

Fort Hancock ISD 2017-2018

District Improvement Plan

2017-2018 School Year

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Samaniego, Yvonne	Director of Curriculum and Instruction	Fort Hancock ISD	5-2019
Galindo, Gloria	Director of Curriculum and Instruction	Fort Hancock ISD	5-2019
Molinar, Lorena	High School Principal	Fort Hancock High School	5-2019
Medina, Danny	Middle School Principal	Fort Hancock Middle School	5-2019
Munoz, Yadira	Elementary Principal	Benito Martinez Elementary School	5-2019
Rosado, Sylvia	Teacher	Benito Martinez Elementary School	5-2019
Retamoza, Francisco	Teacher	Benito Martinez Elementary School	5-2019
Gonzalez, Teresa	Counselor	Benito Martinez Elementary School	5-2019
Armas, Ignacio	Teacher	Fort Hancock Middle School	5-2019
Coon, Bill	Teacher	Fort Hancock High School	5-2019
Nunez-Williams, Alicia	Special Education Director	Fort Hancock ISD	5-2019
Robledo, Christine	Reading Specialist	Fort Hancock ISD	5-2019
Rodriguez, Elisa	Parent	Fort Hancock ISD	5-2019
Arzate, Raul	Business Representative	Fort Hancock ISD	5-2019
Lujan, Angelica	Community Representative	Fort Hancock ISD	5-2019

Names of People Responsible For Implementation

Name	Title	Campus / District
Franco, Jose	Superintendent	Fort Hancock ISD
Samaniego, Yvonne	Director of Curriculum and Instruction	Fort Hancock ISD
Galindo, Gloria	Director of Curriculum and Instruction	Fort Hancock ISD
Molinar, Lorena	High School Principal	Fort Hancock High School
Medina, Danny	Middle School Principal	Fort Hancock Middle School
Munoz, Yadira	Elementary Principal	Benito Martinez Elementary School
Samaniego, Yvonne	Homeless Liaison	Fort Hancock ISD
Arzate, Rosalia	Health Service Specialist	Fort Hancock ISD
Lopez, Adan	High School Counselor	Fort Hancock High School
Schultz, Jess	Middle School Counselor	Fort Hancock Middle School
Gonzalez, Teresa	Elementary Counselor	Benito Martinez Elementary School
Rodriguez, Vicente	Technology Director	Fort Hancock ISD
Samaniego, Yvonne	Federal Programs Director	Fort Hancock ISD
Ortega, Ysela	CTE Teacher	Fort Hancock High School
Alvidrez, Alma	PK Teacher	Benito Martinez Elementary School
Robledo, Christine	Reading Specialist	Fort Hancock ISD
Nunez-Williams, Alicia	Special Education Director	Fort Hancock ISD
Rios, Manuela	Special Education Teacher	Fort Hancock ISD
Grajeda, Refugio	Special Education Aide	Benito Martinez Elementary School
Rubio, Maria	Parental Involvement Liaison	Benito Martinez Elementary School
Apodaca, Angie	Parental Involvement Liaison	Fort Hancock Middle School
Calamaco, Diane	Parental Involvement Liaison	Fort Hancock High School
Silva, Norma	Library Aide	Fort Hancock ISD
Moseley, Gilda	Library Aide	Fort Hancock High School

Attendance

Goal: **97%**

Attendance

	2013	2014	2015	2016
All Students	96.60	97.40	97.00	96.60
Economically Disadvantaged	96.70	97.40	97.10	96.70
English Language Learners	96.80	97.60	97.10	96.90
Hispanic	96.70	97.40	97.00	96.60
Special Education	95.50	97.10	96.40	95.70
White	95.00	96.20	98.20	97.70

Dropouts

Goal: **0%**

Dropouts

	2013	2014	2015	2016
All Students	1.90	0.70	0.70	0.00
Economically Disadvantaged	2.10	0.80	0.90	0.00
English Language Learners	2.80	0.00	0.00	0.00
Hispanic	1.90	0.70	0.80	0.00
Special Education	0.00	0.00	0.00	0.00
White	0.00	0.00	0.00	0.00

STAAR

Grade: **4th, 7th**

STAAR Writing

100%

	2014	2015	2016	2017	2018	2019	2020
All Students	66.00	55.00	66.00	64.00	76.00	88.00	100.00
Economically Disadvantaged	65.00	55.00	63.00	62.00	74.67	87.33	100.00
English Language Learners	49.00	38.00	53.00	58.00	72.00	86.00	100.00
Hispanic	65.00	55.00	65.00	64.00	76.00	88.00	100.00

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

STAAR Science

100%

	2014	2015	2016	2017	2018	2019	2020
All Students	73.00	63.00	76.00	83.00	88.67	94.33	100.00
Economically Disadvantaged	72.00	58.00	74.00	83.00	88.67	94.33	100.00
English Language Learners	44.00	41.00	65.00	73.00	82.00	91.00	100.00
Hispanic	72.00	62.00	76.00	83.00	88.67	94.33	100.00

Grade: **3rd-12th**

All Subjects

100%

	2014	2015	2016	2017	2018	2019	2020
All Students	74.00	65.00	70.00	75.00	83.33	91.67	100.00
Economically Disadvantaged	73.00	64.00	69.00	74.00	82.67	91.33	100.00
English Language Learners	57.00	49.00	59.00	64.00	76.00	88.00	100.00
Hispanic	73.00	64.00	70.00	75.00	83.33	91.67	100.00
Special Education	43.00	22.00	37.00	32.00	54.67	77.33	100.00
White	100.00	89.00	83.00	100.00	100.00	100.00	100.00

STAAR

Grade:**3rd-12th**

STAAR Mathematics

100%

	2014	2015	2016	2017	2018	2019	2020
All Students	73.00	64.00	74.00	81.00	87.33	93.67	100.00
Economically Disadvantaged	73.00	65.00	74.00	80.00	86.67	93.33	100.00
English Language Learners	61.00	55.00	68.00	75.00	83.33	91.67	100.00
Hispanic	73.00	65.00	74.00	80.00	86.67	93.33	100.00
Special Education	0.00	0.00	47.00	44.00	62.67	81.33	100.00

Grade:**3rd-12th**

STAAR Reading

100%

	2014	2015	2016	2017	2018	2019	2020
All Students	75.00	63.00	66.00	68.00	78.67	89.33	100.00
Economically Disadvantaged	74.00	63.00	65.00	66.00	77.33	88.67	100.00
English Language Learners	61.00	50.00	52.00	54.00	69.33	84.67	100.00
Hispanic	74.00	62.00	66.00	67.00	78.00	89.00	100.00

Grade:**8th-12th**

STAAR Social Studies

100%

	2014	2015	2016	2017	2018	2019	2020
All Students	78.00	73.00	74.00	88.00	92.00	96.00	100.00
Economically Disadvantaged	77.00	71.00	72.00	87.00	91.33	95.67	100.00
English Language Learners	56.00	58.00	45.00	65.00	76.67	88.33	100.00
Hispanic	77.00	73.00	74.00	88.00	92.00	96.00	100.00

Comprehensive Needs Assessment (CNA)

Comprehensive Needs Assessment Process

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

Areas of Concern:

1. Demographics:

People Responsible – Campus Administrator and PEIMS Clerk
Data reviewed quarterly.

a. Data Sources Reviewed:

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

b. Summary of Strengths:

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

c. Summary of Needs:

- * Increase numbers of newcomers
- * Tracking mobility information

d. Priorities:

- * Tracking newcomers
- * ELPS implementation in all subjects

e. Actions:

- * Targeted instruction for ELLs
- * Better communication and follow-through

2. Parent and Community Involvement:

People Responsible – Campus Administrator, Parent Liaison, and Counselor
Data reviewed monthly.

a. Data Sources Reviewed:

- * Parental involvement – Volunteering and Open House
- * Frequency of information disseminated
- * Parent Training workshops

- * Health Services (SHAC)
- * District parent meetings
- * Involvement of parents at after school activities such as Sports and Math, Science, and Literacy nights

b. Summary of Strengths:

- * Monthly Parent Meetings
- * SHAC meetings
- * Little Dribblers basketball games
- * Extracurricular activities
- * Monthly newsletter
- * Districtwide Health Fair
- * Districtwide call out system

c. Summary of Needs:

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

d. Priorities:

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

e. Actions:

- * Improve communication
- * Organize more activities to attract parents
- * Training and awareness of the state requirements
- * English Language Acquisition

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

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

Data reviewed quarterly.

a. Data Sources Reviewed:

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

b. Summary of Strengths:

- * Instructional Coaches
- * Kilgo scope and sequence alignment
- * Fundamental 5
- * T-TESS pilot

- * Implementation of ELPS
- * Quarterly and Monthly meetings

c. Summary of Needs:

- * Utilization of Kilgo components and Fundamental 5 with fidelity

d. Priorities:

- * Utilization of Kilgo
- * Utilization of Fundamental 5

e. Actions:

- * Monitoring use of Kilgo
- * Professional development on the effective use of Kilgo

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

Person responsible – Campus Administrator

Data reviewed bi-annually and as needed.

a. Data Sources Reviewed:

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

b. Summary of Strengths:

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

c. Summary of Needs:

- * Training in Reading and Writing strategies throughout content areas
- * Training in the use of Kilgo
- * Training in the incorporation of ELPs and Differentiated Instruction

d. Priorities:

- * Additional professional development

e. Actions:

- * Districtwide training in Reading and Writing (Empowering Writers)
- * Refresher training on Kilgo

5. Technology:

People Responsible – Campus Administrator and Technology Director

Date reviewed bi-annually.

a. Data Sources Reviewed:

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

b. Summary of Strengths:

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

c. Summary of Needs:

- * Time for training on programs
- * Integration of online resources

d. Priorities:

- * More training on programs

e. Actions:

- * Schedule teacher professional development with technology department

6. School Culture and Climate:

People Responsible – Campus Administrator and Site-Based Committee

Data reviewed bi-annually.

a. Data Sources Reviewed:

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

b. Summary of Strengths:

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

c. Summary of Needs:

- * Lack of parental involvement
- * Excessive absences

- * More student discipline referrals

d. Priorities:

- * Increase parental involvement
- * Improve school climate

e. Actions:

- * Meet and inform parents about attendance and benefits of attending school
- * Survey parents and students
- * Activities that promote positive climate

Demographics

2016 - 2017 Enrollment:

20 – Prekindergarten
31 – Kindergarten
26 – First Grade
33 – Second Grade
28 – Third Grade
25 – Fourth Grade
29 – Fifth Grade
27 – Sixth Grade
34 – Seventh Grade
28 – Eighth Grade
31 – Ninth Grade
31 – Tenth Grade
37 – Eleventh Grade
28 – Twelfth Grade

2016 - 2017 Ethnic Distribution:

0 (0.0%) – African American
394 (96.6%) – Hispanic
12 (2.9%) – White
0 (0.0%) – American Indian
1 (0.2%) – Asian
0 (0.0%) – Pacific Islander
1 (0.2%) – Two or More Races

2016 - 2017 Student Groups:

375 (91.9%) – Economically Disadvantaged
212 (52.0%) – English Language Learners
0 (0.0%) – Students with Disciplinary Placements
273 (66.9%) – Students Meeting "At-Risk" Criteria

2016 - 2017 Class Size:

11.9 - Grade 6
11.5 - English Language Arts
14.5 - Foreign Languages
11.4 - Mathematics

12.1 - Science
10.1 - Social Studies

2016 - 2017 Student Enrollment by Program:

264 (64.7%) - Bilingual/ESL Education
77 (18.9%) - Career and Technical Education
20 (4.9%) - Gifted and Talented Education
26 (6.4%) - Special Education

Federal Requirements - Schoolwide Program

The 10 Schoolwide Components under NCLB have been removed.

