 12th grade students will pass the STAAR U.S. History EOC test.

Details of strategy 1
<p>Strategy 1: Foundation Program Assessment - Faculty and staff are trained to analyze (disaggregate) test data from state-adopted assessment instruments. This data is used to identify student strengths and weaknesses so teachers can design a data-driven educational system for students. Additionally, faculty will disaggregate STAAR data for individual students and groups of students to identify achievement gaps from one group to the next. An ongoing monitoring program will be maintained to determine the progress of all students and all groups of students and use the results to provide additional assistance to students in need.</p> <p>Expected outcomes/effects of the strategy: Program improvements are implemented. All selected student groups show improvements on STAAR tests.</p> <p>Staff responsible for monitoring: campus directors and director of federal programs</p>

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

Performance Objective 4: Early Intervention Program (SWP CIP) - A Pre-K program will be carried out through the coordination of funding from state/local funds. The program will be available to all students who meet the state criteria of being unable to speak and comprehend English, educationally disadvantaged, homeless, a child of an active member of the armed forces, a child of a member of the armed forces who was wounded or killed on active duty, or who has been a ward of the department of family and protective services, or a child of an individual eligible for the *Star of Texas Award* [TEC 29.153(b)]. *Benito Martinez Elementary* conducts a full-day Pre-K program with an emphasis on language skill acquisition for special populations. Instruction is provided through an experiential, multi-sensory approach with developmentally appropriate, scientifically research-based activities. The Pre-K curriculum is based on the state-adopted Pre-K guidelines.

Assessment Data Sources: Informal Assessment: Classroom Assessments - 5/24: 90% of Pre-K students will master the state's Pre-K guidelines.

Details of strategy 1
<p>Strategy 1: Pre-K Transition Services - Pre-K students and their families participate in Kindergarten reunion activities at <i>Benito Martinez Elementary</i>. Activities to ensure a smooth transition from Pre-K to Kindergarten will include classroom visits, student teamwork, team teaching, and parent conferences. The Pre-K teacher will present early Kindergarten-level activities to students to deepen their understanding and familiarize them with some of the academic elements of Kindergarten. Staff will work with students on behavior and hygiene issues, ensuring that students are ready for Kindergarten and the behavior and hygiene requirements that accompany it.</p> <p>Expected results/effects of the strategy: Increase in student achievement.</p> <p>Personnel responsible for monitoring: Pre-kindergarten teacher</p>

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

Performance Objective 5: Accelerated Instruction (SWP CNA, CIP, EPE) - Fort Hancock ISD utilizes student performance data from basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that will enable them to perform at grade level by the end of the next regular school year. Students receiving assistance under State Compensatory Education (SCE) are identified using state criteria defined under TEC Section 29.081(d) - Revised 2021 or local criteria approved by the school board. Students receiving assistance under Title I, Part A, are those students who are failing or are most at risk of not meeting the state's academic achievement standards. School programs meet the educational needs of all children, particularly those deemed to have the greatest needs.

Assessment Data Sources: Documentation: School Records - 05/23: 100% of at-risk students are identified in a timely manner and appropriate programs and interventions are implemented.

Details of strategy 1
<p>Strategy 1: STAAR Acceleration - STAAR acceleration classes are available for students in grades 3-12 who are experiencing difficulty in core subject area classes or on STAAR tests. These classes are offered during class time for 45 to 90 minutes daily or as needed .</p> <p>Expected results/effects of the strategy: Increase in student achievement.</p> <p>Staff responsible for monitoring: campus directors and director of federal programs</p>

Details of strategy 2
<p>Strategy 2: Individualized Instruction - Individualized instructional aides will provide individualized and small-group assistance to students in grades K-12 while working under the direct supervision of assigned certified regular education teachers. The aides will assist students with subject mastery in core subject areas.</p> <p>Expected results/effects of the strategy: Increase in student achievement.</p> <p>Personnel responsible for monitoring: campus directors</p>

Details of strategy 3

Strategy 3: Elementary Summer School - Pre-K- 5 students will participate in the ADSY Summer Program. Elementary students will be offered an additional 30 full days of instruction during the summer and will be taught by a certified teacher. ADSY PEP Daily Requirements: 3 hours of math and reading + 3 hours of enrichment. A daily schedule that includes brain breaks, teacher planning time, student enrichment time, and collaborative planning time. High School Summer School - Instruction in core subject areas, including science and reading for students in grades 7-12 will be provided by certified teachers and aides during a summer session.

Expected results/effects of the strategy: Increase in student achievement.

Personnel responsible for monitoring: campus directors

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

Performance Objective 6: Special Education Program - Special education services will be provided to eligible students in accordance with all applicable federal laws and regulations, state statutes, rules of the State Board of Education (SBOE) and the commissioner of education, and the state plan under Part B of the Individuals with Disabilities Education Act (IDEA).

Assessment Data Sources: Informal Assessment: Classroom Assessment- 05/23: 100% of students with disabilities will meet their proficiency percentages, as dictated by their Individual Education Plan (IEP), and pass the state-required assessment instrument by the end of the school year.

Details of strategy 1
<p>Strategy 1: Special Education Evaluation - A student will be referred for a full and individual initial evaluation for possible special education services when there is sufficient documentation that the student continues to experience difficulties in the general classroom after the provision of intervention strategies and activities. If a student is unable to speak and understand English, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral. The referral may be initiated by school personnel, the student's parent or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) SS29.004, related to the 45-calendar-day timeline. Assessment instruments will be unbiased based on gender, ethnicity, national origin, socioeconomic factors, language, or hearing status. Re-evaluation will occur at least every three years. The Admission, Review, and Replacement (ARD) committee will meet to review existing data and determine the scope of the re-evaluation.</p> <p>Expected outcomes/effects of the strategy: Student needs are accurately diagnosed, and special programs and modifications reflect the needs of individual students, as described in the students' IEPs.</p> <p>Staff responsible for monitoring: campus special education teachers, diagnostician, and director of federal programs</p>

Details of strategy 2

Strategy 2: Special Education Modifications - Fort Hancock ISD provides a range of educational programs and instructional arrangements for students with disabilities. Both inclusion and day classes are available. Admission, Review, and Substitution (ARD) committees determine the appropriate instructional setting for each student. Special education teachers supervise regular students. Each regular education teacher receives a copy of their student's Individual Education Plan (IEP). If the ARD committee deems it advantageous, students with disabilities are placed in special program classes, for example: State Compensatory Education and Title I, Part A. The "least restrictive environment" required for academic success is always a primary consideration. Students receiving special education services in grades 3-12 participate in the Texas assessment program. The individual student's ARD committee will determine which assessments are appropriate . a) STAAR (with approved or permitted accommodations) b) STAAR Alternate 2 - will assess students who have significant cognitive disabilities and are receiving special educational services.

Expected outcomes/effects of the strategy: Students with disabilities are provided with every opportunity to meet their full educational potential in the least restrictive environment.

