

Fort Hancock High School 2020-2021

Campus Improvement Plan

2020-2021 School Year

Campus Improvement Plan
Fort Hancock High School 2020-2021

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Molinar, Lorena	Principal	Fort Hancock High School	
Lopez, Adan	Counselor	Fort Hancock High School	5-2021
Valencia, Maria	Special Education Teacher	Fort Hancock High School	5-2021
Lira, Gerardo	Math Teacher	Fort Hancock High School	5-2021
Madrid, Melissa	English Teacher	Fort Hancock High School	5-2021
Dorado, Dolores	Science Teacher	Fort Hancock High School	5-2021
Saldana, Aurelio	Social Studies Teacher	Fort Hancock High School	5-2021
Ortega, Ysela	CTE Teacher	Fort Hancock High School	5-2021
Velador, Analy	Parent	Fort Hancock High School	5-2021
Carr, Adela	Community Representative	Fort Hancock High School	5-2021
Arzate, Raul	Business Representative	Fort Hancock High School	5-2021

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Names of People Responsible For Implementation

Name	Title	Campus / District
Molinar, Lorena	Principal	Fort Hancock High School
Samaniego, Yvonne	Homeless Liaison	Fort Hancock ISD
Lopez, Adan	Counselor	Fort Hancock High School
Samaniego, Yvonne	Bilingual Director	Fort Hancock ISD
Lopez, Adan	Campus Bilingual Coordinator	Fort Hancock High School
Samaniego, Yvonne	Migrant Director	Fort Hancock ISD
Robledo, Christine	G/T Director	Fort Hancock ISD
Chavez, Tomas	Technology Director	Fort Hancock ISD
Robledo, Christine	504 Coordinator	Fort Hancock ISD
Samaniego, Yvonne	Instructional Coach	Fort Hancock High School
Galindo, Gloria	Instructional Coach	Fort Hancock High School
Robledo, Christine	Reading Specialist	Fort Hancock ISD
Rubio, Marina	Parental Involvement Liaison	Fort Hancock High School
Aguilar, Jacob	Attendance Clerk	Fort Hancock High School
Enriquez, Iracema	PEIMS Clerk	Fort Hancock ISD
Madrid, Melissa	ELAR Teacher	Fort Hancock High School
Moseley, Amber	ELAR/Dual Credit Teacher	Fort Hancock High School
Opoku, Prince	Math Teacher	Fort Hancock High School
Lira, Gerardo	Math Teacher	Fort Hancock High School
Dorado, Dolores	Science Teacher	Fort Hancock High School
Vidal, Guadalupe	Science Teacher	Fort Hancock High School
Briones, Cecilia	Social Studies Teacher	Fort Hancock High School
Saldana, Aurelio	Social Studies Teacher	Fort Hancock High School
Valencia, Maria	Special Education Teacher	Fort Hancock High School

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Names of People Responsible For Implementation

Name	Title	Campus / District
Ortega, Ysela	CTE Teacher	Fort Hancock High School
Trevino, George	CTE Teacher	Fort Hancock High School
Iglesias, Noe	Technology App Teacher	Fort Hancock High School
Aguilar, Armando	Instructional Aide	Fort Hancock High School
Moseley, Gilda	Library Aide	Fort Hancock High School

STAAR

Grade: **9th-12th**

All Subjects

100%

	2018	2019	2021	2022	2023
All Students	77.00	83.00	88.67	94.33	100.00
Economically Disadvantaged	77.00	82.00	88.00	94.00	100.00
English Learner	71.00	78.00	85.33	92.67	100.00
Hispanic	77.00	83.00	88.67	94.33	100.00
Special Education	20.00	71.00	80.67	90.33	100.00
White	0.00	80.00	86.67	93.33	100.00

Grade: **9th-12th**

STAAR Mathematics

100%

	2018	2019	2021	2022	2023
All Students	86.00	78.00	85.33	92.67	100.00
Economically Disadvantaged	85.00	78.00	85.33	92.67	100.00
English Learner	82.00	79.00	86.00	93.00	100.00
Hispanic	86.00	77.00	84.67	92.33	100.00

Grade: **9th-12th**

STAAR Reading

100%

	2018	2019	2021	2022	2023
All Students	63.00	76.00	84.00	92.00	100.00
Economically Disadvantaged	62.00	74.00	82.67	91.33	100.00
English Learner	53.00	71.00	80.67	90.33	100.00
Hispanic	63.00	76.00	84.00	92.00	100.00
Special Education	0.00	33.00	55.33	77.67	100.00

STAAR

Grade: **9th-12th**

STAAR Science

100%

	2018	2019	2021	2022	2023
All Students	96.00	89.00	92.67	96.33	100.00
Economically Disadvantaged	96.00	88.00	92.00	96.00	100.00
English Learner	94.00	82.00	88.00	94.00	100.00
Hispanic	96.00	88.00	92.00	96.00	100.00

Grade: **9th-12th**

STAAR Social Studies

100%

	2018	2019	2021	2022	2023
All Students	92.00	100.00	100.00	100.00	100.00
Economically Disadvantaged	92.00	100.00	100.00	100.00	100.00
English Learner	92.00	100.00	100.00	100.00	100.00
Hispanic	92.00	100.00	100.00	100.00	100.00

About Fort Hancock High School

Mission Statement:

Fort Hancock High School's mission is to prepare our students through a variety of learning experiences that promote critical thinking skills and build character.

Vision:

All Fort Hancock students will graduate with the tools necessary to succeed in an ever-changing world.

Grade Span:

9 – 12

Enrollment:

126

Accountability Ratings:

2020 State Accountability Rating:

Not Rated: Declared State of Disaster

2019 State Accountability:

Overall Accountability Rating: B

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

*** Distinction Designations:**

- Academic Achievement in ELA/Reading
- Academic Achievement in Mathematics
- Postsecondary Readiness
- Comparative Closing the Gaps

Comprehensive Needs Assessment (CNA)

Comprehensive Needs Assessment Process

Faculty, staff, parents, and students participate in planning for the upcoming year. Campus data is analyzed to identify the strengths and areas of needed improvement. Strategies and suggestions are recommended to target and improve identified areas.

Fort Hancock High School reviewed/revised the CNA on September 8, 2020.

Areas of Concern:

1. Demographics:

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

Data reviewed quarterly.

a. Data Sources Reviewed:

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

b. Summary of Strengths:

- * Timely identification for monitoring
- * ESL students receiving ELPS instruction
- * Low teacher to student ratio
- * Low drop-out rate
- * Credit Recovery availability
- * Dual Credit Program

c. Summary of Needs:

- * Improve low student reading levels
- * Improve student writing skills
- * Improve SAT, ACT, and TSI scores
- * Tracking mobility from out of state schools
- * Increase percentage of students earning industry-based certifications
- * Improve language acquisition on TELPAS

d. Priorities:

- * Increase reading levels
- * Improve writing skills
- * Incorporate writing into all courses
- * Target instruction for newcomers and struggling students
- * Expand and improve CTE program

e. Actions:

- * Use Reading period to monitor student progress with fidelity
- * Incorporate Writing into all subject areas
- * Increase communication and ensure that all stakeholders are receiving needed information
- * Additional courses and tutorials for struggling students

2. Parent and Community Involvement:

People responsible: Campus Administrator, Counselor, and Parent Liaison

Data reviewed monthly.

a. Data Sources Reviewed:

- * Parental involvement – Open House (when circumstances allow)
- * Involvement of parents and community in school decisions
- * Health services (SHAC)
- * Monthly district parent meeting held virtually
- * Parent involvement in Extracurricular activities and other campus activities (i.e., FAFSA, Meet the Teacher, etc.)

b. Summary of Strengths:

- * Monthly Parent Roundup Meetings
- * SHAC Meetings
- * Extracurricular activities
- * Districtwide Health Fair
- * Districtwide call out system
- * FAFSA Nights
- * Graduation requirement meetings
- * Communication Apps, Webpage, Facebook page, GED classes for parents

c. Summary of Needs:

- * Increase parental involvement at all grade levels
- * Increase knowledge of online learning

d. Priorities:

- * Increase parental involvement at all grade levels
- * Increase parental involvement in online learning

e. Actions:

- * Improve communication
- * Organize more activities to attract parents
- * Increase resources and/or training on online learning

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

People Responsible – Campus Administrator, Instructional Coaches, Reading Specialist, Counselor, and CIT Committee

Data reviewed quarterly.