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

In accordance with the revised (12/10/15) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required components:

1. Conduct a comprehensive needs assessment - (SCNA) Schoolwide Comprehensive Needs Assessment.
 - a. Takes into account information on the academic achievement of children in relation to state academic standards.
 - b. Any other factors determined by LEA.
2. Prepare a comprehensive schoolwide plan - (SPA) Schoolwide Plan and Activities.
 - a. Developed with involvement of parents.
 - b. Provided in language that the parents can understand.
 - c. Developed in coordination with other federal, state and local resources – violence prevention, nutrition programs, Head Start, Career and Technical education.
 - d. Description of strategies that will be implemented.
 - e. Opportunities for all children to meet state academic standards.
 - f. Methods and strategies that strengthen the academic program, increase the amount of quality learning time, provide enriched and accelerated curriculum.
 - g. May use funds to establish or enhance preschool programs.
 - h. May operate dual or concurrent enrollment programs that address needs of low-achieving students to include – training for teachers, tuition and fees, books and required instructional materials, innovative delivery methods, transportation.
3. Annually evaluate the schoolwide plan - (SPE) Schoolwide Plan Evaluation.
 - a. Regularly monitored and revised based on student needs.
4. Coordination and integration with other Federal State and local services - (SCI) Schoolwide Coordination and Integration.

Federal Requirements - Schoolwide Program Components

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

1. Conduct a Schoolwide Comprehensive Needs Assessment (SCNA).
 - Goal #2: District Performance Objectives Strategy

2. Prepare a comprehensive Schoolwide Plan and Activities (SPA).
 - Goal #1: Parent and Community Involvement Strategy
 - Goal #2: Foundation Program Strategy
 - Goal #2: Early Intervention Program Strategy
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Strategy
 - Goal #4: Career Guidance and Counseling Strategy
 - Goal #4: Career and Technical Education Strategy
 - Goal #5: Professional Development Program Strategy
 - Goal #5: Recruitment and Retention Initiatives Strategy
 - Goal #6: Technology Integrated Curriculum Strategy
 - Goal #7: Safe Schools Initiatives Strategy
 - Goal #7: Counseling Responsive Services Strategy

3. Annually conduct a Schoolwide Plan Evaluation (SPE).
 - Goal #1: Site-Based Decision-Making Committee Strategy
 - Goal #1: Evaluation of the Parent Involvement Program Strategy
 - Goal #2: District Performance Objectives Strategy
 - Goal #2: Accelerated Instruction Strategy
 - Goal #5: Evaluation of Professional Development Program Strategy

4. Coordinate and integrate with other Federal State and local services - (SCI) Schoolwide Coordination and Integration.
 - Goal #2: Early Intervention Program Strategy
 - Goal #2: Accelerated Instruction Strategy
 - Goal #5: Professional Development Program Strategy
 - Goal #7: Coordinated School Health Program Strategy

Needs Assessment Summary

Fort Hancock ISD received a State Accountability Rating of Met Standard from TEA in 2017. The Met Standard Rating indicates that the district met the target scores on Student Achievement and/or Student Progress, Closing Performance Gaps and Postsecondary Readiness.

Student Strengths and Needs:

Note: Passing Rates on the STAAR tests in 2017 were at Level II.

Reading: 68% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 67% for Hispanic students to 54% for English Language Learners.

Math: 81% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 80% for Hispanic and Economically Disadvantaged to 44% for Special Education students.

Writing: Students in grades four and seven participated in the Writing STAAR test. 64% of All Students met the passing standard in Writing. Passing rates for other subgroups ranged from 64% for Hispanic students to 58% for English Language Learners.

Science: Students in grades five, eight, and nine through twelve participated in the STAAR Science test. 83% of All Students met the passing standard in Science. Passing rates for other subgroups ranged from 83% for Hispanic and Economically Disadvantaged students to 73% for English Language Learners.

Social Studies: Students in grades eight through twelve participated in the STAAR Social Studies test. 88% of All Students met the passing standard in Social Studies. Passing rates for other subgroups ranged from 88% for Hispanic students to 65% for English Language Learners.

Interventions:

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

- * Saturday School for grades 3 – 12
- * STAAR Acceleration for grades 3 – 11
- * Supplemental Writing Program for grades 9 – 11
- * Supplemental Reading Literacy Program for grades PK – 12
- * Credit Recovery Lab for grades 9 – 11
- * Individualized Instruction for grades PK – 12
- * Summer School for grades PK – 12
- * ESL Remediation for grades 9 - 12

Faculty and Staff:

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

Attendance:

The attendance rate slightly decreased from 97.0% in 2014-2015 to 96.6% in 2015-2016. The campus has several activities in place that are designed to encourage attendance such as attendance incentives and opportunities to make up attendance deficits.

Dropout Rate:

The dropout rate remained at 0% for grades 7 - 8 and decreased from 0.7% in 2014-2015 to 0% in 2015-2016 for grades 9 - 12. The campus has several activities in place to maintain the low dropout rate.

Summary of SCE Program Effectiveness

The following supplemental programs were provided to students at risk of dropping out of school in Fort Hancock ISD during the 2016-2017 school year:

Fort Hancock ISD:

- 1) A Tutorial Program was provided for students in third through twelfth grade.
- 2) A Supplemental Reading Program was provided for students in Prekindergarten through twelfth grade.
- 3) Counseling Services were provided for students in Prekindergarten through twelfth grade.
- 4) A STAAR Acceleration Preparation Program was provided for students in third through twelfth grade.
- 5) A Writing Program was provided for students in ninth through eleventh grade.
- 6) A Credit Recovery Program was available for students in ninth through eleventh grade.

Benito Martinez Elementary School

The Elementary programs produced the following results:

1) as measured by promotion to the next grade:

- Supplemental Reading Program
 - * 100% for At-Risk participants in Prekindergarten
 - * 100% for At-Risk participants in Kindergarten
 - * 95% for At-Risk participants in first grade
 - * 93% for At-Risk participants in second grade
- Counseling Services
 - * 100% for At-Risk participants in Prekindergarten
 - * 100% for At-Risk participants in Kindergarten
 - * 95% for At-Risk participants in first grade
 - * 93% for At-Risk participants in second grade

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

- Saturday School and Tutorial Program
 - Reading
 - * 36% for third grade At-Risk participants. This is less than the 75% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.
 - * 33% for fourth grade At-Risk participants. This is less than the 67% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.
 - * 48% for fifth grade At-Risk participants. This is less than the 73% passing rate for all At-Risk students and the 100% passing rate for all Non At-Risk students.

Math

- * 45% for third grade At-Risk participants. This is less than the 86% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk

students.

* 33% for fourth grade At-Risk participants. This is less than the 74% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

* 57% for fifth grade At-Risk participants. This is less than the 86% passing rate for all At-Risk students and the 100% passing rate for all Non At-Risk students.

Writing

* 21% for fourth grade At-Risk participants. This is less than the 56% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

Science

* 39% for fifth grade At-Risk participants. This is less than the 73% passing rate for all At-Risk students and the 100% passing rate for all Non At-Risk students.

• Supplemental Reading Program

Reading

* 73% for third grade At-Risk participants. This is less than the 75% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

* 71% for fourth grade At-Risk participants. This exceeds the 67% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

* 78% for fifth grade At-Risk participants. This exceeds the 73% passing rate for all At-Risk students, but is less than the 100% passing rate for all Non At-Risk students.

Writing

* 64% for fourth grade At-Risk participants. This exceeds the 56% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

• Counseling Services and STAAR Acceleration Program

Reading

* 73% for third grade At-Risk participants. This is less than the 75% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

* 71% for fourth grade At-Risk participants. This exceeds the 67% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

* 78% for fifth grade At-Risk participants. This exceeds the 73% passing rate for all At-Risk students, but is less than the 100% passing rate for all Non At-Risk students.

Math

* 86% for third grade At-Risk participants. This matches the 86% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

* 82% for fourth grade At-Risk participants. This exceeds the 74% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

* 87% for fifth grade At-Risk participants. This exceeds the 86% passing rate for all At-Risk students, but is less than the 100% passing rate for all Non At-Risk students.

Writing

* 64% for fourth grade At-Risk participants. This exceeds the 56% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

Science

* 70% for fifth grade At-Risk participants. This is less than the 73% passing rate for all At-Risk students and the 100% passing rate for all Non At-Risk students.

Fort Hancock Middle School

The Middle School programs produced the following results:

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

- Saturday School and Tutorial Program

Reading

- * No participants in sixth through eighth grade

Math

- * No participants in sixth through eighth grade

Writing

- * No participants in sixth through eighth grade

Science

- * No participants in eighth grade

Social Studies

- * 80% for eighth grade At-Risk participants. This exceeds the 68% passing rate for all At-Risk students, but was less than the 100% passing rate for all Non At-Risk students.

- Supplemental Reading Program, Counseling Services, and STAAR Acceleration Program

Reading

- * 44% for sixth grade At-Risk participants. This exceeds the 38% passing rate for all At-Risk students, but is less than the 92% passing rate for all Non At-Risk students.
- * 54% for seventh grade At-Risk participants. This matches the 54% passing rate for all At-Risk students, but is less than the 100% passing rate for all Non At-Risk students.
- * 95% for eighth grade At-Risk participants. This exceeds the 74% passing rate for all At-Risk students, but is less than the 100% passing rate for all Non At-Risk students.