Staff responsible for monitoring: campus principals, campus special education teachers, diagnostician, and director of federal programs

Details of strategy 3

Strategy 3: Related Services - The ARD committee ensures that the need for related services is considered for each student with disabilities and that there is evidence of a relationship between the need for related services and the student's educational benefit. Related services are provided to all students for the duration specified in their IEPs, with gaps in services filled in a timely manner. These services include speech therapy provided by a speech-language pathologist and occupational therapy.

Expected outcomes/effects of the strategy: Students will receive the services mandated by their IEPs and have the opportunity to meet the same performance standards that all children are expected to meet.

Staff responsible for monitoring: campus principals, campus special education teachers, diagnostician, and director of federal programs

Details of strategy 4

Strategy 4: Transition Services - *Fort Hancock High School* provides students with disabilities with necessary transition services and plans in accordance with TEC SS29.011, SS29.0111, and TAC SS89.1055. Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the student's transition service needs under applicable components of the student's Individual Education Plan (IEP) that focus on the student's courses of study (such as participation in Advanced Placement courses or a vocational training program). Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of necessary transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of interagency responsibilities or necessary linkages. The ITP focuses on how the student's educational program can be planned to help the child successfully transition to their goals for life after high school. When transition is to be considered at an Admission, Review, and Substitution (ARD) committee meeting, the ARD committee's notice to parents indicates that one of the meeting's purposes is transition and that the student will be invited. Students and parents receive transition planning information prior to the ARD committee meeting. The district will post the transition and employment guide on the district's website in accordance with TEC SS29.0112.

Expected outcomes/effects of the strategy: Students receive the transition services necessary to be successful in high school.

Staff responsible for monitoring: campus principals, campus special education teachers, diagnostician, district TED, and director of federal programs

Strategy Details 5

Strategy 5: *Child Find* – *Child Find* activities are primarily implemented at the district level, but all staff are engaged in the effort. Fort Hancock ISD proposes a comprehensive and proactive effort to identify anyone in need of special education services.

Child Find activities may include contacting each school district and speaking with each contact person.

Expected outcomes/effects of the strategy: 100% of students eligible for special education assistance have been identified and are receiving the required services within the required timeframes.

Staff responsible for monitoring: campus principals, campus special education teachers, diagnostician, and director of federal programs

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

Performance Objective 7: Bilingual Program - Fort Hancock ISD offers a bilingual program whose objective is to enable Emergent Bilingual (EB)/English Learner (EL) students and immigrant students to become proficient in comprehension, speaking, reading, and composition in English through the integrated use of second language methods. The bilingual program will emphasize mastery of English language skills, as well as mathematics, science, and social studies, as an integral part of academic goals for all students, enabling EB/EL and immigrant students to participate equitably in school.

Assessment Data Sources: Documentation: Counselor Records - - 05/24: 100% of students identified as EB/EL have had their individual needs appropriately diagnosed and are receiving timely and appropriate assistance.

Details of strategy 1
<p>Strategy 1: EB/EL Assessment - Within four weeks of a student's enrollment, a Home Language Survey (HLS) is conducted to determine the language typically used at home and by the student. The HLS is filed in each student's permanent record folder. Identification assessments are administered to students to provide the information necessary for EB/EL identification, placement, and redesignation. Students in Pre-K - Kindergarten will be administered the <i>Pre-LAS</i>. <i>LAS Links</i> (listening and speaking components) will be administered to students in 1st grade and <i>LAS Links</i> (listening, speaking, reading, and writing components) will be administered to students in 2nd - 12th grade. The Language Proficiency Assessment Committee (LPAC) – composed of a professional bilingual educator, a professional transitional language educator, a parent of an EB/EL who is not employed by the district, and a campus administrator – prescribes appropriate English as a Second Language (ESL) or Bilingual Intervention (TEC 29.063).</p> <p>Expected outcomes/effects of the strategy: Significant increase in oral, verbal, and written language proficiency as assessment results assist LPAC in determining appropriate bilingual/ESL placement.</p> <p>Staff responsible for monitoring: LPAC campus committees and director of federal programs</p>

Details of strategy 2
<p>Strategy 2: Bilingual Instruction - In compliance with state mandates, Fort Hancock implements a dual language education program in Spanish and English. The program is designed for EB/EL students to acquire social and academic language proficiency in English, learn the knowledge and skills in the Texas Essential Knowledge and Skills (TEKS), and reach their full academic potential. The English Language Proficiency Standards (ELPS) will be implemented in all content areas. A remedial period will be provided for students who need additional assistance.</p> <p>Expected results/effects of the strategy: Increase in student achievement.</p> <p>Staff responsible for monitoring: campus principals, bilingual/ESL campus teachers, and director of federal programs</p>
Details of strategy 3
<p>Strategy 3: The Local Control and Accountability Plan (LPAC) prescribes the length of instruction based on students' language levels. Monthly LPAC meetings are scheduled for initial placement and progress monitoring as needed. The LPAC prescribes the academic achievement test to be administered to each emergent bilingual student: * STAAR * STAAR Spanish * STAAR Alternate 2 * Texas English Language Proficiency Assessment System (TELPAS) * TELPAS Alternate</p> <p>Expected outcomes/effects of the strategy: Increased student achievement and English proficiency.</p> <p>Staff responsible for monitoring: LPAC campus committees and director of federal programs</p>
Details of strategy 4
<p>Strategy 4: Fort Hancock ISD will utilize supplemental curriculum resources and educational software to help immigrant students meet the same challenging state academic standards that all children are expected to meet.</p> <p>Expected outcomes/effects of the strategy: Increased student achievement and English proficiency.</p> <p>Staff responsible for monitoring: campus principals, bilingual/ESL campus teachers, and director of federal programs</p>
Strategy Details 5
<p>Strategy 5: Program Reclassification - A student cannot be reclassified as English proficient in Prekindergarten or Kindergarten (TAC 89.1226(j)). Reclassification criteria apply to students in grades 1-12 who identify as bilingual, English as a Second Language (ESL), or parental denials. A parent and/or guardian must sign the Reclassification Notification/Parental Permission Form before a student is reclassified from a bilingual or ESL program. To be reclassified from a bilingual program, a student may be reclassified as English proficient at the end of the school year in which the student could participate equally in an English-language regular instruction program.</p> <p>Expected outcomes/effects of the strategy: Increased student achievement and English proficiency.</p> <p>Staff responsible for monitoring: campus principals, bilingual/ESL campus teachers, and director of federal programs</p>

Details of strategy 6

Strategy 6: The LPAC reviews each student's progress at the end of the school year to determine appropriate future placement. The following criteria will be used to determine if a student is academically successful: * English Language Proficiency Assessment: Grades 1-12 : Achieve a High-Advanced composite score on the TELPAS. * State Standardized Reading Assessment: Grades 1 , 2, 11, 12 : Score at or above the 40th percentile on the standardized achievement test; and Grades 3-10 approved by the Texas Education Agency (TEA): Meet the passing standard on the STAAR Reading (English) exam, or STAAR English I or English II End-of-Course (EOC) tests. * Results of a subjective teacher evaluation using the state standardized rubric.