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a. Data Sources Reviewed:

- * Academic performance – Report card grades, Benchmarks, STAAR Interim assessments (if circumstances allow), AR Reading Levels
- * Completion rates – Promotion rates, Retention rates, Drop-out rates
- * Post-secondary – Number/percent of students attending/completing post-secondary schools or accepted in the armed forces
- * Instructional programs – Monitor, evaluate, and modify 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:

- * Alignment of curriculum with state standards
- * Implementation of ELPS
- * Implementation of T-TESS
- * PLC

c. Summary of Needs:

- * Utilization of TEKS Resource System components with fidelity
- * Utilization of available resources such as Renaissance Learning, STEMscopes, Lexia, and other online resources with fidelity
- * Utilization of online learning strategies
- * Increase social/emotional services

d. Priorities:

- * Implementation of Framing the Lesson with fidelity
- * Implementation and reflection of TEKS Resource System with fidelity
- * Effective use of online learning strategies

e. Actions:

- * Monitoring with fidelity
- * Align available resources to TEKS Resource System components
- * Instructional coaches continue to support and train teachers on research-based instructional practices
- * Implement more availability of access to social/emotional services

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

Person responsible – Campus Administrator

Data reviewed bi-annually.

a. Data Sources Reviewed:

- * Highly effective 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:

- * Department common planning time
- * Staff development opportunities

* Alignment of programs

c. Summary of Needs:

- * Increasing rigor in instruction
- * Reading and writing strategies
- * Differentiated instruction

d. Priorities:

- * Reading and Writing professional development
- * Writing across the curriculum
- * Incorporating differentiated instruction
- * Professional development for effective online instruction

e. Actions:

- * Districtwide training in Reading, Writing, and differentiated instruction
- * Monitoring of ELlevation program to assist ELPS implementation
- * Training on effective online instruction

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:

- * Low per pupil technology ratio
- * Knowledgeable technicians
- * Incorporation of technology by teachers
- * Use of promethean boards and technology
- * Use of distance learning
- * All students have mobile device
- * Hotspot internet available for students who do not have access to internet

c. Summary of Needs:

- * Training of technology application and programs available
- * Time for training on available software and equipment

d. Priorities:

- * Professional development on available software and equipment

e. Actions:

- * Districtwide training on available programs and resources

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 through Surveys and Meetings

b. Summary of Strengths:

- * Average attendance rate
- * Low teacher to student ratio
- * Low discipline referrals

c. Summary of Needs:

- * Lack of parental involvement
- * Lack of school pride
- * Increase online student engagement (logging in)
- * COVID preparedness

d. Priorities:

- * Increase positive community involvement
- * Improve school climate
- * Remediation for students
- * Decrease students not logging in

e. Actions:

- * Promote a positive school climate with help of student organizations
- * Include parents in more activities
- * More PPEs
- * Air purifiers for all classrooms

Facilities Review

Year facility opened: 2003

Level of occupancy: 100%

Facilities include:

- * 1 Administration
- * 2 Computer Labs
- * 1 Counselor's Office
- * 8 Toilet Facilities
- * 13 Classrooms
- * 1 Science Lab
- * 1 Multipurpose Room

Federal Requirements - Schoolwide Program

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

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

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

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

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

Federal Requirements - Schoolwide Program Elements

Fort Hancock High School conducts a Title I Schoolwide Program on the campus. The Schoolwide Elements are addressed in the Campus Improvement Plan under the following goals.

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

* Fort Hancock High School reviewed/ revised the CNA on September 8, 2020.

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

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

* Fort Hancock High School reviewed/ revised the CIP on October 8, 2020. The Plan was reviewed by the following: Lorena Molinar, Principal; Adan Lopez, Counselor; Gerardo Lira, Melissa Madrid, Dolores Dorado, Aurelio Saldana, and Ysela Ortega, Teachers. The CIP is available at the campus office and on the website and is distributed in English.

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

3. Conduct parent outreach (SWP SPFE).

* The Parent and Family Engagement Policy was developed/ reviewed by the following: Lorena Molinar, Principal; Adan Lopez, Counselor; and Marina Rubio, Parent Liaison. The Policy is available at the campus office and is distributed in English. Parent and Family Engagement Meetings will be held during the week in the morning and evening.

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

Needs Assessment Summary

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

Fort Hancock High School received a State Accountability Rating of B from TEA in 2019. The B Rating indicates that the campus met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps. The campus also earned Distinction Designations in Academic Achievements in ELA/Reading and Mathematics, Postsecondary Readiness, and Comparative Closing the Gaps.

Student Strengths and Needs (2019 STAAR Results):

Reading/ELA: 65% of All Students met or exceeded the Approaches Grade Level standard on the English I exam. Percentages for other subgroups ranged from 66% for Hispanic students to 43% for English Learners. 68% of All Students met or exceeded the Approaches Grade Level standard on the English II exam. Percentages for other subgroups ranged from 68% for Hispanic students to 43% for English Learners.

Math: 76% of All Students met or exceeded the Approaches Grade Level standard on the Algebra I exam. Percentages for other subgroups ranged from 76% for Economically Disadvantaged students to 71% for English Learners.

Science: 87% of All Students met or exceeded the Approaches Grade Level standard on the Biology exam. Percentages for other subgroups ranged from 86% for Hispanic and Economically Disadvantaged students to 72% for English Learners.

Social Studies: 100% of All Students met or exceeded the Approaches Grade Level standard on the U.S. History exam. 100% of Hispanic students, Economically Disadvantaged students, and English Learners also met or exceeded the Approaches Grade Level standard.

Interventions:

Fort Hancock High School has several programs in place to address the identified needs of its students. Students who are having difficulty in core subject areas are provided with several types of supplemental interventions:

- * STAAR Acceleration classes for grades 9 - 11
- * Summer School for grades 9 - 12
- * Individualized Instruction for grades 9 - 12
- * Reading Literacy support for grades 9 - 12
- * ESL Remediation for grades 9 - 12
- * Credit Recovery support for grades 9 - 11
- * Counseling services 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 increased from 95.7% in 2015-2016 to 96.1% in 2016-2017. The campus has several activities in place that are designed to encourage attendance such as attendance incentives and opportunities to make up attendance deficits.

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Dropout Rate:

The dropout rate remained at 0% in 2016-2017. The campus has several activities in place to maintain the low dropout rate.