Math

- * 38% for sixth grade At-Risk participants. This matches the 38% passing rate for all At-Risk students, but is less than the 100% passing rate for all Non At-Risk students.
- * 54% for seventh grade At-Risk participants. This matches the 54% passing rate for all At-Risk students, but is less than the 100% passing rate for all Non At-Risk students.
- * 100% for eighth grade At-Risk participants. This exceeds the 64% passing rate for all At-Risk students. Due to small numbers of students, no data was reported for Non At-Risk students.

Writing

- * 54% for seventh grade At-Risk participants. This matches the 54% passing rate for all At-Risk students, but is less than the 100% passing rate for all Non At-Risk students.

Science

- * 58% for eighth grade At-Risk participants. This matches the 58% passing rate for all At-Risk students, but is less than the 100% passing rate for all Non At-Risk students.

Social Studies

- * 68% for eighth grade At-Risk participants. This matches the 68% passing rate for all At-Risk students, but is less than the 100% passing rate for all Non At-Risk students.

Fort Hancock High School

The High School programs produced the following results:

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

- Saturday School and Tutorial Program

- * No participants in nine through twelfth grade

- Supplemental Reading Program

- English I

- * 53% for At-Risk participants. This exceeds the 30% passing rate for all At-Risk students, but is less than the 92% passing rate for all Non At-Risk students.

- English II

- * 17% for At-Risk participants. This is less than the 23% passing rate for all At-Risk students and the 85% passing rate for all Non At-Risk students.

- Counseling Services

- English I

- * 57% for At-Risk participants. This exceeds the 30% passing rate for all At-Risk students, but is less than the 92% passing rate for all Non At-Risk students.

- English II

- * 55% for At-Risk participants. This exceeds the 23% passing rate for all At-Risk students, but is less than the 85% passing rate for all Non At-Risk students.

- Algebra I

- * 88% for At-Risk participants. This exceeds the 75% passing rate for all At-Risk students, but is less than the 100% passing rate for all Non At-Risk students.

- Biology

- * 94% for At-Risk participants. This exceeds the 78% passing rate for all At-Risk students, but is less than the 100% passing rate for all Non At-Risk students.

- U.S. History

- * 100% for At-Risk participants. This matches the 100% passing rate for all At-Risk and Non At-Risk students.

- STAAR Acceleration Program

- English I

- * 0% for At-Risk participants. This is less than the 30% passing rate for all At-Risk students and the 92% passing rate for all Non At-Risk students.

- English II

- * 0% for At-Risk participants. This is less than the 23% passing rate for all At-Risk students and the 85% passing rate for all Non At-Risk students.

- Algebra I

- * 86% for At-Risk participants. This exceeds the 75% passing rate for all At-Risk students, but is less than the 100% passing rate for all Non At-Risk students.

- Biology

- * 100% for At-Risk participants. This exceeds the 78% passing rate for all At-Risk students and matches the 100% passing rate for all Non At-Risk students.

- U.S. History

- * No At-Risk participants.

- Writing Program

- English I

* 100% for At-Risk participants. This exceeds the 30% passing rate for all At-Risk students and the 92% passing rate for all Non At-Risk students.

English II

* No At-Risk participants.

2) as measured by on-time credit accrual:

- Saturday School and Tutorial Program and Credit Recovery Program
- * No At-Risk participants in ninth through eleventh grade

3) as measured by increased high school completion rate:

- Saturday School and Tutorial Program and Supplemental Reading Program
- * No At-Risk participants in twelfth grade

- Counseling Services
- * 100% for At-Risk participants in twelfth grade

Evaluation:

There are no comparisons to previous years' scores as higher performance standards for the STAAR tests were in place for the 2016-2017 school year.

The majority of the programs proved to be successful in meeting the needs of those students in the Ft. Hancock ISD at risk of dropping out of school. Those that were not will be modified in the 2017-2018 school year. If modifications do not improve a program's success rate, the program will be discontinued.

Ft. Hancock ISD is pleased with the overall success rate of the supplemental programs for students at risk of dropping out of school. Due to the small number of student participants, some of these results are statistically unsound; but they do provide a general baseline measurement to gauge success.

Ft. Hancock ISD will continue to offer supplemental programs next year because the district believes strategies such as one-on-one tutoring, counseling services, reading and writing programs, STAAR testing support programs, credit recovery programs, and summer school help increase academic achievement among students who are at risk of dropping out of school. Ft. Hancock ISD will monitor and modify supplemental instructional programs as needed to ensure higher success rates in the 2017-2018 school year.

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock ISD students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Community Involvement (TI, A SW SPA) - The District Planning and Decision-Making Committee (DPDMC) will meet periodically to discuss parental involvement issues, programs, strategies, and activities.</p> <p>Fort Hancock ISD stakeholders (staff, students, parents, community members, and business representatives) will be notified of reports, upcoming conferences, campus-level events, meetings, and programs impacting our campus. Stakeholders are notified through the Fort Hancock ISD website, marquee postings, newsletters, emails, and folders/letters from the district and campus in English and Spanish.</p> <p>Information will also be provided through Connect-Ed and Blackboard Connect, which is a community message system. This technology ensures that parents and students are notified of activities in a timely manner.</p>	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Time Contributions of Staff	Documents :Parent Involvement Records - Monthly: Parent involvement records document that an increase in parents attending Fort Hancock ISD activities as communication increases between teachers and parents.	Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - 05/18: Parent Involvement records document that 90% of the parents will have attended Fort Hancock ISD Parental Involvement activities, including parent/teacher conferences.

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock ISD students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Parent and Community Activities - These programs include:</p> <ul style="list-style-type: none"> * Open House * Award Assemblies * Student programs * Breakfast with the Principal * Volunteer Opportunities such as assisting with Book Fairs, assisting in the classroom, participating in Teacher Appreciation Week activities, Red Ribbon Week activities and assisting with after school sales. * Parent Literacy programs will be offered throughout the year to ensure that parents will have opportunities to learn English and become familiar with the new technologies available to them with in the district. The Rosetta Stone program will be used for adult literacy classes. * Parent:Teacher conferences are scheduled at least once a semester. Progress reports will be provided to parents every three week with the six week grading period. Parents are invited to visit the campus and a parent may request a conference at any time. Phone calls are used daily for quick and efficient communication regarding tardiness, absenteeism, student academic needs, and other pertinent issues. Home visits are made to communicate with hard-to-reach parents. <p>The campus will support the annual district health fair and encourage parents to attend.</p>	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	<p>Federal - Title I, Part A - Time Contributions of Parent Liaisons FTE: 0.75</p> <p style="text-align: right;">\$17,559.07</p>		Increased student achievement with the support of Fort Hancock ISD parents.	Documents :Parent Involvement Records - - 05/18: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock ISD students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Parent Notifications - In compliance with Federal Title I, Part A Improving Basic Programs and Title III, Part A Language Instruction for Limited English Proficient and Immigrant Students regulation, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental rights to request information, * Title I, Part A Parent Involvement Policy, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, * Safe and Drug-Free Schools and Communities Programs, * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	<p>8/2017 - 5/2018</p>	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>Local Funds - Parent Notification Resources</p>	<p>Documents :Parent Contact Logs - - 12/17: 100% of all applicable parents were contacted in a timely manner. Parent feedback was documented with each contact.</p>	<p>Increased student achievement with the support of Fort Hancock ISD parents.</p>	<p>Documents :Parent Contact Logs - - 05/18: 100% of all applicable parents were contacted in a timely manner. Parent feedback was documented with each contact.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock ISD students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>District Planning and Decision-Making Committee (DPDMC) (TI, A SW SPE) - The DPDMC is made up of members of the Fort Hancock ISD staff, parent representatives, business representatives and community members. Parents are selected to be members by campus administrators for one year terms.</p> <p>The DPDMC will meet periodically with the Site-Based Decision Making Committees (SBDMCs) to discuss improvement plans, progress and ideas for improving the education and environment at Fort Hancock ISD. Through the activities of the DPDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Fort Hancock ISD.</p>	8/2017 - 5/2018	Superintendent - Jose Franco High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Time Contribution of Committee Members		A current DIP approved by the Fort Hancock Board of Trustees that comprehensively covers needs assessment data, local, state and federal regulation, scientifically researched-based strategies and activities, and measurable evaluations.	Documents :Agenda Minutes, Sign-in Sheets-05/18: DPDMC minutes will reflect that staff, parents and community members have been involved in the educational system.

District Improvement Plan
Fort Hancock ISD 2017-2018

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock ISD students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the DPDMC, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMCs are cognizant of the regulations governing Schoolwide programs, understand the components of a Title I Schoolwide Program and include these components in the Fort Hancock DIP.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A; Title III, Part A; and Title IV, Part A programs and other federal, state, and local programs. Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	<p>8/2017 - 5/2018</p>	<p>Superintendent - Jose Franco High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>Federal - Title I, Part A - SECCA, Inc. Consulting Services \$5,027.00</p> <p>Federal - Title II, Part A - TPTR - SECCA, Inc. Consulting Services \$600.00</p> <p>Federal - Title III, Part A - LEP - SECCA, Inc. Consulting Services \$396.00</p> <p>Federal - Title IV, Part A - SSAEP - SECCA, Inc. Consulting Services \$200.00</p> <p>State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services \$11,950.00</p>	<p>Documents :Agenda Minutes, Sign-in Sheets - - 12/17: Fort Hancock ISD DPDMC's agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>Fort Hancock ISD campuses will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.</p>	<p>Documents :School Records - - 05/18: Fort Hancock ISD will receive the State Accountability Rating of Met Standard.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock ISD students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Evaluation of Parent Involvement Program (TI, A, SW SPE) - Parents are involved in the evaluation of the district's Parental Involvement Program. During the evaluation process, parents review the Title I, Part A Parental Involvement Policy for the district, parents and the students. Parents may vote to amend if necessary. At this time, parents choose to adopt the district policy as the Fort Hancock ISD Parental Involvement Policy, or to draft a campus-specific policy.</p> <p>An annual parent/community survey is distributed to parents, in which the survey results will be analyzed by the DPDMC to determine material strengths and weaknesses of the Parental and Community Involvement program, as well as individual components of same.</p> <p>The district will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location. Parents will be invited to come and a Public Notice will be posted.</p>	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Time Contributions of Staff, Parents and Community		Increased student achievement with the support of Fort Hancock ISD parents.	Documents :Parent Involvement Records - 05/18: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]
 Objective(s):