Expected outcomes/effects of the strategy: Increased student achievement and English proficiency.

Staff responsible for monitoring: LPAC campus committees and director of federal programs

Details of strategy 7

Strategy 7: The LPAC will monitor students who are reclassified from the bilingual or English as a Second Language (ESL) program for two years. Scores from state-approved achievement tests (if administered), criterion-referenced reading tests, local assessments, English proficiency tests, teacher observations, and records documenting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two-year monitoring period, the student will be re-enrolled in the bilingual or ESL program as prescribed by the LPAC.

Expected outcomes/effects of the strategy: Increased student achievement and English proficiency.

Staff responsible for monitoring: LPAC campus committees and director of federal programs

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

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

Assessment Data Sources: Informal Assessment: Classroom Assessments - 05/24: 90% of Migrant Students in Pre-K - 2nd grade will be promoted to the next grade. Criterion-Referenced Test: STAAR Reading - 05/24: 83% of students in grades 3-6 will pass the STAAR Reading and Language Arts (RLA) exams. 81% of students in grades 7-8 will pass the academically appropriate STAAR RLA tests. 71% of students in grades 9-12 will pass the STAAR EOC English I exams , and 83% of students in grades 10-12 will pass the STAAR EOC English II exams. Criterion-Referenced Test: STAAR Math -

05/24: 80% of students in grades 3-6 will pass STAAR Math at the appropriate grade level. 81% of students in grades 7-8 will pass STAAR Math tests at the appropriate grade level. 72% of students in grades 9-12 will pass the STAAR Algebra 1 EOC exam. STAAR Criterion-Referenced Test: Science - 05/24: 81% of 5th grade students will pass the STAAR Science exam. 87% of 8th grade students will pass the STAAR Science exam. 79% of students in grades 9-12 will pass STAAR Biology EOC exam. Criterion-Referenced Test: STAAR Social Studies - 05/24: 73% of 8th grade students will pass the STAAR Social Studies test. 95% of 11th - 12th grade students will pass the STAAR U.S. History EOC test.

Details of strategy 1

Strategy 1: Priority Services (PFS) Action Plan - The goal of the PFS action plan is to provide priority services to migrant students in grades 3-12 who have failed one or more sections of the state assessment, Admission, Review, and Replacement (ARD). Exempt, absent, or not enrolled in a Texas school during their grade-level assessment period, and their school was discontinued during the previous or current regular school year. PFS services are provided to students in kindergarten through 2nd grade who are designated English Learners (EL) in the Next Generation System (NGS), or have been retained, or are above their current grade level and their school was discontinued during the previous or current regular school year. Title I, Part C, may only be used after all other funding sources have been considered and additional services continue to be needed. All PFS migrant students receive instructional services as needed to help them master state content standards, pass state assessments, and accumulate credits for on-time graduation. See the PFS Migrant Action Plan for more information.

Expected results/effects of the strategy: Increase in student achievement.

Staff responsible for monitoring: High school principals - Lorena Molinar and Danny Medina, high school principals - Jess Schultz, director of federal programs - Yvonne Samaniego

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

Performance Objective 9: Dyslexia Program - Fort Hancock ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.

(1) "Dyslexia" means a disorder of constitutional origin manifested by difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. (2) "Related disorders" include disorders similar to or related to dyslexia, such as developmental auditory impairment, dysphagia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.

Assessment Data Sources: Informal Assessment: Classroom Assessments - 05/24: 90% of students with dyslexia in Pre-K - 2nd grade

grade will be promoted to the next grade. Criterion-Referenced Test: STAAR Reading - 05/24: 83% of students in grades 3-6 will pass the STAAR Reading and Language Arts (RLA) exams. 81% of students in grades 7-8 will pass the academically appropriate STAAR RLA tests. 71% of students in grades 9-12 will pass the STAAR EOC English I exams , and 83% of students in grades 10-12 will pass the STAAR EOC English II exams. Criterion-Referenced Test: STAAR Math -

05/24: 80% of students in grades 3-6 will pass STAAR Math at the appropriate grade level. 81% of students in grades 7-8 will pass STAAR Math at the appropriate grade level. 72% of students in grades 9-12 will pass the STAAR Algebra 1 EOC exam. STAAR Criterion-Referenced: Science - 05/24: 81% of 5th grade students will pass the STAAR Science exam. 87% of 8th grade students will pass the STAAR Science exam. 79% of students in grades 9-12 will pass STAAR Biology EOC. STAAR Criterion-Referenced: Social Studies - 05/24: 73% of 8th grade students

grade will pass the STAAR Social Studies test. 95% of students in grades 11-12 will pass the STAAR U.S. History EOC exam.

Details of strategy 1
<p>Strategy 1: Dyslexia Screening - The district dyslexia coordinator coordinates dyslexia screening among students with individual campuses. Children receive several assessments that measure their level of chronological awareness, letter name and sound knowledge, ability to read and decode individual words in isolation, comprehension of what they read, comprehension of what is read to them, and how well they are able to organize and sequence thoughts in writing.</p> <p>Expected outcomes/effects of the strategy: Dyslexia services for students are not delayed; students' needs are accurately diagnosed; and special programs and modifications reflect each student's needs.</p> <p>Staff responsible for monitoring: campus directors and reading specialist</p>

Details of strategy 2

Strategy 2: Dyslexia Modifications - In Fort Hancock ISD, students identified as dyslexic receive a reading intervention program individualized to meet their unique learning needs. Students will be served through pull-out and inclusion classes as needed. Monitored students who are not progressing at par with their peers may be recommended for reevaluation; if necessary, a more intensive specialized program will be prescribed.

Expected results/effects of the strategy: Increase in student achievement.

Staff responsible for monitoring: campus directors and reading specialist

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

Performance Objective 10: 504 Plan Program - Students classified as having a 504 plan are those who have a physical or mental impairment that limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties that do not respond to intervention strategies to determine the need for Admission, Review, and Replacement (ARD) determinations or a 504 plan. The educational program for a 504 plan student will be modified to meet individual needs identified by assessment data.

Assessment Data Sources: Documentation: Counselor Records - 05/23: 100% of students identified in the 504 plan have had their individual needs adequately diagnosed and are receiving timely and appropriate assistance, per counselor records.