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

Objective(s):

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

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock High School students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Fort Hancock ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will:</p> <ul style="list-style-type: none"> * involve parents and family members in developing the local plan, * provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement, * coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs, * conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and * use the findings of such evaluation to design strategies for more effective parental involvement. <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy is developed and reviewed by campus principal, counselor, and parent liaison. The policy is available at the campus office and is</p>	8/2020 - 6/2021	Principal - Lorena Molinar	Local Funds - Time Contributions of Staff and Parents		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Involvement Records - 05/21: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

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

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock High School students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand (English and Spanish).</p> <p>The compact is discussed, at least annually, at Parent-Teacher conferences and Parent Round-Ups.</p>	8/2020 - 6/2021	Principal - Lorena Molinar	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Involvement Records - 06/21: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

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

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Conferences, School Visits, Phone Calls, and Home Visits - Parent/Teacher conferences will be scheduled throughout the year at the parent's convenience as needed. Teachers will contact each student's parent at least once a year, with parents of struggling students' contacted more frequently.</p> <p>A parent may request a conference at any time with the Principal or classroom teacher(s) as they deem necessary.</p> <p>Parents are invited to visit the campus. Phone calls are used for quick and efficient communication regarding tardiness, absenteeism, student academic needs, and other pertinent issues. Home visits are made to communicate with hard-to-reach parents.</p>	8/2020 - 6/2021	Principal - Lorena Molinar	Local Funds - Time Contributions of Teachers	Documentation :School Records - - 12/20: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s) or guardian(s).	Increased student performance as a result of increased parent participation.	Documentation :School Records - - 05/21: Campus records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.
<p>Activity:</p> <p>Parent and Community Support Organizations - Fort Hancock High School conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include:</p> <ul style="list-style-type: none"> * Open House * Student Orientations * SHAC Meetings * Monthly Parent Meetings * Volunteer Opportunities to include assisting teacher in classrooms and Red Ribbon Week activities; and participating in after school activities such as Science Night and extracurricular activities. <p>The campus will support the annual district health fair and encourage parents to attend.</p>	8/2020 - 6/2021	Principal - Lorena Molinar Parental Involvement Liaison - Marina Rubio	<p>Federal - Title I, Part A - Time Contributions of Parent Liaison FTE: 0.25 \$6,515.27</p> <p>Federal - Title I, Part A - Parent Involvement Resources \$1,000.00</p>	Documentation :Parent Involvement Records - - 12/20: Increase in the participation of parents and community members in the educational system of Fort Hancock ISD.	Parents as full partners in the education of Fort Hancock ISD students.	Documentation :Parent Involvement Records - - 05/21: Increase in the participation of parents and community members in the educational system of Fort Hancock ISD.

Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock High School students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations (Sec. 1116 (e)), parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district and campus will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement. <p>Teachers, support personnel, principals, and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	8/2020 - 6/2021	Principal - Lorena Molinar	Local Funds - Time Contributions of Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Involvement Records - 05/21: 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 High School students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Site Based Decision Making Committee (SBDMC) - As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>The SBDMC will play an integral role in the planning, development and evaluation of the educational system of Fort Hancock High School. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Fort Hancock High School.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2020 - 6/2021	Principal - Lorena Molinar	Local Funds - Time Contribution of Committee Members		Increased student achievement with the support of Fort Hancock High School parents.	Documentation :Agendas, Notes, Sign-In Sheets - 05/21: SBDMC minutes will reflect that staff, parents and community members have been involved in the High School educational system.

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Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock High School students. (SWP SPFE) [TEC §4.001 (b)(1)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the DPDMC, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMCs are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the Fort Hancock High School CIP. The CIP is reviewed by the principal, counselor, and teachers. The CIP is available at the campus and on the website. It is distributed in English.</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>	8/2020 - 6/2021	Principal - Lorena Molinar	<p>Federal - Title I, Part A - SECCA, Inc. Consulting Services \$4,835.00</p> <p>Federal - Title II, Part A - SECCA, Inc. Consulting Services \$800.00</p> <p>Federal - Title III, Part A - ELA - SECCA, Inc. Consulting Services \$440.00</p> <p>Federal - Title IV, Part A - SECCA, Inc. Consulting Services \$800.00</p> <p>State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services \$14,453.00</p>	Documentation :Agendas, Notes, Sign-In Sheets - - 12/20: Fort Hancock High School SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Fort Hancock High School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.	Documentation :School Records - - 05/21: Fort Hancock High School will receive the State Accountability Rating of B or higher.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The Superintendent and Chair of the DPDMC will assist the Fort Hancock High School campus SBDMC with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process.</p> <p>The SBDMC meets quarterly 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>Fort Hancock High School will adopt performance objectives reflective of their students' unique needs.</p>	8/2020 - 6/2021	Principal - Lorena Molinar	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments - 12/20: 70% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - 05/21: 88% of students will pass all appropriate subject-area STAAR EOC exams.

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<p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s):</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Federal and State Mandated Testing Program - Fort Hancock High School participates in the State-Developed Testing Program that is consistent with the regulations of ESSA.</p> <p>The State of Texas Assessments of Academic Readiness 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>	1/2021 - 6/2021	Principal - Lorena Molinar	Local Funds - Assessment instruments and testing materials	Informal Assessment :Classroom Assessments - 01/21: 70% of students will pass campus benchmark tests.	Increased student achievement.	<p>Criterion-Referenced Test :STAAR End of Course Exams - 05/21: 84% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.</p> <p>45% of students in grades 9 – 12 will pass the STAAR EOC English I and 49% of students in grades 10 - 12 will pass the STAAR EOC English II exams.</p> <p>92% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>
<p>Strategy:</p> <p>Foundation Program (SWP CNA, CIP) - Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's TEKS that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.</p>	8/2020 - 6/2021	Principal - Lorena Molinar	<p>Local Funds - Time Contributions of Foundation Staff \$528,725.00</p> <p>Local Funds - Contracted Services \$4,280.00</p>	Informal Assessment :Classroom Assessments - 12/20: 70% of students achieving passing scores on classroom assignments, unit and six weeks tests, and TEKS-based tests.	Increased student achievement.	<p>Criterion-Referenced Test :STAAR End of Course Exams - 05/21: 85% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.</p> <p>45% of students in grades 9 – 12 will pass the STAAR EOC English I and 49% of students in grades 10 - 12 will pass the STAAR EOC English II exams.</p> <p>92% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<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: Assessment Program - Students in grades 9 – 12 are given assessments at the beginning of the year to determine their performance level. These assessments include EOY Benchmarks for grades 9 – 11, STAR Math for grade 9, and STAR Reading for grades 9 and 10. Throughout the year, Interim testing, Benchmark assessments, and STAR Reading and Math are administered in January and the Science Comprehensive is administered to students in grade 9 in November and March to measure student progress.	8/2020 - 6/2021	Principal - Lorena Molinar Counselor - Adan Lopez	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/20: 70% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/21: 88% of students will pass all appropriate subject-area STAAR EOC exams.