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

<p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s):</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>District Performance Objectives (TI, A SW SCNA, SPE) - The DPDMC will meet periodically to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness; reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program; and reviewing the professional and paraprofessional staff available.</p> <p>District performance objectives are based on data available through the comprehensive needs assessment process.</p>	8/2017 - 5/2018	<p>Superintendent - Jose Franco High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>Local Funds - Time Contributions of Committee Members</p>	<p>Informal Assessment :Classroom Assessments - 12/17: 80% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - 05/18: 90% of students in grades PK - 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Reading- 05/18: 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests.</p> <p>73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.</p> <p>58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams.</p> <p>Criterion-Referenced Test :STAAR Math- 05/18: 90% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests.</p> <p>76% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.</p> <p>76% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.</p> <p>Criterion-Referenced Test :STAAR Writing- 05/18: 81% of students in grade 4 will pass the STAAR Writing test.</p> <p>70% of students in grade 7 will pass the STAAR Writing test.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]
Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
						<p>Criterion-Referenced Test :STAAR Science- 05/18: 90% of students in grade 5 will pass the STAAR Science test.</p> <p>75% of students in grade 8 will pass the STAAR Science test.</p> <p>88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>Criterion-Referenced Test :STAAR Social Studies- 05/18: 79% of students in grade 8 will pass the STAAR Social Studies test.</p> <p>98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Federal and State Mandated Testing Program - Fort Hancock ISD participates in the State-Developed Testing Program that is consistent with the regulations of ESSA.</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 3 – 8), Writing (grades 4, 7), Science (grades 5, 8), and Social Studies (grade 8). STAAR End of Course Exams will be administered to students in grades 9 – 12 in Algebra I, English I, English II, Biology and U. S. History.</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p>	1/2018 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Assessment Instruments and Testing Materials		Increased student achievement.	Criterion-Referenced Test :STAAR Reading - 05/18: 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests. 58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams. Criterion-Referenced Test :STAAR Math - 05/18: 90% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam. Criterion-Referenced Test :STAAR Writing - 05/18: 81% of students in grade 4 will pass the STAAR Writing test. 70% of students in grade 7 will pass the STAAR Writing test.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
						Criterion-Referenced Test :STAAR Science - 05/18: 90% of students in grade 5 will pass the STAAR Science test. 75% of students in grade 8 will pass the STAAR Science test. 88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. Criterion-Referenced Test :STAAR Social Studies - 05/18: 79% of students in grade 8 will pass the STAAR Social Studies test. 98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Foundation Program (TI, A SW SPA) - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's TEKS that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.	8/2017 - 5/2018	Director of Curriculum and Instruction - Yvonne Samaniego	Local Funds - Time Contributions of Foundation Staff	Informal Assessment :Classroom Assessments - 12/17: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - 05/18: 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Reading - 05/18: 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 73% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests. 58% of students in grades 9 - 12 will pass the STAAR EOC English I and English II exams. Criterion-Referenced Test :STAAR Math - 05/18: 90% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam. Criterion-Referenced Test :STAAR Writing - 05/18: 81% of students in grade 4 will pass the STAAR Writing test. 70% of students in grade 7 will pass the STAAR Writing test.

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						Criterion-Referenced Test :STAAR Science - 05/18: 90% of students in grade 5 will pass the STAAR Science test. 75% of students in grade 8 will pass the STAAR Science test. 88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. Criterion-Referenced Test :STAAR Social Studies - 05/18: 79% of students in grade 8 will pass the STAAR Social Studies test. 98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessments - Students in grades PK – 3 are given assessments at the beginning of the year to determine their performance level. These assessments include STAR Reading and Math for grades 1 – 3, Teacher generated tests in grades PK – 3, Circle Assessment for PK students, Dibels and IDEL for students in K – 2 and STAR Early Literacy for students in PK – 3.</p> <p>Throughout the year, Benchmark assessments, classroom assessments, STAR Reading and Math, STAR Early literacy and DIBELS are administered to evaluate the student's progress.</p> <p>Unit assessments are administered in grades 4 – 12 to identify student weaknesses and target instruction through data collection and review in the content area. Based on assessment results, researched-based strategies and "Best Practices" will be implemented to increase students' abilities to read and write with greater depth in all content areas. Writing across the curriculum will be implemented through techniques such as Interactive Notebooks and Journaling. Teachers will post daily content and language objectives so that students are aware of the learning expectations during each lesson.</p> <p>Content area instruction, assessment and resources are aligned using the KILGO System. Instructional coaches will assist the campus faculty with modeling sessions, walkthroughs, and professional learning teams. Eduphoria Aware will continue be</p>	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Assessment Instruments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/18: 90% of students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Reading - - 05/18: 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests. 58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams. Criterion-Referenced Test :STAAR Math - - 05/18: 90% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam. Criterion-Referenced Test :STAAR Writing - - 05/18: 81% of students in grade 4 will pass the STAAR Writing test. 70% of students in grade 7 will pass the STAAR Writing test.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
used to analyze student progress and improve classroom assessments.						Criterion-Referenced Test :STAAR Science - - 05/18: 90% of students in grade 5 will pass the STAAR Science test. 75% of students in grade 8 will pass the STAAR Science test. 88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. Criterion-Referenced Test :STAAR Social Studies - - 05/18: 79% of students in grade 8 will pass the STAAR Social Studies test. 98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Early Intervention Program (TI, A SW SPA, SCI) - A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being eligible for participation in the National Free and Reduced-priced School Lunch program, Limited English proficient, child of an active duty member of the military, is or ever has been in the conservatorship of DFPS and/or homeless. Benito Martinez Elementary conducts a full-day Prekindergarten program with emphasis on language acquisition skills for special population groups. Instruction is provided through an experiential and multi-sensory approach with developmentally appropriate and scientifically research-based activities. The PK curriculum is based on the state-adopted PK guidelines and vertically aligned with Head Start.	8/2017 - 5/2018	Elementary Principal - Yadira Munoz PK Teacher - Alma Alvidrez	Local Funds - Time Contributions of PK Staff	Informal Assessment :Classroom Assessments - Six Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.	Increased student achievement.	Informal Assessment :Classroom Assessments - 05/18: 90% of PK student will master the State's Prekindergarten Guidelines.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Prekindergarten Transition Services - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Benito Martinez Elementary. Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits, student teaming, team teaching and parent meetings. The Prekindergarten teacher will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten. The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.	8/2017 - 5/2018	PK Teacher - Alma Alvidrez	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - Six Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/18: 90% of PK student will master the State's Prekindergarten Guidelines.
Strategy: Accelerated Instruction (TI, A SW SPA, SPE, SCI) - Fort Hancock ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Counselor - Teresa Gonzalez	Coordinated Funds - See Individual Activities		Increased student achievement.	Documents :School Records - 05/18: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Assessment "Students at Risk of Dropping out of school" - Fort Hancock ISD follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013] For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who: (1) was not advanced from one grade level to the next for one or more school years; (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year; (5) is pregnant or is a parent;	8/2017 - 5/2018	High School Counselor - Adan Lopez Middle School Counselor - Jess Schultz Elementary Counselor - Teresa Gonzalez	Local Funds - Assessment Instrments and Testing Materials	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	Documents :School Records - - 05/18: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;</p> <p>(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;</p> <p>(8) is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</p> <p>(10) is a student of limited English proficiency, as defined by Section 29.052;</p> <p>(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</p> <p>(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or</p> <p>(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</p>						

District Improvement Plan
Fort Hancock ISD 2017-2018

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: STAAR Acceleration - STAAR Acceleration classes are available to students in grades 3 through 11 who are experiencing difficulty in core subject area classes or on the STAAR tests. These pullout classes are offered during the date for 45 to 60 minutes daily or on an as needed basis.	8/2017 - 4/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	State - State Compensatory Education (SCE) - Time Contributions of Elementary Staff FTE: 0.75 \$40,314.04 State - State Compensatory Education (SCE) - Time Contributions of Middle School Staff FTE: 2.14 \$121,986.00 State - State Compensatory Education (SCE) - Time Contributions of High School Staff FTE: 0.51 \$29,784.51 State - State Compensatory Education (SCE) - Supplemental Resources \$11,000.00 Federal - Title I, Part A - Supplemental Resources \$17,644.00	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Reading - - 05/18: 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 73% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests. 58% of students in grades 9 - 11 will pass the STAAR EOC English I and English II exams. Criterion-Referenced Test :STAAR Math - - 05/18: 90% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 9 - 11 will pass the STAAR EOC Algebra I exam. Criterion-Referenced Test :STAAR Writing - - 05/18: 81% of students in grade 4 will pass the STAAR Writing test. 70% of students in grade 7 will pass the STAAR Writing test.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]**
 Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
						Criterion-Referenced Test :STAAR Science - - 05/18: 90% of students in grade 5 will pass the STAAR Science test. 75% of students in grade 8 will pass the STAAR Science test. 88% of students in grades 9 – 11 will pass the STAAR EOC Biology exam. Criterion-Referenced Test :STAAR Social Studies - - 05/18: 79% of students in grade 8 will pass the STAAR Social Studies test. 98% of students in grades 9 – 11 will pass the STAAR EOC U. S. History exam.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Saturday School - A Saturday School program is available to students in grades 3 - 12 who have met the at risk criteria. Students will receive assistance in core subject areas. This program will be offered for 5 Saturdays throughout the year.	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	State - State Compensatory Education (SCE) - Extra-Duty Pay for Saturday School Staff \$9,728.00	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Reading - - 05/18: 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 73% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests. 58% of students in grades 9 - 12 will pass the STAAR EOC English I and English II exams. Criterion-Referenced Test :STAAR Math - - 05/18: 90% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam. Criterion-Referenced Test :STAAR Writing - - 05/18: 81% of students in grade 4 will pass the STAAR Writing test. 70% of students in grade 7 will pass the STAAR Writing test.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Creative Writing - There will be an emphasis on integrating writing throughout the curriculum. These activities will include implementing word walls across the curriculum, posting daily content and language objectives so that students are aware of learning expectations, implementing strategies to develop student vocabulary, using interactive notebooks in Social Studies, Science and Math to make content connections, developing strategies that will increase the student's ability to spell and write with depth in all content areas. Students in 9 - 11 grade who are struggling with writing will receive additional assistance through a creative writing class.	8/2017 - 5/2018	High School Principal - Lorena Molinar	State - State Compensatory Education (SCE) - Time Contributions of Writing Instructor FTE: 0.17 <p style="text-align: right;">\$10,067.43</p>	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Science - - 05/18: 90% of students in grade 5 will pass the STAAR Science test. 75% of students in grade 8 will pass the STAAR Science test. 88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. Criterion-Referenced Test :STAAR Social Studies - - 05/18: 79% of students in grade 8 will pass the STAAR Social Studies test. 98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam. Criterion-Referenced Test :STAAR Tests - - 05/18: 62% of students in grades 9 – 11 will pass the STAAR English I EOC exam and 56% will pass the STAAR English II EOC exam.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Summer School - Instruction in core subject areas, including science and reading for students in PK - 12 will be provided by certified teachers and aides during a summer session. Summer school duration is four weeks.	June 2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Federal - Title I, Part A - Time Contributions of Summer School Staff \$62,172.22 Federal - Title I, Part A - Summer School Resources \$3,327.00		Increased student achievement.	Informal Assessment :Classroom Assessments - - 06/18: Students will receive on-time credit accrual and promotion to the next grade.