Details of strategy 1
<p>Strategy 1: Test accommodations may include the following: individual or small group administration, projection devices, test handling materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays.</p> <p>Expected results/effects of the strategy: Increase in student achievement.</p> <p>Personnel responsible for monitoring: campus directors and 504 plan coordinator</p>

Details of strategy 2
<p>Strategy 2: Environmental adaptations can also be made for students. These may include changing student seating as needed for the situation; adapting the environment to avoid distractions; and providing notebooks for organization, lighting adjustments, or nonverbal behavioral cues (cue cards).</p> <p>Expected results/effects of the strategy: Increase in student achievement.</p> <p>Staff responsible for monitoring: campus directors and 504 plan coordinator</p>

Details of strategy 3

Strategy 3: Students receiving services under a 504 plan are required by TEC SS28.025(c) to meet all curriculum and assessment graduation requirements to receive a Texas high school diploma. Students will take the STAAR test with or without allowable accommodations. The 504 plan committee receives the assessment results and determines the most appropriate instructional program for the child. It develops an individualized curriculum for the child that will include any necessary modifications or accommodations. 504 plan meetings are held annually, and parents are welcome to attend.

Expected results/effects of the strategy: Increase in student achievement.

Staff responsible for monitoring: High school principals - Lorena Molinar and Danny Medina, high school principals - Jess Schultz, 504 plan coordinator - Christine Robledo

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

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

Assessment Data Sources: Informal Assessment: Classroom Assessment- 05/23: 100% of G/T students will achieve scores within the range of 95% to 100% on the assessment instruments administered at the end of the year.

Details of strategy 1

Strategy 1: G/T Assessment - Students undergo a nomination and assessment process for G/T identification that includes a minimum of three appropriate criteria, including qualitative and quantitative measures. The final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC SS89.1).

Expected outcomes/effects of the strategy: G/T students are identified early and provided with the appropriate educational program and enrichment activities to ensure maximum achievement.

Personnel responsible for monitoring: campus directors and GT coordinator of GT

Details of strategy 2

Strategy 2: Modifications for G/T Students - Elementary G/T students in grades 1–5 are provided with a biweekly 30-minute session. The program provides a differentiated curriculum and a variety of learning opportunities that emphasize content in the four core areas .

Expected outcomes/effects of the strategy: G/T students are identified early and provided with the appropriate educational program and enrichment activities to ensure maximum performance.

Personnel responsible for monitoring: campus directors and GT coordinator

Details of strategy 3

Strategy 3: Multiple strategies are used for middle and high school students who have met district criteria for G/T. These include cooperative learning, team teaching, hands-on activities, student presentations, and product-based learning.

Expected outcomes/effects of the strategy: G/T students are identified early and provided with the appropriate educational program and enrichment activities to ensure maximum achievement.

Personnel responsible for monitoring: campus directors and GT coordinator

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

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

Assessment Data Sources: Informal Assessment: Classroom Assessments- 05/23: 90% of all students will pass the End-of-Year (EOY) benchmark tests.

Details of strategy 1
<p>Strategy 1: Counseling Services - School counselors provide the following services: * 1:1 and small group counseling sessions, * Informal focused groups - behavior, attendance, * Assistance with testing coordination, * Class presentations on health, communication, drug and alcohol abstinence, behavior, and safety, * STAAR presentations , * Responsive services, * Parent training, and * Individual student planning.</p> <p>Expected outcomes/effects of the strategy: The counseling and guidance program will have a positive impact on students, resulting in increased student achievement and reduced dropout rates.</p> <p>Personnel responsible for monitoring: campus directors and district counselor</p>

Details of strategy 2
<p>Strategy 2: Library and Media Services - A certified, contracted librarian directs library and media services. Available resources include: * Complete library facilities available to students; * Accelerated Reader books and tests; * Computers with Internet access; * Electronic encyclopedias and reference materials; and * Interactive resources for language arts, mathematics, science, and social studies.</p> <p>Expected Results/Effects of the Strategy: The Fort Hancock ISD Library will provide the necessary services to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.</p> <p>Staff responsible for monitoring: campus directors and district librarian and library staff</p>

Details of strategy 3

Strategy 3: Homeless Services - The Homeless Liaison will work with district administrators and counseling and nursing staff in identifying and providing ancillary services to homeless students to ensure that their education is not disrupted. The Homeless Student Coordinator will conduct district-wide training on the identification and plight of homeless students and strategies and activities that can be implemented at the district, campus, and individual levels.

Fort Hancock ISD will be in compliance with federal regulations for homeless students.

Expected outcomes/effects of the strategy: No student will experience disruption to their education due to homelessness. Increased student achievement.

Staff responsible for monitoring: campus directors and homeless student coordinator

Details of strategy 4

Strategy 4: Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the district's code of conduct and student/parent handbook, and during parent meetings and open houses. Students with perfect attendance will be recognized every six weeks. Fort Hancock ISD will contact parents after a student has had three consecutive absences. Fort Hancock ISD principals will ensure that campus attendance procedures are updated at the beginning of the school year.

Expected outcomes/effects of the strategy: Fort Hancock ISD will encourage increased student attendance.

Personnel responsible for monitoring: campus directors

Goal 3: Through enhanced dropout prevention efforts, all students will remain in school until they earn a high school diploma (SWP CIP) [TEC SS4.001 (b)(3)].

Performance Objective 1: School Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Pre-K in Fort Hancock ISD. Through enhanced dropout prevention efforts, 100% of students will remain in school until they earn a diploma. Students are encouraged to set high personal goals at an early age and are provided with additional programs and activities such as tutoring and individualized assistance to assist them in their academic success.

Assessment Data Sources: Documentation: School Records - 05/24: 90% of students will be promoted to the next grade level or earn a high school diploma.

Details of strategy 1
<p>Strategy 1: Incentives are provided to reward good behavior, such as ice cream socials, dances, and goodie bags. The “student of the month” will be recognized at monthly school board meetings.</p> <p>Expected results/effects of the strategy: School dropout rate of 0.</p> <p>Personnel responsible for monitoring: campus directors and district counselor</p>

Goal 3: Through enhanced dropout prevention efforts, all students will remain in school until they earn a high school diploma (SWP CIP) [TEC SS4.001 (b)(3)].

Performance Objective 2: Credit Recovery Program - Fort *Hancock High School* provides a credit recovery program during the school day for grades 9-12 using Edgenuity , a comprehensive online course system that provides a research-based and interactive curriculum, integrating assessments and student management. Credit recovery allows students the opportunity to recover failed credits and serves as a tool to reduce dropout rates. Students who are struggling to master the Texas Essential Knowledge and Skills (TEKS) in core subject areas will be able to use this program to receive targeted interventions that extend and support classroom lessons. This program will also accommodate students with different learning styles by providing multidimensional learning opportunities and allowing students to work at their own pace outside of the foundation classroom.

Assessment Data Sources: Documentation: School Records - - 05/24: 90% of students will earn appropriate credits and graduate in four years.

Details of strategy 1
<p>Strategy 1: The credit recovery assistant, after coordination with the foundation teachers, will facilitate intensive and appropriate instruction in core subject areas.</p> <p>Expected results/effects of the strategy: Increase in student achievement.</p> <p>Staff responsible for monitoring: secondary school principals - Lorena Molinar and Danny Medina</p>

Goal 3: Through enhanced dropout prevention efforts, all students will remain in school until they earn a high school diploma (SWP CIP) [TEC SS4.001 (b)(3)].