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

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Core Subject Action Steps - Unit assessments are administered 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.</p> <p>Writing across the curriculum will be implemented through techniques such as Interactive Notebooks and Journaling. Teachers will post daily content and language objectives so that students are aware of the learning expectations during each lesson.</p> <p>Content area instruction, assessment, and resources are aligned using the TEKS Resource System. Instructional coaches will assist the campus faculty with modeling sessions, walkthroughs, and professional learning teams. Eduphoria Aware will continue be used to analyze student progress and improve classroom assessments.</p>	<p>8/2020 - 6/2021</p>	<p>Principal - Lorena Molinar</p>	<p>Local Funds - Instructional Resources \$10,620.00</p> <p>Local Funds - Travel, Dues and Fees \$8,400.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: 70% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Test :STAAR End of Course Exams - - 05/21: 88% of students will pass all appropriate subject-area STAAR EOC exams.</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>
<p>Strategy:</p> <p>Accelerated Instruction (SWP CNA, CIP) - Fort Hancock High School uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081(d) – Revised 2019 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state's academic achievement standards. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p> <p>Activity:</p> <p>STAAR Acceleration - STAAR Acceleration classes in Math, Science, and English are available to students in grades 9 through 11 who are experiencing difficulty in core subject area classes or on the STAAR tests. These pullout classes are offered on a daily basis for 50 minutes or on an as needed basis.</p>	<p>8/2020 - 6/2021</p>	<p>Principal - Lorena Molinar Counselor - Adan Lopez</p>	<p>Federal - Title I, Part A - Supplemental Resources \$4,000.00</p> <p>Federal - Title IV, Part A - Supplemental Resources \$535.00</p> <p>State - State Compensatory Education (SCE) - Supplemental Resources \$2,000.00</p>		<p>Increased student achievement.</p>	<p>Documentation :School Records - 05/21: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.</p>
	<p>8/2020 - 6/2021</p>	<p>Principal - Lorena Molinar</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of Core Subject Area Teachers FTE: 0.48 \$29,100.27</p> <p>State - State Compensatory Education (SCE) - Core Subject Materials \$1,000.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: 70% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Test :STAAR End of Course Exams - - 05/21: 85% of students in grades 9 – 11 will pass the STAAR EOC Algebra I exam.</p> <p>45% of students in grades 9 – 11 will pass the STAAR EOC English I and 49% of students in grades 10 - 11 will pass the STAAR EOC English II exams.</p> <p>92% of students in grades 9 – 11 will pass the STAAR EOC Biology exam.</p>

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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>AR and Star Literacy will be implemented as supplemental strategies to strengthen students' skill sets and vocabulary.</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>	8/2020 - 6/2021	Reading Specialist - Christine Robledo	<p>State - State Compensatory Education (SCE) - Time Contributions of Reading Specialist FTE: 1.00 \$70,310.33</p> <p>Federal - Title I, Part A - Time Contributions of Library Aide FTE: 0.51 \$16,055.18</p> <p>State - State Compensatory Education (SCE) - Reading Materials \$1,750.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: 70% of students will pass campus benchmark tests.</p>	Increased student achievement.	<p>Criterion-Referenced Test :STAAR End of Course Exams - - 05/21: 45% of students in grades 9 - 12 in the meets category will pass the STAAR EOC English I exam and 49% of students in grades 10 – 12 in the meets category will pass the STAAR EOC English II exam.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Individualized Instruction - The individualized instruction aide will provide small group and individualized assistance while working under the direct supervision of the certified regular education teachers assigned. The aide will assist students with subject mastery in Reading and Math.	8/2020 - 6/2021	Principal - Lorena Molinar	State - State Compensatory Education (SCE) - Time Contributions of Aide FTE: 0.50 <p style="text-align: right;">\$10,996.96</p>	Informal Assessment :Classroom Assessments - - 12/20: 70% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/21: 85% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam. 45% of students in grades 9 – 12 will pass the STAAR EOC English I and 49% of students in grades 10 - 12 will pass the STAAR EOC English II exams. 92% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. 100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.
Activity: Summer School - Students in grades 9 - 12 who have either failed a course or did not meet the standard on a STAAR EOC exam will be provided instruction in English, Math, Science, and Social Studies by certified teachers and aides during a summer session. Summer school duration is three weeks.	June 2021	Principal - Lorena Molinar	Federal - Title I, Part A - Time Contributions of Summer School Staff <p style="text-align: right;">\$10,611.35</p> Federal - Title I, Part A - Time Contributions of Summer Reading Aide <p style="text-align: right;">\$1,467.53</p>		Increased student achievement.	Informal Assessment :Classroom Assessments - - 06/21: Students will receive on-time credit accrual and promotion to the next grade.
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).	8/2020 - 6/2021	Principal - Lorena Molinar Special Education Teacher - Maria Valencia	State - Special Education Block Grant - Special Education Allotment <p style="text-align: right;">\$242,454.00</p>	Informal Assessment :Classroom Assessments - 12/20: 95% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - 05/21: 95% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

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<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>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is unable to speak and comprehend English, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.004, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2020 - 6/2021	Counselor - Adan Lopez	State - State and Local Funds - Contracted Diagnostic Services		Students' needs are accurately diagnosed, and special programs and modification are reflective of the needs of individual students as described in the students' IEPs.	Documentation :School Records - - 05/21: 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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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 9 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.	8/2020 - 6/2021	Special Education Teacher - Maria Valencia	State - State and Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/20: 95% 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 - - 05/21: 95% 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. (SWP CNA, CIP)**
[TEC §4.001 (b)(2)(4)]
 Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>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.</p> <p>Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Speech Therapy and Occupational Therapy.</p>	<p>8/2020 - 6/2021</p>	<p>Special Education Teacher - Maria Valencia</p>	<p>Federal - IDEA-B Formula - Contracted Speech Therapy \$11,850.00</p> <p>Federal - IDEA-B Formula - Contracted Occupational Services \$5,000.00</p>		<p>Students will receive the services dictated by the IEPs and will have the opportunity to meet the same performance standards that all children are expected to meet.</p>	<p>Documentation :Student Records - - 05/21: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.</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>
Activity: 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. Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program). Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school. When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting. The district will post the transition	8/2020 - 6/2021	Special Education Teacher - Maria Valencia	State - State and Local Funds - Time Contributions of Faculty and Staff		Students receive the transition services necessary to be successful in high school.	Documentation :Student Records - - 05/21: Transition activities are 100% in line with students' IEPs.

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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>
and employment guide on the district's website in accordance with TEC §29.0112. Strategy: Bilingual Program - Fort Hancock ISD offers a Bilingual program whose goal is to enable English Learners (EL) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The Bilingual program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable EL to participate equitably in school. Fort Hancock ISD will provide supplemental parent outreach training and activities, family outreach and training and family literacy services, and community participation programs to English ELs and their families.	8/2020 - 6/2021	Principal - Lorena Molinar Bilingual Director - Yvonne Samaniego	State - Bilingual Block Grant - Bilingual Education Allotment \$178,342.00 Federal - Title III, Part A - ELA - Parent, Family, and Community Engagement Resources \$478.00	See Activities below.	Students exiting EL designation by LPAC.	See Activities below.