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Reading Literacy Program - A Reading specialist will provide a supplemental reading program for students who are at risk of dropping out of school. Assessment instruments are administered prior to placement to determine skill level and learning modalities.</p> <p>STAAR concepts are integrated into the lessons and the course is TEKS based. Emphasis is placed on acquiring the proficiency needed to understand and utilize written material in a meaningful context. Instruction will emphasize integrating decoding and comprehension skills in order that students acquire the skills needed to understand written materials in a meaningful context. Students are given opportunities to apply reading strategies to a variety of practical situations that will enable them to use and practice reading and study skills daily.</p>	<p>8/2017 - 5/2018</p>	<p>Reading Specialist - Christine Robledo</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of Reading Specialist FTE: 1.00 \$64,852.20</p> <p>Federal - Title I, Part A - Time Contributions of Elementary Reading Aide FTE: 0.24 \$6,512.50</p> <p>Federal - Title I, Part A - Time Contributions of High School Reading Aide FTE: 0.51 \$14,997.22</p> <p>Federal - Title I, Part A - Elementary Reading Materials \$2,000.00</p> <p>State - State Compensatory Education (SCE) - Middle School Reading Materials \$750.00</p> <p>State - State Compensatory Education (SCE) - High School Reading Materials \$419.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - - 05/18: 100% of students in grades PK - 2 will pass campus benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Reading - - 05/18: 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests.</p> <p>73% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests.</p> <p>62% of students in grades 9 - 12 will pass the STAAR English I EOC exam and 56% will pass the STAAR English II EOC exam.</p> <p>Criterion-Referenced Test :STAAR Writing - - 05/18: 81% of students in grade 4 will pass the STAAR Writing test.</p> <p>70% of students in grade 7 will pass the STAAR Writing test.</p>

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Individualized Instruction - The individualized instruction aides will provide small group and individualized assistance for students in grades K - 12 while working under the direct supervision of the certified regular education teachers assigned. The aides will assist students with subject mastery in Reading, Math, Science and/or Social Studies.</p>	<p>8/2017 - 5/2018</p>	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>Federal - Title I, Part A - Time Contributions of Elementary Instructional Aide FTE: 1.00 \$28,847.80</p> <p>Federal - Title I, Part A - Time Contributions of Middle School Instructional Aide FTE: 0.75 \$15,852.02</p> <p>Federal - Title I, Part A - Time Contributions of High School Instructional Aide FTE: 0.17 \$3,361.35</p> <p>Federal - Title IV, Part A - SSAEP - Time Contributions of High School Instructional Aide FTE: 0.13 \$2,670.95</p>	<p>Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - - 05/18: 90% of students in grades K - 2 will be promoted to the next grade.</p> <p>Criterion-Referenced Test :STAAR Reading - - 05/18: 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests.</p> <p>73% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests.</p> <p>62% of students in grades 9 - 12 will pass the STAAR English I EOC exam and 56% will pass the STAAR English II EOC exam.</p> <p>Criterion-Referenced Test :STAAR Math - - 05/18: 90% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests.</p> <p>76% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Math tests.</p> <p>76% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam.</p> <p>Criterion-Referenced Test :STAAR Writing - - 05/18: 81% of students in grade 4 will pass the STAAR Writing test.</p> <p>70% of students in grade 7 will pass the STAAR Writing test.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2017 - 5/2018	Special Education Director - Alicia Nunez-Williams	State - State Special Education Block Grant - Time Contributions of Special Education Staff \$177,406.00	Informal Assessment :Classroom Assessments-12/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Criterion-Referenced Test :STAAR Science - - 05/18: 90% of students in grade 5 will pass the STAAR Science test. 75% of students in grade 8 will pass the STAAR Science test. 88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. Criterion-Referenced Test :STAAR Social Studies - - 05/18: 79% of students in grade 8 will pass the STAAR Social Studies test. 98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam. Informal Assessment :Classroom Assessments-05/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2017 - 5/2018	Special Education Director - Alicia Nunez-Williams	Local Funds - Contracted Diagnostic Services		Students' needs are accurately diagnosed, and special programs and modification are reflective of the needs of individual students as described in the students' IEPs.	Documents :School Records - - 05/18: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Special Education Modifications - Fort Hancock ISD provides a range of educational programs and different instructional arrangements for students with disabilities. Both inclusion classes and daily pullout classes are available. The appropriate instructional setting will be determined for each student by ARD committees. Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration. Students receiving Special Education services in grades 3 through 12 will participate in the Texas Assessment program. The individual student's ARD committee will determine which assessments will be appropriate. a) STAAR (with approved or allowable accommodations) b) STAAR Alternate 2 – will assess students who have significant cognitive disabilities and are receiving special education services.	8/2017 - 5/2018	Special Education Director - Alicia Nunez-Williams	Federal - IDEA-B Formula - Time Contributions of Special Education Staff FTE: 1.09 \$48,908.02	Informal Assessment :Classroom Assessments -- 12/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments -- 05/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Speech Therapy, Occupational Therapy, and Counseling Services.	8/2017 - 5/2018	Special Education Director - Alicia Nunez-Williams	Federal - IDEA-B Formula - Contracted Speech Therapy \$15,000.00 Federal - IDEA-B Preschool - Contracted Speech Therapy \$958.00 Federal - IDEA-B Formula - Contracted Occupational Therapy \$5,000.00		Students will receive the services dictated by the IEPs and will have the opportunity to meet the same performance standards that all children are expected to meet.	Documents :Student Records - - 05/18: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Transition Services - Fort Hancock High School provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111 and TAC §89.1055.</p> <p>Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).</p> <p>Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.</p> <p>When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.</p>	8/2017 - 5/2018	Special Education Director - Alicia Nunez-Williams	Local Funds - Time Contributions of Faculty and Staff		Students receive the transition services necessary to be successful in high school.	Documents :Student Records - - 05/18: Transition activities are 100% in line with students' IEPs.

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Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>ELL Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of ELLs.</p> <p>These Assessments include the IDEA Language Proficiency Tests (IPT) administered to grades PK – 5.</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to ELLs in grades K - 12. In grades K - 1, TELPAS includes holistically rated listening, speaking, reading and writing assessments. In grades 2 - 5, this includes multi-choice reading test, holistically-rated writing collection, and holistically rated speaking and listening assessments.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an ELL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	<p>8/2017 - 5/2018</p>	<p>Federal Programs Director - Yvonne Samaniego</p>	<p>Local Funds - Assessment Instruments and Testing Materials</p>	<p>Informal Assessment :Classroom Assessments - - 12/17: Increase in the number of students passing formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - - 05/18: 90% of students passing formal and informal assessment instruments.</p> <p>Criterion-Referenced Test :STAAR Reading - - 05/18: 78% of ELLs in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests.</p> <p>57% of ELLs in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.</p> <p>28% of ELLs in grades 9 – 12 will pass the STAAR EOC English I and 57% will pass the English II exams.</p> <p>Criterion-Referenced Test :STAAR Math - - 05/18: 90% of ELLs in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests.</p> <p>65% of ELLs in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.</p> <p>73% of ELLs in grades 9 – 12 will pass the STAAR EOC Algebra I exam.</p> <p>Criterion-Referenced Test :STAAR Writing - - 05/18: 59% of ELLs in grade 4 will pass the STAAR Writing test.</p> <p>58% of ELLs in grade 7 will pass the STAAR Writing test.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]
Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
						<p>Criterion-Referenced Test :STAAR Science - - 05/18: 84% of ELLs in grade 5 will pass the STAAR Science test.</p> <p>62% of ELLs in grade 8 will pass the STAAR Science test.</p> <p>79% of ELLs in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>Criterion-Referenced Test :STAAR Social Studies - - 05/18: 58% of ELLs in grade 8 will pass the STAAR Social Studies test.</p> <p>95% of ELLs in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Bilingual Instruction - In compliance with State mandates, Fort Hancock conducts a Dual Language Education Program in Spanish and English. The program is designed so that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential. English Language Proficiency Standards (ELPS) will be implemented throughout the content areas. A bilingual remediation period will be provided for students who need additional assistance. The LPAC prescribes the instructional length of time based on students' linguistic levels. Monthly LPAC meetings are scheduled for initial placement and monthly monitoring. The LPAC prescribes the academic achievement test that will be administered to each ELL: * STAAR * STAAR Spanish * STAAR Alternate 2.	8/2017 - 5/2018	Federal Programs Director - Yvonne Samaniego	Federal - Title III, Part A - LEP - Time Contribution of Bilingual Remediation Teacher FTE: 0.28 \$18,244.99	Informal Assessment :Classroom Assessments - - 12/17: 80% of students passing formal and informal assessment instruments	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/18: 100% of students will pass campus benchmark test. Criterion-Referenced Test :STAAR Reading - - 05/18: 78% of ELLs in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 57% of ELLs in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests. 28% of ELLs in grades 9 – 12 will pass the STAAR EOC English I and 57% will pass the English II exams. Criterion-Referenced Test :STAAR Math - - 05/18: 90% of ELLs in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 65% of ELLs in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 73% of ELLs in grades 9 – 12 will pass the STAAR EOC Algebra I exam. Criterion-Referenced Test :STAAR Writing - - 05/18: 59% of ELLs in grade 4 will pass the STAAR Writing test. 58% of ELLs in grade 7 will pass the STAAR Writing test.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]**
 Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
						Criterion-Referenced Test :STAAR Science - - 05/18: 84% of ELLs in grade 5 will pass the STAAR Science test. 62% of ELLs in grade 8 will pass the STAAR Science test. 79% of ELLs in grades 9 – 12 will pass the STAAR EOC Biology exam. Criterion-Referenced Test :STAAR Social Studies - - 05/18: 58% of ELLs in grade 8 will pass the STAAR Social Studies test. 95% of ELLs in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Program Exit Criteria - Students in grades Prekindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but ELLs cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Exit criteria are applicable to students in grades 1 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from a bilingual program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken. <p>The LPAC will monitor students who exit the Bilingual program for two years. The scores from state approved achievement test(s) - if</p>	8/2017 - 5/2018	Federal Programs Director - Yvonne Samaniego	Local Funds - Time Contributions of Bilingual Staff and LPAC	Documents :Student Records - - 12/17: 80% of students served in the Bilingual program have met LPAC expectations based on results of an oral language proficiency test.	Increased student achievement.	<p>Criterion-Referenced Test :STAAR Reading - - 05/18: 78% of ELLs in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests in English and/or Spanish.</p> <p>57% of ELLs in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests in English and/or Spanish.</p> <p>28% of ELLs in grades 9 – 12 will pass the STAAR EOC English I and English II exams in English and/or Spanish.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]**
 Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used.						