Performance Objective 3: Pregnancy-Related Services (PRS) - Pregnancy-Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The purpose of the service is to provide academic, mental, and physical support and encouragement so that students remain in school until they earn a diploma. A student is eligible for PRS if: * the student is pregnant and attending classes on a district campus; * the prenatal pregnancy period prevents the student from attending classes on a district campus; and * the postpartum pregnancy period prevents the student from attending classes on a district campus.

Assessment Data Sources: Documentation: School Records - - 05/24: School records indicate that all students graduate from school.

Details of strategy 1
<p>Strategy 1: The district will also provide Compensatory Education Home Instruction (CEHI) for any identified pregnant student, as needed; and will provide counseling services for students, staff, and parents. Counseling services include, but are not limited to, career awareness and tracking, individual counseling, small support groups, child development instruction, along with family responsibilities and coping skills.</p> <p>Expected outcomes/effects of the strategy: Students can stay in school and complete their education.</p> <p>Personnel responsible for monitoring: secondary school principals</p>

Goal 3: Through enhanced dropout prevention efforts, all students will remain in school until they earn a high school diploma (SWP CIP) [TEC SS4.001 (b)(3)].

Performance Objective 4: Extracurricular Activities - Fort Hancock ISD offers a variety of extracurricular activities to allow students to pursue interests in which they are talented and/or interested. This ensures that students develop into goal-oriented and well-rounded individuals in the areas of education, athletics, non-athletic talents, and social and leadership skills. Students are recruited and encouraged to participate in all available extracurricular activities.

Assessment Data Sources: Documentation: School Records - 05/24: Increase in the number of students participating in extracurricular activities compared to the previous year.

Details of strategy 1
Strategy 1: Student activities include: * Student Council * National Honor Society * <i>One Act Play</i> * University Interscholastic League (UIL) Studies * 4-H * Athletics * Computer Club
Expected outcomes/effects of the strategy: Students will become more diverse, goal-oriented, and well-rounded individuals.
Personnel responsible for monitoring: campus directors

Goal 4: Educators will prepare students to be thoughtful and active citizens who appreciate the basic values of our state and national heritage and who can understand and function productively in a free enterprise society, as well as provide career and technology education (CIP SWP) [TEC SS4.001 (b)(5)(11)].

Performance Objective 1: Career Guidance and Counseling (SWP CIP) - Counselors will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquiring study skills and choosing appropriate programs and services. * Career: Need for positive work habits, career awareness, and opportunity research. * Personal-Social: Developing healthy self-concepts and developing adaptive and adjusting social behavior.

Assessment Data Sources: Documentation: School Records - 05/24: All students complete school with ideas for potential careers and goals to prepare for successful post-secondary opportunities.

Details of strategy 1
<p>Strategy 1: Counselors will be responsible for disseminating the following information to students, their students' teachers, and their students' parents:</p> <p>1) Higher Education Admissions and Financial Aid Opportunities (Sources of information regarding higher education admissions and financial aid are provided to ensure that all students have an equal opportunity to participate in higher education.) 2) The TEXAS Scholarship Program and the <i>Teach for Texas</i> Scholarship Program established under Subchapter M, Chapter 56. 3) The need for students to make informed curriculum decisions in order to be prepared for success after high school. 4) Source of information on higher education admissions and financial aid. 5) Opportunities for credit-by-exam, dual credit, or correspondence courses to allow for recovery credit, early graduation, or college credit.</p> <p>Expected results/effects of the strategy: Students will demonstrate positive attitudes and a willingness to be responsible for present and future actions and achievements.</p> <p>Personnel responsible for monitoring: secondary school principals and district councillor</p>

Details of strategy 2

Strategy 2: Counselors will be responsible for collaborating with parents, community members, and business representatives to provide students with opportunities to meet and interact with individuals working in a variety of exciting careers through career days, as well as to visit technical or academic institutions of higher learning through college days.

Expected results/effects of the strategy: Students will demonstrate positive attitudes and a willingness to be responsible for present and future actions and achievements.

Personnel responsible for monitoring: campus directors and district counselor

Details of strategy 3

Strategy 3: *Benito Martinez Elementary* students will participate in a meaningful partnership with *El Paso Community College* to provide a meaningful way to engage our students, staff, and community in raising awareness about careers and colleges.

Expected results/effects of the strategy: Students will demonstrate positive attitudes and a willingness to be responsible for present and future actions and achievements.

Personnel responsible for monitoring: elementary school principal and district counselor

Goal 4: Educators will prepare students to be thoughtful and active citizens who appreciate the basic values of our state and national heritage and who can understand and function productively in a free enterprise society, as well as provide career and technology education (SWP CIP) [TEC SS4.001 (b)(5)(11)].

Performance Objective 2: Career and Technical Education - Fort Hancock ISD offers Career and Technical Education (CTE) programs at the secondary level in alignment with the state's CTE goals and the state's CTE plan (TEC sections 29.181 and 29.182). To ensure that each student masters the basic skills and knowledge necessary to manage the dual roles of family member and wage earner and to obtain entry-level employment in high-skill, high-wage employment or to continue the student's education at the post-secondary level.

Assessment Data Sources: Documentation: School Records - 05/24: School records indicate an increase in the number of students enrolled in career and technology courses and students earning professional certifications compared to the previous school year.

Details of strategy 1
<p>Strategy 1: The Texas Essential Knowledge and Skills (TEKS) are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p> <p>Expected outcomes/effects of the strategy: Students will be exposed to available career opportunities so they can make informed decisions regarding their course of study.</p> <p>Personnel responsible for monitoring: secondary school principals and district councillor</p>

Goal 5: Qualified and highly effective staff will be recruited, developed, and retained, and educators will remain abreast of the development of creative and innovative techniques in instruction and administration, utilizing those techniques as appropriate to enhance student learning (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(6)(9)].

Performance Objective 1: (SWP, CNA, CIP) - Through the DPDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities, and approving a district PD plan that will: * Coordinate PD programs and activities across programs that will improve, augment, or develop instructional methods; * Be intense and sustained; * Be linked to the Texas Essential Knowledge and Skills (TEKS) and STAAR; * Apply research to meet the learning needs of all students, i.e., students meeting state-adopted “at-risk” criteria, 504 students, EB/EL, students with disabilities, G/T students, etc., and * Enable all children to meet the same challenging state content standards and state student achievement standards that all children are expected to meet.

Assessment Data Sources: Documentation: Professional Development Records - 04/24: Principals and DPDMC have reviewed the PD activities list determining that 100% of teachers have participated in activities that support their individual needs.