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<p>Activity:</p> <p>English Learner Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.</p> <p>Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EL. LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 9 – 12.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	8/2020 - 6/2021	Counselor - Adan Lopez	State - State and Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/20: Increase in the number of students passing formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/21: 80% of EL in grades 9 – 12 will pass the STAAR EOC Algebra I exam. 45% of EL in grades 9 – 12 will pass the STAAR EOC English I and 45% of EL in grades 9 - 12 will pass the STAAR EOC English II exams. 82% of EL in grades 9 – 12 will pass the STAAR EOC Biology exam. 100% of EL in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<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>Bilingual Instruction - In compliance with State mandates, Fort Hancock High School conducts Sheltered English Instruction and utilizes ELPS strategies, which integrates language and content instruction. The goal is to provide access to mainstream, grade-level content and to promote the development of English language proficiency.</p> <p>A bilingual remediation period will be provided for students who need additional assistance.</p> <p>The LPAC prescribes the instructional length of time based on students' linguistic levels. Monthly LPAC meetings are scheduled for initial placement and progress monitoring as needed.</p> <p>The LPAC prescribes the academic achievement test that will be administered to each EL: * STAAR * STAAR Spanish * STAAR Alternate 2.</p>	8/2020 - 6/2021	Bilingual Director - Yvonne Samaniego Campus Bilingual Coordinator - Adan Lopez ELAR Teacher - Melissa Madrid	Federal - Title III, Part A - ELA - Discovery Education \$750.00	Informal Assessment :Classroom Assessments - - 12/20: 70% of students passing formal and informal assessment instruments	Increased student achievement.	<p>Criterion-Referenced Test :STAAR End of Course Exams - - 05/21: 80% of EL in grades 9 – 12 will pass the STAAR EOC Algebra I exam.</p> <p>45% of EL in grades 9 – 12 will pass the STAAR EOC English I and 45% of EL in grades 9 - 12 will pass the STAAR EOC English II exams.</p> <p>82% of EL in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>100% of EL in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<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: Program Reclassification - Reclassification criteria are applicable to students in grades 9 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the reclassification notification/parent permission form before a student is reclassified from the Bilingual or ESL program. To be reclassified from a bilingual 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. The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful: * English Language Proficiency: Grades 9 – 12: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing. * English Reading: Grades 11, 12: Score at or above 40th percentile on the TEA-approved Norm-Referenced Test (NRT) and Grades 9 – 10: Meet passing standard on the STAAR English I or English II EOC tests. * Results of a subjective teacher evaluation using the state's standardized rubric. The LPAC will monitor students who are reclassified from the Bilingual program for two years. The scores from state approved achievement test(s) - if	8/2020 - 6/2021	Bilingual Director - Yvonne Samaniego	State - State and Local Funds - Time Contributions of Bilingual Staff and LPAC	Informal Assessment :Classroom Assessments - - 12/20: 70% of students served in the program have met LPAC expectations based on results of an oral language proficiency test.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/21: 45% of EL in grades 9 - 12 will pass the STAAR EOC English I exam in English and/or Spanish. 45% of EL in grades 9 - 12 will pass the STAAR EOC English II exam in English and/or Spanish.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two-year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p> <p>Strategy:</p> <p>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.</p> <p>Fort Hancock High School will offer informational meetings to Migrant Education Program (MEP) Parents, and opportunities on how to access resources to better communicate between school and home in ensuring student academic success.</p> <p>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).</p>	8/2020 - 6/2021	Principal - Lorena Molinar Migrant Director - Yvonne Samaniego	Federal - Title I, Part C (Migrant) - Region XIX ESC SSA \$23,972.00	Informal Assessment :Classroom Assessments - 12/20: 70% of Migrant students passing formal and informal assessment instruments.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - 05/21: 85% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam. 45% of students in grades 9 – 12 will pass the STAAR EOC English I and 49% of students in grades 10 - 12 will pass the STAAR EOC English II exams. 92% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. 100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<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>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.</p> <p>Title I, Part C can be utilized only after all other funding sources have been considered and additional services are still needed.</p> <p>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.</p> <p>See Migrant PFS Action Plan in the DIP for more information.</p>	8/2020 - 6/2021	Principal - Lorena Molinar Migrant Director - Yvonne Samaniego	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/20: 70% of Migrant students passing formal and informal assessment instruments.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/21: 84% of Migrant students pass the appropriate subject-area STAAR EOC exams.
<p>Activity:</p> <p>Migrant Services - Instructional arrangements provided to Migrant students will include an after school 30-minute tutorial session 3 times a week, or as needed, and a weekly Migrant summer session for students in grades 9 – 12.</p> <p>Support services are also available for Migrant families. These will include</p> <ul style="list-style-type: none"> * School supplies * Parent involvement support to include transportation to/from meetings, light snacks at meetings, and conference registration. 	8/2020 - 6/2021	Migrant Director - Yvonne Samaniego	Federal - Title I, Part C (Migrant) - Time Contributions of Migant Staff	Informal Assessment :Classroom Assessments - - 12/20: 70% of Migrant students passing formal and informal assessment instruments.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/21: 84% of all Migrant students in will pass all appropriate subject-area STAAR EOC exams. Informal Assessment :Classroom Assessments - - 06/21: 90% of students in Summer School will be promoted to the next grade.

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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: Dyslexia Program - Fort Hancock ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below. (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity. (2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability. 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.	8/2020 - 6/2021	Principal - Lorena Molinar	State - Dyslexia Allotment - Dyslexia Allotment \$1,925.00	See Activities below.	Increase student achievement.	See Activities below.
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.	8/2020 - 6/2021	Counselor - Adan Lopez Reading Specialist - Christine Robledo	State - State and Local Funds - Testing Materials	Informal Assessment :Report Card Grades - - 12/20: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.	Increased student achievement.	Documentation :Counselor Records - - 05/21: 100% of the students identified as having dyslexia have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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[TEC §4.001 (b)(2)(4)]
 Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Modification for Dyslexia - At Fort Hancock High School, students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Students will be served through pullout classes and inclusion classes on an as-needed basis.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed.</p>	<p>8/2020 - 6/2021</p>	<p>Reading Specialist - Christine Robledo</p>	<p>State - State and Local Funds - Dyslexia Resources</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: 70% of students will demonstrate improved reading and comprehension skills.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Test :STAAR End of Course Exams - - 05/21: 45% of students in grades 9 – 12 will pass the STAAR EOC English I.</p> <p>49% of students in grades 10 - 12 will pass the STAAR EOC English II exams.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<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>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, use of a calculator, or overlays.</p> <p>Environmental accommodations may also be made for students. These will include early release from class and altering supplies for easier access.</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.</p>	8/2020 - 6/2021	Principal - Lorena Molinar Counselor - Adan Lopez 504 Coordinator - Christine Robledo	Local Funds - Time Contributions of Staff		Increased student achievement.	Documentation :Counselor Records - 05/21: 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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<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: Gifted and Talented (G/T) Program - Fort Hancock ISD has adopted a process for identifying and serving G/T students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or 3) excels in a specific academic field.	8/2020 - 6/2021	Principal - Lorena Molinar G/T Director - Christine Robledo	State - State and Local Funds - Time Contributions of Staff	Documentation :Counselor Records - 12/20: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per counselor records.	G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - 05/21: 95% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.
Activity: G/T Assessment - New students go through a nomination and assessment process for G/T identification in October and January that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. These criteria include teacher recommendations and parent nominations. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1). Director's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class or through a pullout program.	8/2020 - 6/2021	Counselor - Adan Lopez	State - State and Local Funds - Testing Materials		G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documentation :School Records - - 05/21: 100% of students nominated for gifted and talented have been screened and if identified, receive services commensurate with their abilities.