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Migrant Program - Fort Hancock ISD provides information and services to students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment. Fort Hancock ISD will provide services for migrant students and their families through a Shared Service Arrangement (SSA) with Region XIX Educational Service Center (ESC).	8/2017 - 5/2018	Federal Programs Director - Yvonne Samaniego	Federal - Title I, Part C (Migrant) - Region XIX ESC SSA \$53,397.00	Informal Assessment :Classroom Assessments-12/17: 80% of Migrant students passing formal and informal assessment instruments	Increased student achievement.	Informal Assessment :Classroom Assessments-05/18: 90% of Migrant students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Reading- 05/18: 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 73% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests. 58% of students in grades 9 - 12 will pass the STAAR EOC English I and English II exams. Criterion-Referenced Test :STAAR Math- 05/18: 90% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam. Criterion-Referenced Test :STAAR Writing- 05/18: 81% of students in grade 4 will pass the STAAR Writing test. 70% of students in grade 7 will pass the STAAR Writing test.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
						Criterion-Referenced Test :STAAR Science- 05/18: 90% of students in grade 5 will pass the STAAR Science test. 75% of students in grade 8 will pass the STAAR Science test. 88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. Criterion-Referenced Test :STAAR Social Studies- 05/18: 79% of students in grade 8 will pass the STAAR Social Studies test. 98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Priority For Services (PFS) Action Plan - The PFS Action plan goal is to provide Priority Services to Migrant students in grades 9 through 12 who failed one or more sections of the State Assessment, ARD Exempt, absent or were not enrolled in a Texas school during the assessment period of their grade level and have their school interrupted during the previous or current regular school year. PFS services are provided to students in grades PK through 12 who are designated LEP in the NGS system, or have been retained, or are overage for their current grade level and have their school interrupted during the previous or current regular school year. Title I, Part C can be utilized only after all other funding sources have been considered and additional services are still needed. All PFS migrant students are provided instructional services as needed to assist them in mastering the state content standards, passing state assessments and accruing credits for on-time graduation. Migrant students will be served who are at risk of failing due to the following: * Educational continuity * Mobility * Language barriers * Cultural differences * Attendance * Socio-economic issues * Over-age status * Failing grades * Failing state assessments * Partial credits	8/2017 - 5/2018	Federal Programs Director - Yvonne Samaniego	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/17: 80% of Migrant students passing formal and informal assessment instruments	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/18: 90% of Migrant students in grades PK - 2 will be promoted to the next grade. Criterion-Referenced Test :STAAR Reading - - 05/18: 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 73% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests. 58% of students in grades 9 - 12 will pass the STAAR EOC English I and English II exams. Criterion-Referenced Test :STAAR Math - - 05/18: 90% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam. Criterion-Referenced Test :STAAR Writing - - 05/18: 81% of students in grade 4 will pass the STAAR Writing test. 70% of students in grade 7 will pass the STAAR Writing test.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Dyslexia Program - Fort Hancock ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.</p>	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Time Contributions of Staff	See Activities Below	Increased student achievement.	Criterion-Referenced Test :STAAR Science - - 05/18: 90% of students in grade 5 will pass the STAAR Science test. 75% of students in grade 8 will pass the STAAR Science test. 88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. Criterion-Referenced Test :STAAR Social Studies - - 05/18: 79% of students in grade 8 will pass the STAAR Social Studies test. 98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Dyslexia Assessment - The district Dyslexia Coordinator coordinates the identification of dyslexia among students with the individual campuses. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing. The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include and modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend.	8/2017 - 5/2018	Reading Specialist - Christine Robledo	Local Funds - Assessment Instruments and Testing Materials	Documents :Student Records - - 12/17: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/18: 90% of students in grades K - 2 will score at least "Developed" on the four screening sections of the TPRI. Criterion-Referenced Test :STAAR Reading - - 05/18: 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests. 58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Modifications for Dyslexia - At Fort Hancock ISD, students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Students will be served through pullout classes and inclusion classes on an as-needed basis. Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed.	8/2017 - 5/2018	Reading Specialist - Christine Robledo	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will demonstrate improved reading and comprehension skills.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/18: 90% of students in grades K – 2 will score at least "Developed" on the four screening sections of the TPRI. Criterion-Referenced Test :STAAR Reading - - 05/18: 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests. 58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include changing student seating as needed for the situation; adapting environment to avoid distractions; and providing notebooks for organization, lighting accommodations, or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Knowledge and Skills.</p>	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Time Contributions of Faculty and Staff		Increased student achievement.	Documents :Counselor Records - 05/18: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Ancillary Services - Fort Hancock ISD provides Ancillary Services or "related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	State - State and Local Funds - Time Contributions of Ancillary Staff	Documents :School Records- 12/17: 70% of students referred for Ancillary Services will have been served as indicated in campus records.	Increased student achievement.	Informal Assessment :Classroom Assessments- 05/18: 90% of all students will pass EOY benchmark tests.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]
Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Counseling Services - The School Counselors provides the following services: * 1:1 and small group counseling sessions, * Focused informal groups- -behavior, attendance, * Assistance with testing coordination, * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues, * STAAR presentations, * Responsive services, * Parent Training, and * Individual student planning.</p>	<p>8/2017 - 5/2018</p>	<p>High School Counselor - Adan Lopez Middle School Counselor - Jess Schultz Elementary Counselor - Teresa Gonzalez</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of Counselors FTE: 3.00 \$213,050.00</p>	<p>Documents :Counselor Records - - 12/17: The Counselors' records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselors have completed the Calendar of Events and Activities for the first semester and have appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.</p>	<p>The Counseling and Guidance program will have a positive impact on students, resulting in increased student achievement and reduced drop-out rates.</p>	<p>Informal Assessment :Classroom Assessments - - 05/18: 90% of all students will pass EOY benchmark tests. Criterion-Referenced Test :STAAR Reading - - 05/18: 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 73% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests. 58% of students in grades 9 - 12 will pass the STAAR EOC English I and English II exams. Criterion-Referenced Test :STAAR Math - - 05/18: 90% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam. Criterion-Referenced Test :STAAR Writing - - 05/18: 81% of students in grade 4 will pass the STAAR Writing test. 70% of students in grade 7 will pass the STAAR Writing test.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Library and Media Services - A contracted, Certified Librarian conducts the Library-Media Services. Available resources include: * Full-scale Library facilities available to students; * Accelerated Reader Books and Tests; * Computers with internet access; * Electronic encyclopedias and references; and * Interactive Language Arts, Math, Science, and Social Studies Software.	8/2017 - 5/2018	Elementary Principal - Yadira Munoz Middle School Principal - Danny Medina High School Principal - Lorena Molinar	Federal - Title I, Part A - Supplemental Library Books \$4,000.00 Federal - Title I, Part A - Accelerated Reader Site Licenses \$11,590.00	Documents :School Records - - 12/17: All Fort Hancock ISD students have access to the library on a regularly scheduled basis. Documents :School Records - - 12/17: Librarian and teacher records indicate that at least 90% of the students have participated in Library activities.	The Fort Hancock ISD Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Criterion-Referenced Test :STAAR Science - - 05/18: 90% of students in grade 5 will pass the STAAR Science test. 75% of students in grade 8 will pass the STAAR Science test. 88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. Criterion-Referenced Test :STAAR Social Studies - - 05/18: 79% of students in grade 8 will pass the STAAR Social Studies test. 98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam. Documents :School Records - - 05/18: Librarian and teacher records indicate that 100% of the students have participated in Library activities.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Homeless Services - The Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Fort Hancock ISD will be in compliance with federal Homeless regulations.	8/2017 - 5/2018	Homeless Liaison - Yvonne Samaniego	Federal - Title I, Part A - Homeless Resources \$50.00	Documents :Agenda Minutes, Sign-in Sheets - - 12/17: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	No student will suffer an interruption in their education because of homelessness.	Informal Assessment :Classroom Assessments - - 05/18: 100% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state of federal regulations.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW SPA) [TEC §4.001 (b)(3)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, and during open house and parent meetings.</p> <p>Students with perfect attendance will be recognized every six weeks.</p> <p>Fort Hancock ISD will contact parents after a student has had three consecutive absences.</p> <p>The Principals at Fort Hancock ISD will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p>	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Time Contributions of Staff	Documents :Parent Contact Logs- 08/17: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, and during open house and parent meetings.	Fort Hancock ISD will encourage increased student attendance.	Documents :Attendance Records- 05/18: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates.
<p>Strategy:</p> <p>Dropout Prevention Program (TI, A SW SPA) - Dropout prevention and intervention efforts begin in Prekindergarten in Fort Hancock ISD. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p> <p>Incentives are provided to reward good behavior such as ice cream socials, dances, and bags of goodies. "Student of the Month" will be recognized at the monthly School Board meetings.</p>	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Time Contributions of Faculty and Staff	Documents :Attendance Records- 12/17: Attendance Records reflect an attendance rate at 97% or above.	Achieve student dropout rate of 0%.	Documents :School Records- 05/18: 100% of students will be promoted to the next grade level or obtain a high school diploma.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW SPA) [TEC §4.001 (b)(3)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Credit Recovery Program - Fort Hancock High School provides a credit recovery program during the school day for grades 9 - 12 using Odysseyware, a comprehensive, online courseware system that provides research-based, interactive curriculum while integrating assessments and student management.</p> <p>Credit Recovery allows students the opportunity to regain failed credits and serves as a tool to reduce dropout rates. Students who are having difficulty mastering the TEKS in core subject areas will be able to use this program to receive targeted interventions that extend and support the classroom lessons. This program will also accommodate students with different learning styles by providing multi-dimensional learning opportunities and allow students to work at their own pace outside of the foundation classroom.</p> <p>The Credit Recovery aide, after coordination with the foundation teachers, will facilitate intensive, the appropriate instruction in the core subject areas.</p>	<p>8/2017 - 5/2018</p>	<p>High School Principal - Lorena Molinar</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of Credit Recovery Aide FTE: 0.50 \$14,367.86</p> <p>State - State Compensatory Education (SCE) - Odysseyware Site License \$18,900.00</p>	<p>Informal Assessment :Classroom Assessments - - Six weeks – Six week grade reports show on-time credit accrual.</p>	<p>Increased student achievement.</p>	<p>Documents :School Records - - 05/18: 100% of students will attain the appropriate credits and graduate in four years.</p>