Details of strategy 1
<p>Strategy 1: Annual needs assessment results indicate the need for: * District-wide training on content area best practices through Region XIX, campus staff, and instructional coaches. * District-wide training on reading and writing in Region XIX. * District-wide training on Guided Math in Region XVIII. * District-wide training on High-Quality Instructional Materials (HQIM) and Research-Based Instructional Strategies (RBIS) through E3. * Ongoing district-wide training on student mental health awareness and interventions. * Training on the incorporation of the English Language Proficiency Standards (ELPS) through <i>ELLevation software</i>. * Training on the Texas Essential Knowledge and Skills (TEKS) resource system for all teachers. * Training on technology applications and programs.</p> <p>Expected results/effects of the strategy: Increase in student achievement.</p> <p>Staff responsible for monitoring: High school principals - Lorena Molinar and Danny Medina, middle school principals - Jess Schultz, district counselor - Teresa González</p>

Details of strategy 2

Strategy 2: Professional Development Program Evaluation (SWP EPE) - The Fort Hancock ISD Professional Development Program will be evaluated based on student performance to ensure that the program as a whole and individual activities have a positive impact on student achievement. Modifications and adjustments will be made as needed to improve student performance.

Expected outcomes/effects of the strategy: Increased student achievement as professional development activities focus on student and teacher needs.

Staff responsible for monitoring: High School Principals - Lorena Molinar and Danny Medina, Middle School Principals - Jess Schultz, Director of Curriculum and Instruction - Yvonne Samaniego

Goal 5: Qualified and highly effective staff will be recruited, developed, and retained, and educators will remain abreast of the development of creative and innovative techniques in instruction and administration, utilizing those techniques as appropriate to enhance student learning (SWP CNA, CIP, EPE) [TEC SS4.001 (b)(6)(9)].

Performance Objective 2: Recruitment and Retention Initiatives (SWP CIP) - The District Planning and Decision-Making Committee (DPDMC) will engage in the development of recruitment and retention initiatives and strategies. Teachers are recruited through job fairs and online job postings. All applicants are screened prior to the interview process. Recruitment activities will ensure that Fort Hancock ISD has 100% fully certified faculty in each teaching position, as defined by state law.

Assessment data sources: Documentation: Human resources records - 05/24: 100% of faculty certified.

Details of strategy 1
<p>Strategy 1: Fort Hancock ISD ensures that professional development opportunities are available to staff to maintain and improve their certified status.</p> <p>Expected outcomes/effects of the strategy: 100% of the faculty fully certified.</p> <p>Staff responsible for monitoring: secondary school principals and director of curriculum and instruction</p>
Details of strategy 2
<p>Strategy 2: In response to the COVID-19 pandemic, Fort Hancock ISD will provide all staff with retention stipends including high-need field stipends, performance stipends, and <i>Reading Academy</i> stipends to retain fully certified staff and continue employing existing staff.</p> <p>Expected outcomes/effects of the strategy: Retention of teachers and staff.</p> <p>Personnel responsible for monitoring: secondary school principals and human resources director</p>
Details of strategy 3
<p>Strategy 3: All teachers must be fully certified or enrolled in an alternative certification program before being employed in Fort Hancock ISD.</p> <p>Expected outcomes/effects of the strategy: 100% of the faculty fully certified.</p> <p>Personnel responsible for monitoring: secondary school principals and human resources director</p>

Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration (SWP CIP, EPE) [TEC SS4.001 (b)(10)].

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

Assessment Data Sources: Informal Assessment: Classroom Assessments - 05/24: 90% of students in PreK- 2nd grade will be promoted to the next grade. Criterion-Referenced Test: STAAR Reading - 05/24: 83% of students in grades 3-6 will pass the STAAR Reading and Language Arts (RLA) assessments. 81% of students in grades 7-8 will pass the academically appropriate grade - level STAAR RLA assessments. 71% of students in grades 9-12 will pass the STAAR EOC English I assessments and 83% of students in grades 10-12 will pass the STAAR EOC English II assessments. STAAR Criterion-Referenced Test: Math - 05/24: 80% of students in grades 3-6 will pass STAAR Math at the appropriate grade level. 81% of students in grades 7-8 will pass the STAAR Math exams at the appropriate grade level. 72% of students in grades 9-12 will pass the STAAR Algebra I EOC exam. STAAR Criterion-Referenced Test: Science - 05/24: 81% of students in grades 5 will pass the STAAR Science exam. 87% of students in grades 8 will pass the STAAR Science exam. 79% of students in grades 9-12 will pass the STAAR Science exam.

will pass STAAR Biology EOC. STAAR Criterion-Referenced Test: Social Studies - 05/24: 73% of 8th grade students will pass the STAAR Social Studies test. 95% of students in grades 11-12 will pass the STAAR U.S. History EOC exam.

Details of strategy 1
<p>Strategy 1: Use of instructional software programs such as <i>STEMscopes Texas</i>, <i>Learning AZ</i>, <i>Measuring Up</i>, <i>Mentoring Minds</i>, <i>IXL</i>, <i>Accelerated Reader</i>, and <i>Discovery Education</i> to support student learning within the classroom for reinforcement exercises, providing a medium that complements tactile-kinesthetic learning styles, and self-paced progression.</p> <p>Expected results/effects of the strategy: Increase in student achievement.</p> <p>Staff responsible for monitoring: campus directors, director of curriculum and instruction, director of technology</p>

Details of strategy 2

Strategy 2: Instructional management software tools such as *Eduphoria Aware* and *ELLevation* are used in the classroom, allowing teachers to track student performance on the Texas Essential Knowledge and Skills (TEKS), STAAR, and/or reading comprehension skills.

Expected results/effects of the strategy: Increase in student achievement.

Staff responsible for monitoring: campus directors, director of curriculum and instruction, director of technology

Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration (SWP CIP, EPE) [TEC SS4.001 (b)(10)].

Performance Objective 2: Technology Acceptable Use Policy - Every Fort Hancock ISD faculty member, student, and parent who has access to Fort Hancock computers, whether connected to the Internet or not, must have an Authorized User Permission (AUP) form. Student AUPs must be signed by the student and a parent or legal guardian, as well as a parental permission form.

Assessment Data Sources: Documentation: School Records - 05/24: No incidents of students, teachers, or parents violating the acceptable use policy.

Details of strategy 1

<p>Strategy 1: Fort Hancock complies with the Children's Internet Protection Act (CIPA). Under CIPA, Fort Hancock has developed an internet safety policy that ensures technological measures are in place to block or filter internet access from inappropriate or harmful activities for minors and adults. For more information, see Fort Hancock ISD School Board Policy CQ (local).</p>

<p>Expected outcomes/effects of the strategy: Responsible students with access to instructional resources available through the Internet, which will have a positive impact on student achievement.</p>
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<p>Staff responsible for monitoring: campus directors, director of curriculum and instruction, director of technology</p>
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Goal 6: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration (SWP CIP, EPE) [TEC SS4.001 (b)(10)].