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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>
<p>Activity:</p> <p>Modification for G/T Students - Multiple strategies are used for High School students who have met the district criteria for G/T. These include cooperative learning, team teaching, hands-on-activities, student presentations, and product-based learning.</p> <p>Dual Credit classes are available for students in grades 11 and 12. These classes include English 1301 and 1302, Government, Economics, Education 1300, and History. These classes are offered through the El Paso Community College (EPCC).</p>	8/2020 - 6/2021	Principal - Lorena Molinar G/T Director - Christine Robledo	State - State and Local Funds - Instructional Resources	Documentation :Counselor Records - - 12/20: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per counselor records.	G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - - 05/21: 95% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.
<p>Strategy:</p> <p>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.</p>	8/2020 - 6/2021	Principal - Lorena Molinar	Local Funds - Time Contributions of Ancillary Staff	Documentation :School Records - 12/20: 80% of students referred for Ancillary Services will have been served as indicated in school records.	All students are provided an equitable education, with Ancillary Services available to "help level the playing field".	Criterion-Referenced Test :STAAR End of Course Exams - 05/21: 85% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam. 45% of students in grades 9 – 12 will pass the STAAR EOC English I and 49% of students in grades 10 - 12 will pass the STAAR EOC English II exams. 92% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. 100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s):						
<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: Counseling Services - The School Counselor provides the following services: * 1:1 and small group counseling sessions, * Focused informal groups - behavior, attendance, * Assistance with testing coordination, * STAAR presentations, * Parent Training, and * Individual student planning.	8/2020 - 6/2021	Counselor - Adan Lopez	State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE: 1.00 <div style="text-align: right;">\$75,701.84</div>	Documentation :Counselor Records - - 12/20: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	The Counseling and Guidance Program will have a positive impact on students, resulting in increased student achievement and reduced drop-out rates.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/21: 85% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam. 45% of students in grades 9 – 12 will pass the STAAR EOC English I and 49% of students in grades 10 - 12 will pass the STAAR EOC English II exams. 92% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. 100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.
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 resources.	8/2020 - 6/2021	Principal - Lorena Molinar	Federal - Title I, Part A - Supplemental Library Books <div style="text-align: right;">\$5,000.00</div> Federal - Title I, Part A - AR Site License <div style="text-align: right;">\$3,622.00</div>	Documentation :School Records - - 12/20: All Fort Hancock High School students have access to the library on a regularly scheduled basis. Documentation :School Records - - 12/20: Librarian and teacher records indicate that at least 90% of the students have participated in library activities.	The Fort Hancock High School Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Documentation :School Records - - 05/21: Librarian and teacher records indicate that 100% of the students have participated in library activities.

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[TEC §4.001 (b)(2)(4)]
Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Homeless Services - The Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.</p> <p>The Homeless Liaison will conduct a districtwide training on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Neches ISD will be in compliance with federal Homeless regulations.</p>	<p>8/2020 - 5/2021</p>	<p>Homeless Liaison - Yvonne Samaniego</p>	<p>Federal - Title I, Part A - Homeless Resources \$100.00</p>	<p>Documentation :Agendas, Notes, Sign-In Sheets - - 12/20: 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.</p>	<p>Increased student achievement.</p>	<p>Documentation :School Records - - 05/21: 90% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state of federal regulations.</p>

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Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings. Campus procedures to increase and encourage attendance will include phone calls to parents, conferences at school, and home visits, if needed.</p> <p>Grade level recognition for perfect attendance will be done every six weeks. Attendance incentives offered include certificates, award assemblies, and plaques. Student of the Month will be recognized at the Monthly Board Meeting.</p> <p>The Principal at Fort Hancock High School will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p> <p>Strategy:</p> <p>Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten in Fort Hancock ISD. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Saturday School, Summer School, Credit Recovery, and Individualized Instruction to assist them in their academic success.</p>	<p>8/2020 - 6/2021</p>	<p>Principal - Lorena Molinar Attendance Clerk - Jacob Aguilar Counselor - Adan Lopez</p>	<p>Local Funds - Time Contributions of Staff</p> <p>Local Funds - Student Awards \$2,000.00</p>	<p>Documentation :Parent Contact Logs - 08/20: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.</p>	<p>Fort Hancock High School will encourage increased student attendance.</p>	<p>Documentation :Attendance Records - 05/21: Attendance records reflect an attendance rate at 97% or above.</p> <p>Documentation :Parent Contact Logs - 05/21: Contact with 100% of parents/guardians of students who have excessive absences.</p>
<p>Strategy:</p> <p>Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten in Fort Hancock ISD. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Saturday School, Summer School, Credit Recovery, and Individualized Instruction to assist them in their academic success.</p>	<p>8/2020 - 6/2021</p>	<p>Principal - Lorena Molinar</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Documentation :Attendance Records - 12/20: Attendance records reflect an attendance rate at 97% or above.</p>	<p>Maintain student dropout rate of 0%.</p>	<p>Documentation :School Records - 05/21: 95% of students will be promoted to the next grade level or obtain a high school diploma.</p>

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Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Credit Recovery Program - Fort Hancock High School provides a credit recovery program during the school day for 55 minutes a 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>	8/2020 - 6/2021	Principal - Lorena Molinar	<p>State - State Compensatory Education (SCE) - Time Contributions of Credit Recovery Aide FTE: 0.75 \$23,347.51</p> <p>State - State Compensatory Education (SCE) - OdysseyWare Credit Recovery Site License \$13,000.00</p>	<p>Informal Assessment :Classroom Assessments - - Six weeks – Six week grade reports show on-time credit accrual.</p>	Increased student achievement.	Documentation :School Records - - 05/21: 95% of students will attain the appropriate credits and graduate in four years.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s):						
<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>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>	8/2020 - 6/2021	Principal - Lorena Molinar Counselor - Adan Lopez	Local Funds - Time Contributions of Staff	Documentation :School Records - - 12/20: School records indicate a reduction in absences and an increase in passing six-weeks grades.	Students are able to remain in school and complete their education.	Documentation :School Records - - 05/21: School records indicate all students graduate from school.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s):						
<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 High School offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p> <p>Student Activities include:</p> <ul style="list-style-type: none"> * Student council * National Honor Society * Book Club * Spanish Club * One Act Play * UIL Academics * 4-H * Border Patrol Explorers * Athletics * IT Club * T.A.F.E. 	8/2020 - 6/2021	Principal - Lorena Molinar	Local Funds - Time Contributions of Extracurricular Staff		Students will become more diversified, goal-oriented and well-rounded individuals.	Documentation :School Records - 05/21: 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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

Objective(s):

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

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

Objective(s):

<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>Career Guidance and Counseling (SWP CIP) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include:</p> <p>* Education: Acquisition of study skills and choosing appropriate programs and services;</p> <p>* Career: Need for positive work habits, career awareness and investigations of opportunities and</p> <p>* Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.</p> <p>The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents:</p> <p>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.);</p> <p>2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56;</p> <p>3) The need for students to make informed curriculum choices to be prepared for success beyond high school;</p> <p>4) Source of information on higher education admissions and financial aid; and</p> <p>5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits,</p>	<p>8/2020 - 6/2021</p>	<p>Counselor - Adan Lopez</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE: 1.00</p> <p>State - CCMR Outcomes Bonus - CCMR Outcomes Bonus Allotment \$10,000.00</p>	<p>Documentation :Lesson Plans - 12/20: Lesson plans will detail activities that will provide information about career opportunities.</p>	<p>Students will demonstrate positive attitudes and willingness to be accountable for present and future actions and accomplishments.</p>	<p>Documentation :Student Records - 05/21: All students complete high school with ideas of potential careers and goals to prepare themselves for further successful studies.</p>