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW SPA) [TEC §4.001 (b)(3)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Pregnancy Related Services (PRS) - Pregnancy Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if:</p> <ul style="list-style-type: none"> * the student is pregnant and attending classes on a district campus; * the pregnancy prenatal period prevents the student from attending classes on a district campus and * the pregnancy postpartum period prevents the student from attending classes on a district campus. <p>The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities and coping skills.</p>	8/2017 - 5/2018	High School Principal - Lorena Molinar	Local Funds - Time Contributions of Staff	Documents :School Records -- 12/17: Campus Records indicate a reduction in absences and an increase in passing six weeks grades.	Students are able to remain in school and complete their education.	Documents :School Records -- 05/18: Campus Records indicate all students graduate from school.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW SPA) [TEC §4.001 (b)(3)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Extracurricular Activities - Fort Hancock ISD offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p> <p>Student Activities include:</p> <ul style="list-style-type: none"> * Student council * National Honor Society * Book Club * Spanish Club * One Act Play * UIL Academics * 4-H * Fellowship of Christian Athletes (FCA) * Border Patrol Explorers * Athletics 	8/2017 - 5/2018	<p>High School Principal - Lorena Molinar</p> <p>Middle School Principal - Danny Medina</p> <p>Elementary Principal - Yadira Munoz</p>	Local Funds - Time Contributions of Extracurricular Staff		Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :School Records- 05/18: Increase in the number of students participating in extracurricular activities as compared to the previous year.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW SPA) [TEC §4.001 (b)(5)]

Objective(s):

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

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW SPA) [TEC §4.001 (b)(5)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Career Guidance and Counseling (TI, A SW SPA) - The counselors will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities and *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. The Counselors will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.); 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56; 3) The need for students to make informed curriculum choices to be prepared for success beyond high school; 4) Source of information on higher education admissions and financial aid; and 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits,	8/2017 - 5/2018	High School Counselor - Adan Lopez Middle School Counselor - Jess Schultz Elementary Counselor - Teresa Gonzalez	Coordinated Funds - Time Contributions of Counselors State - High School Allotment - High School Allotment \$32,381.00	Documents :Lesson Plans- 12/17: Lesson plans will detail activities that will provide information about career opportunities.	Students will demonstrate positive attitudes and willingness to be accountable for present and future actions and accomplishments.	Documents :School Records- 05/18: All students complete school with ideas of potential careers and goals to prepare themselves for successful post-secondary opportunities.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW SPA) [TEC §4.001 (b)(5)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>early graduation or college credits.</p> <p>The Counselors will be responsible for collaborating with parents, community members and business representatives to provide students with an opportunity to meet and interact with people working in a variety of exciting careers through Career Day, as well as, to visit technical or academic institutions of higher learning through College Days.</p> <p>Strategy:</p> <p>Career and Technical Education (TI, A SW SPA) - Fort Hancock ISD offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.</p> <p>Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p>	8/2017 - 5/2018	CTE Teacher - Ysela Ortega	State - State Career and Technology Education Block Grant - Time Contributions of CTE Staff \$187,528.00 Federal - Carl D. Perkins Vocational & Applied Technology - Supplemental Resources \$4,144.00 Federal - Carl D. Perkins Vocational & Applied Technology - PD Travel and Registration \$1,828.00	Informal Assessment :Classroom Assessments- 12/17: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.	Students will be exposed to the career opportunities available so that they may make informed decisions regarding their course of study.	Documents :School Records- 05/18: Campus records indicate an increase in the number of students enrolled in Career and Technology courses and students earning professional certifications as compared to the previous school year.

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

Objective(s):

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

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW SPA, SPE, SCI) [TEC §4.001 (b)(6)(9)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Professional Development Program (TI, A SW SPA, SCI) - Through the DPDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that: * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * will be tied to the TEKS and STAAR; * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, LEP students, students with disabilities, G/T students, etc. and * will enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. Annual needs assessment results indicate a need for: 1) Districtwide training in Content Area Best Practices through the Region XIX, Campus Staff, and Instructional Coaches. 2) Districtwide training on Reading and Writing through Empowering Writers and Region XIX. 3) Districtwide training on Differentiated Instruction. 4) Districtwide training on Sheltered Instruction Strategies through Region XIX.	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Federal - Title I, Part A - Substitutes for Professional Development Release \$6,483.00 Federal - Title I, Part A - Contracted PD in Reading \$3,600.00 Federal - Title II, Part A - TPTR - Contracted PD \$2,400.00 Federal - Title III, Part A - LEP - Contracted PD \$1,200.00 Federal - Title I, Part A - PD Travel and Registration \$5,235.00 Federal - Title II, Part A - TPTR - PD Travel and Registration \$1,258.00	Documents :Professional Development Records- 08/17: The DPDMC will have designed a PD program that meets the needs of the Fort Hancock ISD faculty.	Increased student achievement.	Documents :Professional Development Records- 04/18: The Principals and DPDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

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

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
5) Training in the incorporation of ELPS. 6) Refresher training in Kilgo for teacher leaders. 7) Contracted Professional Development on Time to Teach. 6) Training on technology applications and programs.						

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW SPA, SPE, SCI) [TEC §4.001 (b)(6)(9)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Evaluation of Professional Development Program (TI, A SW SPE) - The Fort Hancock ISD Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments- 12/17: 80% of students will pass campus TEKS-based benchmark tests.	Increased students achievement.	Informal Assessment :Classroom Assessments- 05/18: 90% of grades PK – 2 students will pass campus benchmark tests. Criterion-Referenced Test :STAAR Reading- 05/18: 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests. 58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams. Criterion-Referenced Test :STAAR Math- 05/18: 90% of students in grades 3 – 5 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam. Criterion-Referenced Test :STAAR Writing- 05/18: 81% of students in grade 4 will pass the STAAR Writing test. 70% of students in grade 7 will pass the STAAR Writing test.

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

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
						<p>Criterion-Referenced Test :STAAR Science- 05/18: 90% of students in grade 5 will pass the STAAR Science test.</p> <p>75% of students in grade 8 will pass the STAAR Science test.</p> <p>88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>Criterion-Referenced Test :STAAR Social Studies- 05/18: 79% of students in grade 8 will pass the STAAR Social Studies test.</p> <p>98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>

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

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Recruitment and Retention Initiatives (TI, A SW SPA) - The DPDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job posting. All applicants are screened prior to the interview process. Recruiting activities will ensure that Fort Hancock ISD has 100% fully certified faculty in each teaching position, as defined by state law.</p> <p>Fort Hancock ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status.</p> <p>Fort Hancock ISD offers retention stipends in high need areas such as Math, Science, and Bilingual. All teachers must be fully certified or enrolled in an alternative certification program prior to employment at Fort Hancock ISD.</p>	<p>8/2017 - 5/2018</p>	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>Federal - Title I, Part A - Retention Stipends \$14,768.25</p> <p>Federal - Title II, Part A - TPTR - Retention Stipends \$14,259.00</p> <p>Federal - Title IV, Part A - SSAEP - Retention Stipends \$7,129.50</p>	<p>Documents :Human Resources Records- 08/17: 100% Certified Faculty.</p>	<p>100% Fully Certified Faculty.</p>	<p>Documents :Human Resources Records- 05/18: 100% Certified Faculty.</p>

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

Objective(s):

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

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW SPA) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Integrated Curriculum (TI, A SW SPA) - Fort Hancock ISD classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab and interactive student notebooks. Mobile labs are also available for use in the classrooms. Activities include: 1) Using instructional software programs, such as Imagine ELL lab, STEMscopes Texas, Empowering Writers, Learning A-Z, Dream Box, A+ Program, Bain Pop, Measuring Up, and Accelerated Reader to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Instructional management software tools such as Eduphoria Aware and United Streaming are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR, and/or reading comprehension skills.	8/2017 - 5/2018	Technology Director - Vicente Rodriguez	Federal - Title I, Part A - Contracted Instructional Software \$7,250.01 Federal - Title I, Part A - Technology Site Licenses \$21,115.00 State - State Compensatory Education (SCE) - Technology Site Licenses \$6,300.00	Documents :Lesson Plans- 12/17: Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	Increased student achievement.	Informal Assessment :Classroom Assessments- 05/18: 90% of students in grades K - 2 will pass campus benchmark test. Criterion-Referenced Test :STAAR Reading- 05/18: 80% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Reading tests. 73% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests. 58% of students in grades 9 - 12 will pass the STAAR EOC English I and English II exams. Criterion-Referenced Test :STAAR Math- 05/18: 90% of students in grades 3 - 5 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Math tests. 76% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam. Criterion-Referenced Test :STAAR Writing- 05/18: 81% of students in grade 4 will pass the STAAR Writing test. 70% of students in grade 7 will pass the STAAR Writing test.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW SPA) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Technology Acceptable Use Policy - Every Fort Hancock ISD faculty member, student and parent having access to Fort Hancock computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.</p> <p>Fort Hancock is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Fort Hancock has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Fort Hancock ISD School Board Policy CQ (Local).</p>	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz Technology Director - Vicente Rodriguez	Local Funds - Acceptable Use Policy	Documents :School Records- 08/17: 100% of the faculty, students and parents at Fort Hancock ISD that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP.	Responsible students with access to the instructional resources available through the internet, which will have a positive impact on student achievement.	Criterion-Referenced Test :STAAR Science- 05/18: 90% of students in grade 5 will pass the STAAR Science test. 75% of students in grade 8 will pass the STAAR Science test. 88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. Criterion-Referenced Test :STAAR Social Studies- 05/18: 79% of students in grade 8 will pass the STAAR Social Studies test. 98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam. Documents :School Records- 05/18: No incidents of students, faculty or parents breaking the Acceptable Use Policy.