Performance Objective 3: Technology Program Evaluation (SWP EPE) - At least annually, the technology program will be evaluated for its effectiveness and to ensure that students and teachers are using the program as frequently and for the intended purpose. Modifications and adjustments will be made as needed to improve student performance.

Assessment Data Sources: Documentation: School Records- 05/24: Principal classroom observations indicate that 100% of all classroom teachers are integrating technology into weekly instruction and are enriching instruction with technology.

Goal 7: Fort Hancock ISD will maintain a safe and orderly environment conducive to student learning by providing appropriate programs to all students who demonstrate need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management, and character education (SWP CIP) [TEC SS4.001(b)(8), SS11.252(3)(B)(E), SS11.253(8)].

Performance Objective 1: Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families, and the broader community support student development by reducing risky behaviors and improving students' 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 emphasizing the importance of preventive health care. 3. A healthy and safe school environment that is physically, aesthetically, and psychologically supportive of student achievement and well-being. 4. Counseling services designed to improve students' mental, emotional, and social health. 5. Opportunities for campus and district staff to improve their personal health through health and fitness education activities. 6. School, parent, and community involvement in student health and wellness. 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimal overall student health; and 8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.

Assessment Data Sources: Documentation: Discipline Records - 05/24: An improvement in student behavior and a decrease in discipline referrals compared to the prior year due to improved student physical, social, mental, and emotional health.

Details of strategy 1
<p>Strategy 1: In response to the COVID-19 pandemic, Fort Hancock ISD will purchase cleaning and disinfecting supplies to clean and disinfect facilities to minimize the spread of infectious diseases in accordance with CDC recommendations.</p> <p>Expected outcomes/effects of the strategy: Students' academic achievement, behavior, and attitudes will improve as a result of living a healthier lifestyle.</p> <p>Personnel responsible for monitoring: campus directors and custodians</p>

Goal 7: Fort Hancock ISD will maintain a safe and orderly environment conducive to student learning by providing appropriate programs to all students who demonstrate need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management, and character education (SWP CIP) [TEC SS4.001(b)(8), SS11.252(3)(B)(E), SS11.253(8)].

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

Assessment Data Sources: Documentation: Board Policies - - 05/24: Local board policies reflect all new medical and health-related policies as well as Fort Hancock ISD specific policies.

Details of strategy 1
<p>Strategy 1: The functions of the council include recommending: 1. The number of hours of instruction to be provided in health education; 2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and type 2 diabetes by coordinating health education, physical education and physical activity, nutrition services, parental involvement, and tobacco use prevention instruction; 3. Appropriate grade levels and instructional methods for human sexuality instruction; and 4. Strategies for integrating the curriculum components specified above with the following elements in a coordinated school health program: a. School health services; b. Counseling and guidance services; c. A safe and healthy school environment; and d. School Employee Welfare. Texas Education Code 28.004(c)</p> <p>Expected outcomes/effects of the strategy: Students' academic achievement, behavior, and attitudes will improve as a result of living a healthier lifestyle.</p> <p>Personnel responsible for monitoring: campus directors and SHAC</p>

Goal 7: Fort Hancock ISD will maintain a safe and orderly environment conducive to student learning by providing appropriate programs to all students who demonstrate need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management, and character education (SWP CIP) [TEC SS4.001(b)(8), SS11.252(3)(B)(E), SS11.253(8)].

Performance Objective 3: Trauma-Informed Care Program - The Fort Hancock ISD Trauma-Informed Care Program (see board policy FFBA - local) will provide for the integration of trauma-informed care practices into the school environment, including increasing staff and parent awareness of trauma-informed care, implementing trauma-informed care and practices by district and campus staff, and providing information on counseling options available to students affected by trauma or grief.

Assessment Data Sources: Documentation: Professional Development Records - - 05/24: 100% of district and campus staff have received the required training.

Details of strategy 1
<p>Strategy 1: Fort Hancock ISD will provide trauma-informed training to district educators. The training will consist of best-practice and research-based programs and will be provided as part of any new employee orientation for all new district educators and will be provided to existing district educators at specific intervals.</p> <p>Expected outcomes/effects of the strategy: Establish a safe and supportive comprehensive school program that incorporates best practices and research-based procedures to train staff in the integration of trauma-informed practices.</p> <p>Personnel responsible for monitoring: campus directors and district counselor</p>

Details of strategy 2
<p>Strategy 2: Fort Hancock ISD will maintain records of all educators who have completed the training and provide an annual report to the Texas Education Agency (TEA) on the number of employees who have participated in trauma-informed training (TEC 8.036).</p> <p>Expected outcomes/effects of the strategy: Establish a safe and supportive comprehensive school program that incorporates best practices and research-based procedures to train staff in the integration of trauma-informed practices.</p> <p>Personnel responsible for monitoring: campus directors and district counselor</p>

Goal 7: Fort Hancock ISD will maintain a safe and orderly environment conducive to student learning by providing appropriate programs to all students who demonstrate need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management, and character education (SWP CIP) [TEC SS4.001(b)(8), SS11.252(3)(B)(E), SS11.253(8)].

Performance Objective 4: Safe Schools Initiatives (SWP CIP) - The health and safety of Fort Hancock ISD students is of utmost importance, and the district seeks to ensure student safety through compliance with federal, state, and local policy. Several preventative measures are taken to ensure that students, teachers, and visitors remain safe on and off campus.

Assessment Data Sources: Documentation: Discipline Records - 05/24: An improvement in student behavior and a decrease in discipline referrals compared to the prior year due to improved student physical, social, mental, and emotional health.

Details of strategy 1
<p>Strategy 1: In an effort to promote “safe schools,” Fort Hancock ISD will promote special initiatives and activities that support safe schools. Activities include, but are not limited to: * Campus Safety Rules * Campus 3Bs Dress Codes and Discipline * Medical Services (screening and information) * Assemblies and speakers to encourage safety and healthy choices * Safety devices such as name tags, cameras, and alarms * Active Shooter Alarm System Notification Software * Two-way Radios</p> <p>Expected outcomes/effects of the strategy: Students' academic achievement, behavior, and attitudes will improve as a result of living a healthier lifestyle.</p> <p>Personnel responsible for monitoring: campus directors and district counselor</p>

Details of strategy 2
<p>Strategy 2: Currently, Fort Hancock ISD does not employ or contract with a school resource officer (TEC SS37.081(d)). Instead, we have a school mentoring program.</p>

Details of strategy 3
<p>Strategy 3: Disciplinary Alternative Education Program (DAEP) - Fort Hancock ISD students will be informed about the student code of conduct, campus rules, the 3Bs, and the guidelines established in the acceptable use policy. Fort Hancock ISD students who violate the district's code of conduct may be placed in <i>Edgenuity</i>.</p> <p>Expected outcomes/effects of the strategy: A safe learning climate for students, which has a positive impact on student achievement.</p> <p>Personnel responsible for monitoring: campus directors and district counselor</p>

Details of strategy 4

Strategy 4: Drug Use, Violence Prevention and/or Intervention Programs and Activities - Fort Hancock ISD staff recruits parents, community members, and business representatives to assist in the design, development, implementation, and evaluation of drug use and violence prevention and/or intervention programs and activities.