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

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>early graduation or college credits.</p> <p>The Counselor will be responsible for collaborating with parents, community members and business representatives to provide students with an opportunity to meet and interact with people working in a variety of exciting careers through Career Day, as well as, to visit technical or academic institutions of higher learning through College Days.</p>						

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Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Career and Technical Education - 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> <p>Students in the program are able to obtain the Microsoft Office certification.</p> <p>CTE classes available for students include Business Education * Principles of Business, Marketing, and Finance * Business Information Management I and II * Business Management</p> <p>Technology Education * Principles of Information Technology * Digital and Interactive Media * Web Technologies</p> <p>Students may earn endorsements by completing the curriculum requirements for the endorsement, earning 4 credits in math and science, and earning 2 additional elective credits. Fort Hancock ISD offers endorsements in the following areas: * STEM</p>	8/2020 - 6/2021	Principal - Lorena Molinar CTE Teacher - Ysela Ortega CTE Teacher - George Trevino	State - Career and Technology Education Block Grant - Career and Technology Allotment <p style="text-align: right;">\$109,921.00</p> Federal - Carl D. Perkins Vocational & Applied Technology - Region XIX SSA <p style="text-align: right;">\$6,598.00</p>	Informal Assessment :Classroom Assessments - 12/20: 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.	Documentation :School Records - 05/21: School records indicate an increase in the number of students enrolled in Career and Technology courses and students earning professional certifications as compared to the previous school year. Documentation :School Records - 05/21: 93% of students will earn an industry-based certification.

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

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>* Business and Industry * Multi-disciplinary Studies.</p> <p>Fort Hancock High School, through the Grow Your Own Grant, will provide Dual Credit Courses to students interested in pursuing a degree in education.</p>						

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Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Professional Development Program (SWP CNA, CIP) - Through the SBDMC, 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; and * are tied to the TEKS and STAAR. Annual needs assessment results indicate a need for: 1) Districtwide training on Reading, Writing, and Differentiated Instruction. 2) Training on TEKS Resource System. 3) Districtwide training on Sheltered Instruction Strategies through Region XIX. 4) Training on technology applications and programs. 5) Ongoing district-wide training on student mental health awareness and interventions.	8/2020 - 6/2021	Principal - Lorena Molinar	Federal - Title I, Part A - Substitutes for Professional Development <p style="text-align: right;">\$2,161.73</p> Federal - Title I, Part A - PD Travel and Registration <p style="text-align: right;">\$1,000.00</p> Federal - Title II, Part A - Contracted Region 19 PD <p style="text-align: right;">\$1,200.00</p> Federal - Title II, Part A - PD Travel and Registration <p style="text-align: right;">\$4,195.00</p> Federal - Title III, Part A - ELA - Contracted Region 19 PD <p style="text-align: right;">\$979.00</p>	Documentation :Professional Development Records - 08/20: The SBDMC will have designed a PD program that meets the needs of the Fort Hancock High School faculty.	Increase in student performance as professional development activities focus on needs of faculty.	Documentation :Professional Development Records - 04/21: The Principal and the SBDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

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Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Evaluation of Professional Development Program - The Fort Hancock High School Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	May 2021	Principal - Lorena Molinar	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - 12/20: 70% of students will pass campus TEKS-based benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - 05/21: 85% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam. 45% of students in grades 9 – 12 will pass the STAAR EOC English I and 49% of students in grades 10 - 12 will pass the STAAR EOC English II exams. 92% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. 100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

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

Objective(s):

<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 - The SBDMC 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 and recruitment bonuses for high need areas and offers a mentoring program for new teachers. All teachers must be fully certified or enrolled in an alternative certification program prior to employment at Fort Hancock ISD.</p>	<p>8/2020 - 6/2021</p>	<p>Principal - Lorena Molinar</p>	<p>Federal - Title IV, Part A - Math and Science Stipends \$9,169.79</p>		<p>100% Certified Faculty.</p>	<p>Documentation :Human Resources Records - 05/21: 100% Certified Faculty.</p>

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Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CIP) [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>
Strategy: Technology Integrated Curriculum (SWP CIP) - Fort Hancock High School classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab, and mobile labs are also available for use in the classrooms. Activities include: 1) Using instructional software programs such as A-Z Learning and STEMscopes Texas 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) Access to the technology such as iPads, Curriculum on Wheels, and Tablets for reading that support the software programs. 3) Instructional management software tools such as Eduphoria Aware and ELLevation are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills. 4) Professional Development will be provided for all teachers on Integration of technology in specific content areas by the ESC.	8/2020 - 6/2021	Principal - Lorena Molinar Technology Director - Tomas Chavez	Federal - Title I, Part A - Contracted Instructional Software \$2,250.00 Federal - Title I, Part A - A-Z Learning Site Licenses \$1,095.00 Federal - Title I, Part A - STEMscopes Texas \$1,300.00 Federal - Title I, Part A - Vobabulary Software \$1,000.00 Federal - Title I, Part A - Tittle I Crate Software \$500.00 Federal - Title I, Part A - Technology Resources \$5,700.00	Documentation :Lesson Plans - 12/20: Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	An educational system that is strengthened by utilizing technology as an integral component.	Criterion-Referenced Test :STAAR End of Course Exams - 05/21: 85% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam. 45% of students in grades 9 – 12 will pass the STAAR EOC English I and 49% of students in grades 10 - 12 will pass the STAAR EOC English II exams. 92% of students in grades 9 – 12 will pass the STAAR EOC Biology exam. 100% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CIP) [TEC §4.001 (b)(10)] Objective(s):						
<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: Technology Acceptable Use Policy - Every Fort Hancock High School faculty member, student and parent having access to Fort Hancock computers, networked, Internet connected, or not, must have on file an Authorized User Permission (AUP) form. Students` AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form. Fort Hancock ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Fort Hancock ISD has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Fort Hancock ISD School Board Policy CQ (Local).	8/2020 - 6/2021	Principal - Lorena Molinar	Local Funds - Acceptable Use Policy	Documentation :School Records - 08/20: 100% of the faculty, students and parents at Fort Hancock High School that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP.	Responsible students with access to the instructional resources available through the internet, which will have a positive impact on student achievement.	Documentation :School Records - 05/21: No incidents of students, faculty, or parents breaking the Acceptable Use Policy.