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

Objective(s):

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

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

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) (TI, A SW SCI) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote 	<p>8/2017 - 5/2018</p>	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Documents :Discipline Records- 12/17: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documents :Discipline Records- 05/18: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.</p>

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

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>optimum overall student health and social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p>						

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

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: School Health Advisory Council (SHAC) - The School Health Advisory Council (SHAC), made up of more than 50% parents, monitors existing school health initiatives and recommends new programs to promote student health. Members meet at least four times a year to discuss prevention and intervention strategies concerning health and wellness. The council's duties include recommending:</p> <ol style="list-style-type: none"> 1. The number of hours of instruction to be provided in health education; 2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco; 3. Appropriate grade levels and methods of instruction for human sexuality instruction; and 4. Strategies for integrating the curriculum components specified above with the following elements in a coordinated school health program: <ol style="list-style-type: none"> a. School health services; b. Counseling and guidance services; c. A safe and healthy school environment; and d. School employee wellness. <p>Texas Education Code 28.004(c)</p>	<p>8/2017 - 5/2018</p>	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>Local Funds - Time Contributions of Committee Members</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documents :Board Policies - - 05/18: Local Board Policies reflect all new mandated medical and health-related policies, as well as Fort Hancock ISD's specific policies.</p>

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

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Safe Schools Initiatives (TI, A SW SPA) - The health and safety of Fort Hancock ISD students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools," Fort Hancock ISD will promote special initiatives and activities that support Safe Schools. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * 3Bs * Medical Services (screening and information) * Assemblies and Speakers to encourage safety and healthy choices * Security Devices such as ID Tags, Cameras, and Alarms. 	<p>8/2017 - 5/2018</p>	<p>High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :Discipline Records- 12/17: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documents :Discipline Records- 05/18: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.</p>

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Fort Hancock ISD 2017-2018

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

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities (TI, A SW SPA) - The staff of Fort Hancock ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselors and Principals, using the data to plan specific programs and activities. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * National Red Ribbon Week presentations and activities * Student Assemblies on violence, drug prevention, health and safety * Tour of Border Patrol facility * Law Enforcement Expo * Speak Out to Drugs Student Engagement * Dating Violence Policy (see Board Policy FFH-Local) 	8/2017 - 5/2018	High School Counselor - Adan Lopez Elementary Principal - Yadira Munoz Middle School Principal - Danny Medina	Local Funds - Time Contributions of Faculty and Staff	Documents :Discipline Records - - 12/17: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Records - - 05/18: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.
<p>Activity: Discipline Alternative Education Program (DAEP) - Fort Hancock ISD students will be knowledgeable about the Student Code of Conduct, campus rules, 3B's, and the guidelines as set forth in the Acceptable Use policy.</p> <p>Fort Hancock ISD students who have violated the district code of conduct may be placed in the DAEP. A regular education program with highly qualified teachers in each core subject areas and counseling services will be provided for any student who is at risk of dropping out of school.</p>	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Time Contributions of DAEP Staff	Documents :School Records - - 12/17: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion. Maintain classroom assignments through DAEP instructional arrangement.	A safe climate for student learning, having a positive impact on student achievement.	Informal Assessment :Report Card Grades - - 05/18: Final report card grades and STAAR assessments will indicate program's success.

<p>Goal: 7 Fort Hancock ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW SPA, SCI) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)]</p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Counseling Responsive Services (TI, A SW SPA) - The counselors will conduct responsive services in prevention and intervention areas. Areas of focus will include:</p> <ul style="list-style-type: none"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management * Health and wellness * Drug and Alcohol abuse prevention * Bullying * Suicide prevention * Conflict resolution * Violence prevention * Parent education <p>The counselors and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> * Self-Esteem Development * Good Character * Emotion Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior 	8/2017 - 5/2018	<p>High School Counselor - Adan Lopez Middle School Counselor - Jess Schultz Elementary Counselor - Teresa Gonzalez</p>	Coordinated Funds - Time Contributions of Counselors	<p>Documents :Agenda Minutes, Sign-in Sheets- 12/17: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Documents :Counselor Records- 05/18: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.</p>

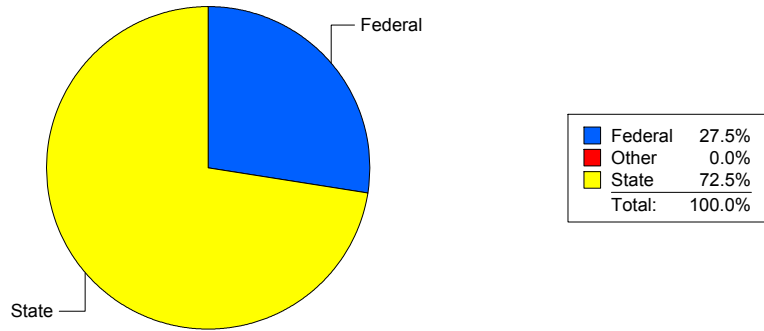
<p>Goal: 7 Fort Hancock ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW SPA, SCI) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)]</p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Child Sexual Abuse and Other Maltreatment of Children - The district has established a plan for addressing child sexual abuse and other maltreatment of children. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted 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,</p>	8/2017 - 5/2018	High School Principal - Lorena Molinar Middle School Principal - Danny Medina Elementary Principal - Yadira Munoz	Local Funds - Time Contributions of Staff	Documents :School Records- 08/17: Sexual Abuse policy has been distributed to staff, parents and students.	Staff, parents and students have an increase awareness of issues regarding the sexual abuse and other maltreatment of children.	Documents :School Records- 05/18: Sexual Abuse policy will have been implemented.

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

Objective(s):

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

Funding Values By Program



District Improvement Plan
Fort Hancock ISD 2017-2018

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Federal		
Carl D. Perkins		
Vocational & Applied		
Technology		
Supplemental Resources	0.00	\$4144.00
PD Travel and Registration	0.00	\$1828.00
IDEA-B Formula		
Contracted Occupational Therapy	0.00	\$5000.00
Time Contributions of Special Education Staff	1.09	\$48908.02
Contracted Speech Therapy	0.00	\$15000.00
IDEA-B Preschool		
Contracted Speech Therapy	0.00	\$958.00
Title I, Part A		
Summer School Resources	0.00	\$3327.00
Time Contributions of Middle School Instructional Aide	0.75	\$15852.02

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Time Contributions of High School Instructional Aide	0.17	\$3361.35
Supplemental Library Books	0.00	\$4000.00
Homeless Resources	0.00	\$50.00
Accelerated Reader Site Licenses	0.00	\$11590.00
Time Contributions of Summer School Staff	0.00	\$62172.22
Time Contributions of Elementary Instructional Aide	1.00	\$28847.80
SECCA, Inc. Consulting Services	0.00	\$5027.00
Time Contributions of Parent Liaisons	0.75	\$17559.07
Supplemental Resources	0.00	\$17644.00
Time Contributions of Elementary Reading Aide	0.24	\$6512.50
Time Contributions of High School Reading Aide	0.51	\$14997.22
Elementary Reading Materials	0.00	\$2000.00
Contracted Instructional Software	0.00	\$7250.01
Technology Site Licenses	0.00	\$21115.00
Substitutes for Professional Development Release	0.00	\$6483.00
Contracted PD in Reading	0.00	\$3600.00
PD Travel and Registration	0.00	\$5235.00
Retention Stipends	0.00	\$14768.25
Title I, Part C (Migrant)		
Region XIX ESC SSA	0.00	\$53397.00
Title II, Part A - TPTR		
Retention Stipends	0.00	\$14259.00
Contracted PD	0.00	\$2400.00
PD Travel and Registration	0.00	\$1258.00

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title II, Part A - TPTR		
SECCA, Inc. Consulting Services	0.00	\$600.00
Title III, Part A - LEP		
SECCA, Inc. Consulting Services	0.00	\$396.00
Time Contribution of Bilingual Remediation Teacher	0.28	\$18244.99
Contracted PD	0.00	\$1200.00
Title IV, Part A - SSAEP		
Retention Stipends	0.00	\$7129.50
Time Contributions of High School Instructional Aide	0.13	\$2670.95
SECCA, Inc. Consulting Services	0.00	\$200.00
		\$428,984.90
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funds		
Time Contributions of Counselors	0.00	\$0.00
See Individual Activities	0.00	\$0.00
Time Contributions of Counselors	0.00	\$0.00
Local Funds		
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contribution of Committee Members	0.00	\$0.00
Time Contributions of Staff, Parents and Community	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Foundation Staff	0.00	\$0.00
Time Contributions of PK Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Acceptable Use Policy	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Bilingual Staff and LPAC	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Contracted Diagnostic Services	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Child Find Resources	0.00	\$0.00
Assessment Instruments and Testing Materials	0.00	\$0.00
Parent Notification Resources	0.00	\$0.00
Assessment Instruments and Testing Matrerials	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instrments and Testing Materials	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of DAEP Staff	0.00	\$0.00
		\$0.00
State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Supplemental Block Grant		
Time Contributions of Bilingual Staff	0.00	\$162051.00
High School Allotment		
High School Allotment	0.00	\$32381.00
State and Local Funds		
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of G/T Staff	0.00	\$0.00
State Career and Technology Education Block Grant		
Time Contributions of CTE Staff	0.00	\$187528.00
State Compensatory Education (SCE)		
Technology Site Licenses	0.00	\$6300.00
Time Contributions of Counselors	3.00	\$213050.00
Time Contributions of Reading Specialist	1.00	\$64852.20
SECCA, Inc. Consulting Services	0.00	\$11950.00
Middle School Reading Materials	0.00	\$750.00
High School Reading Materials	0.00	\$419.00
Time Contributions of Elementary Staff	0.75	\$40314.04
Supplemental Resources	0.00	\$11000.00
Extra-Duty Pay for Saturday School Staff	0.00	\$9728.00

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Compensatory Education (SCE)		
Time Contributions of Writing Instructor	0.17	\$10067.43
Time Contributions of Credit Recovery Aide	0.50	\$14367.86
Odysseysware Site License	0.00	\$18900.00
Time Contributions of Middle School Staff	2.14	\$121986.00
Time Contributions of High School Staff	0.51	\$29784.51
State Gifted and Talented Block Grant		
Time Contributions of G/T Staff	0.00	\$18155.00
State Special Education Block Grant		
Time Contributions of Special Education Staff	0.00	\$177406.00
		<u>\$1,130,990.04</u>
Grand Total:		\$1,559,974.94