Expected outcomes/effects of the strategy: Students' academic achievement, behavior, and attitudes will improve as a result of living a healthier lifestyle.

Personnel responsible for monitoring: campus directors and district counselor

Strategy Details 5

Strategy 5: An annual review of data on tobacco, alcohol, and other drug use incidents will be conducted by campus counselors and administrators, using the data to plan specific programs and activities. Activities include, but are not limited to: * National Red Ribbon Week presentations and activities * Student assemblies on violence, drug prevention, health, and safety * Border Patrol presentations * Student commitment to speak out about drugs

Expected outcomes/effects of the strategy: Students' academic achievement, behavior, and attitudes will improve as a result of living a healthier lifestyle.

Personnel responsible for monitoring: campus directors and district counselor

Details of strategy 6

Strategy 6: Child Sexual Abuse and Other Child Maltreatment - The campus/district has established a plan to address child sexual abuse and other child maltreatment. As a parent, it is important for you to be aware of the warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to the mental, emotional, or physical well-being of a child, as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, to report the suspected abuse or neglect to the police or Child Protective Services (CPS). Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and complaints of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to watch for include withdrawal, depression, sleep and eating disorders, and problems in school. A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware, as a parent or other trusted adult, that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that they did the right thing by telling you. As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide you with information about counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also administers early intervention counseling programs. To learn what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp. The following Web sites might help you become more aware of child abuse and neglect: <http://www.childwelfare.gov/pubs/factsheets/signs.cfm> <http://sapn.nonprofitoffice.com> <http://www.taasa.org/member/materials2.php> http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml Reports may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1800-252-5400 or on the Web at <http://www.txabusehotline.org>).

Expected outcomes/effects of the strategy: Staff, parents and students are more aware of issues relating to sexual abuse and other maltreatment of children

Personnel responsible for monitoring: campus directors and district counselor

Details of strategy 7

Strategy 7: Each year, teachers and staff must receive the required online training.

Expected outcomes/effects of the strategy: Staff will have increased awareness of issues relating to sexual abuse and other maltreatment of children.

Personnel responsible for monitoring: campus directors

Details of strategy 8

Strategy 8: Dating Violence Policy - In accordance with TEC 37.0831, dating violence is not tolerated in Fort Hancock ISD. Dating violence occurs when a person in a current or former dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the person who is or was once in a marriage or dating relationship with the person who committed the offense. Students who are victims of child abuse, family violence, dating violence, and sex trafficking should report to the school counselor, principal, superintendent, or teacher if they feel comfortable sharing this information. The principal or designee will notify the parent in a timely manner if a report identifies a student as an alleged victim or perpetrator. The district will provide counseling for victims and perpetrators and training for teachers and administrators. Additionally, the district will provide students with age-appropriate educational materials on the dangers of dating violence and resources for students seeking help. For more information, see Board Policy FFH (Local).

Expected outcomes/effects of the strategy: Staff, parents, and students have increased awareness of dating violence.

Staff responsible for monitoring: campus directors, district counselor, and superintendent

Goal 7: Fort Hancock ISD will maintain a safe and orderly environment conducive to student learning by providing appropriate programs to all students who demonstrate need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management, and character education (SWP CIP) [TEC SS4.001(b)(8), SS11.252(3)(B)(E), SS11.253(8)].

Performance Objective 5: Responsive Counseling Services (SWP CIP) - The BME counselor will conduct responsive services in the areas of prevention and intervention. Focus areas will include: * Academic concerns * School-related problems such as misbehavior, excessive absences, and tardiness * Dropout prevention * Physical, sexual, or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education

Assessment Data Sources: Documentation: Counselor Records - 05/24: Counselor records indicate that referrals to counselors have decreased compared to the previous year.

Details of strategy 1
<p>Strategy 1: Counselors and classroom teachers will deliver an age-appropriate guidance curriculum that will focus on: * Self-esteem development * Good character * Emotion management * Motivation to achieve * Decision-making skills * Goal setting * Planning and problem-solving skills * Interpersonal effectiveness * Communication skills * Cross-cultural effectiveness * Responsible behavior</p> <p>Expected outcomes/effects of the strategy: Students' academic achievement, behavior, and attitudes will improve as a result of living a healthier lifestyle.</p> <p>Personnel responsible for monitoring: campus directors and district counselor</p>

Details of strategy 2
<p>Strategy 2: In response to the COVID-19 pandemic, a counselor will provide mental health and support services to address the social, emotional, and mental health needs of all students utilizing a Social and Emotional Learning (SEL) program.</p> <p>Expected outcomes/effects of the strategy: Students' academic achievement, behavior, and attitudes will improve as a result of living a healthier lifestyle.</p> <p>Personnel responsible for monitoring: campus directors and district counselor</p>

Policies, procedures and requirements

The following policies, procedures, and requirements are addressed in the district improvement plan. The district's policies, procedures, and requirements will be printed with the district improvement plan:

title	Person in charge	Review date	Approached by:	Addressed in:
Bullying Prevention	District Guidance Counselor		Yvonne Samaniego	12/13/2023
Child abuse and neglect	Superintendent		Yvonne Samaniego	12/13/2023
Coordinated health program	Health specialist		Yvonne Samaniego	12/13/2023
Policy evaluation planning and decision making	Superintendent		Yvonne Samaniego	12/13/2023
Disciplinary Program of Alternative Education (DAEP)	Superintendent		Yvonne Samaniego	12/13/2023
Prevention of abandonment	Campus Directors		Yvonne Samaniego	12/13/2023
Dyslexia Treatment Program	Dyslexia Coordinator		Yvonne Samaniego	12/13/2023
Migrant - Part C of Title I	Director of Federal Programs		Yvonne Samaniego	12/13/2023
Pregnancy-related services	High school principal		Yvonne Samaniego	12/13/2023
Post-secondary preparation	High school principal		Yvonne Samaniego	12/13/2023
Hiring teachers and assistants	Human resources		Yvonne Samaniego	12/13/2023
Student Well-being: Crisis Intervention and Training Programs	Campus Directors		Yvonne Samaniego	12/13/2023
Student welfare: Discipline/conflict management/violence	Campus Directors		Yvonne Samaniego	12/13/2023

title	Person in charge	Review date	Approached by:	Addressed in:
Support Initiative for Texas Behavioral Health System (TBSI)	Superintendent		Yvonne Samaniego	12/13/2023
Integration of technology	Chief Technology Officer		Yvonne Samaniego	12/13/2023
Job Descriptions for Peace Officers, Resource Officers, and Security Personnel	Human resources		Yvonne Samaniego	12/13/2023