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

Objective(s):

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

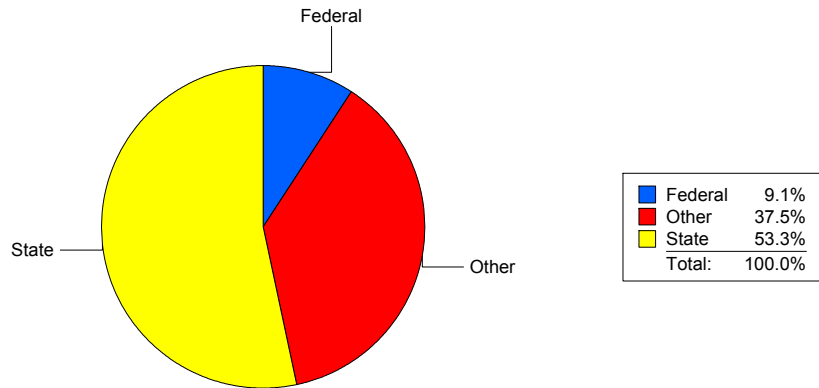
Goal: 7 Fort Hancock High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction: 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and	8/2020 - 6/2021	Principal - Lorena Molinar Counselor - Adan Lopez	Local Funds - Time Contributions of Staff	Documentation :Discipline Records - 12/20: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :School Records - 05/21: 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 High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)]</p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Strategy:</p> <p>Safe Schools Initiatives (SWP CIP) - The health and safety of Fort Hancock High School 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 High School 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 * Medical Services (screening and information) * Assemblies and Speakers to encourage safety and healthy choices * Behavior Management classes * Emergency Response Protocol * Dating Violence Policy (see Board Policy FFH-Local) 	8/2020 - 6/2021	Principal - Lorena Molinar	State - School Safety Allotment - School Safety Allotment \$3,324.00	Documentation :Discipline Records - 12/20: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Discipline Records - 05/21: 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 High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)]</p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: Discipline Alternative Education Program (DAEP) - Fort Hancock High School students will be knowledgeable about the Student Code of Conduct, campus rules, 3B's, and the guidelines as set forth in the Acceptable Use policy.</p> <p>Fort Hancock ISD students who have violated the district code of conduct may be placed on Odyssey Ware.</p>	8/2020 - 6/2021	Principal - Lorena Molinar	Local Funds - Time Contributions of DAEP staff	<p>Informal Assessment :Classroom Assessments - - 12/20: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.</p> <p>Maintain classroom assignments through DAEP instructional arrangement.</p>	A safe climate for student learning, having a positive impact on student achievement.	<p>Informal Assessment :Classroom Assessments - - 05/21: Final report card grades and STAAR assessments will indicate program's success.</p>
<p>Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Fort Hancock ISD recruits parents, community members and business representatives to assist in the design, development, implementation, and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol, and other drug use incident data will be conducted by the campus Counselor and Principal, 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 * Presentations on violence, drug prevention, alcohol prevention, and bullying * Structured discipline program to compliment the Code of Conduct * Community Service Opportunities * Security devises on campus to include cameras, alarms, and visitor check-in badges. 	8/2020 - 6/2021	Principal - Lorena Molinar Counselor - Adan Lopez	State - State and Local Funds - Time Contributions of Staff, Parents and Community	<p>Documentation :Discipline Records - - 12/20: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Documentation :Discipline Records - - 05/21: 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>

<p>Goal: 7 Fort Hancock High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3) (B)(E), §11.253(8)]</p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - The counselor 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 counselor 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 	8/2020 - 6/2021	Counselor - Adan Lopez	State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE: 1.00	Documentation :Agendas, Notes, Sign-In Sheets - 12/20: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Counselor Records - 05/21: Counselor records indicate that referrals to counselor have decreased as compared to the previous year.

Funding Values By Program



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Fort Hancock High School 2020-2021

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Carl D. Perkins Vocational & Applied Technology		
Region XIX SSA	0.00	\$6598.00
IDEA-B Formula		
Contracted Speech Therapy	0.00	\$11850.00
Contracted Occupational Services	0.00	\$5000.00
Title I, Part A		
Title I Crate Software	0.00	\$500.00
Supplemental Library Books	0.00	\$5000.00
AR Site License	0.00	\$3622.00
Homeless Resources	0.00	\$100.00
Time Contributions of Library Aide	0.51	\$16055.18
Time Contributions of Parent Liaison	0.25	\$6515.27

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Campus Improvement Plan
Fort Hancock High School 2020-2021

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Parent Involvement Resources	0.00	\$1000.00
SECCA, Inc. Consulting Serices	0.00	\$4835.00
Time Contributions of Summer School Staff	0.00	\$10611.35
Time Contributions of Summer Reading Aide	0.00	\$1467.53
Substitutes for Professional Development	0.00	\$2161.73
PD Travel and Registration	0.00	\$1000.00
Contracted Instructional Software	0.00	\$2250.00
A-Z Learning Site Licenses	0.00	\$1095.00
STEMscopes Texas	0.00	\$1300.00
Vobabulary Software	0.00	\$1000.00
Technology Resources	0.00	\$5700.00
Supplemental Resources	0.00	\$4000.00
Title I, Part C (Migrant)		
Region XIX ESC SSA	0.00	\$23972.00
Time Contributions of Migant Staff	0.00	\$0.00
Title II, Part A		
Contracted Region 19 PD	0.00	\$1200.00
PD Travel and Registration	0.00	\$4195.00
SECCA, Inc. Consulting Services	0.00	\$800.00
Title III, Part A - ELA		
SECCA, Inc. Consulting Services	0.00	\$440.00
Discovery Education	0.00	\$750.00
Contracted Region 19 PD	0.00	\$979.00
Parent, Family, and Community Engagement Resources	0.00	\$478.00

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title IV, Part A		
Supplemental Resources	0.00	\$535.00
SECCA, Inc. Consulting Services	0.00	\$800.00
Math and Science Stipends	0.00	\$9169.79
		<hr/> \$134,979.85 <hr/>
Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff and Parents	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contribution of Committee Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment instruments and testing materials	0.00	\$0.00
Time Contributions of Foundation Staff	0.00	\$528725.00
Contracted Services	0.00	\$4280.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Student Awards	0.00	\$2000.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
Acceptable Use Policy	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Teachers	0.00	\$0.00

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Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Staff	0.00	\$0.00
Instructional Resources	0.00	\$10620.00
Travel, Dues and Fees	0.00	\$8400.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of DAEP staff	0.00	\$0.00
		\$554,025.00
 State		
Bilingual Block Grant		
Bilingual Education Allotment	0.00	\$178342.00
 Career and Technology Education Block Grant		
Career and Technology Allotment	0.00	\$109921.00
 CCMR Outcomes Bonus		
CCMR Outcomes Bonus Allotment	0.00	\$10000.00
 Dyslexia Allotment		
Dyslexia Allotment	0.00	\$1925.00
 School Safety Allotment		
School Safety Allotment	0.00	\$3324.00
 Special Education Block Grant		
Special Education Allotment	0.00	\$242454.00
 State and Local Funds		
Time Contributions of Staff	0.00	\$0.00
Testing Materials	0.00	\$0.00

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Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State and Local Funds		
Dyslexia Resources	0.00	\$0.00
Testing Materials	0.00	\$0.00
Instructional Resources	0.00	\$0.00
Time Contributions of Bilingual Staff and LPAC	0.00	\$0.00
Time Contributions of Staff, Parents and Community	0.00	\$0.00
Contracted Diagnostic Services	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
State Compensatory Education (SCE)		
Reading Materials	0.00	\$1750.00
Time Contributions of Aide	0.50	\$10996.96
Time Contributions of Core Subject Area Teachers	0.48	\$29100.27
Time Contributions of Reading Specialist	1.00	\$70310.33
Core Subject Materials	0.00	\$1000.00
SECCA, Inc. Consulting Services	0.00	\$14453.00
Time Contributions of Credit Recovery Aide	0.75	\$23347.51
OdysseyWare Credit Recovery Site License	0.00	\$13000.00
Time Contributions of Counselor	1.00	\$75701.84
Supplemental Resources	0.00	\$2000.00
Time Contributions of Counselor	1.00	\$0.00
Time Contributions of Counselor	1.00	\$0.00
		<u>\$787,625.91</u>

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Funding Values By Program

Grand Total: \$1,476,630.76