Fort Hancock Independent School District

Accountability Rating: C

2026-2027 District Improvement Plan

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Mission Statement

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

Vision

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

Value Statement

Success for ALL!

Table of Contents

Comprehensive Needs Assessment 6

Demographics 7

Student Learning 8

District Processes & Programs 12

Perceptions 14

Priority Problem Statements 16

Data Documentation for CNA 18

Improvement Planning Data 19

Accountability Data 19

Student Data: Assessments 19

Student Data: Student Groups 20

Student Data: Behavior and Other Indicators 21

Employee Data 21

Parent/Community Data 21

Support Systems and Other Data 22

Goals 23

Goal 1 : Educators will partner with parents and the community to support student ... 24

Goal 2 : Students will be supported to reach their full potential through a balanced ... 28

Goal 3 : Fort Hancock ISD recruits, develops, and retains qualified, highly effective ... 40

Goal 4 : Technology will be implemented and used to increase the effectiveness of... 42

Goal 5 : FHISD will maintain a safe and disciplined environment conducive to stude... 44

State Compensatory Education 47

Budget for District Improvement Plan 48

Personnel for District Improvement Plan 48

Title I Summary 49

Title I 50

Descriptor 1: Student Progress Monitoring and Supports 50

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 50

1.2 Identifying students who may be at risk for academic failure; 50

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; 50

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning; 50

Descriptor 2: Teacher Quality 51

Descriptor 3: School Improvement and Support Activities 51
Descriptor 5: Nature of Programs 52
Descriptor 6: Services to Homeless Children and Youth 52
Descriptor 7: Parent and Family Engagement Strategy 52
Descriptor 8: Early Childhood Education Programs and Transition Plans 53
Descriptor 9: Identification of Eligible Children – Targeted Assistance Program 53
Descriptor 10: Middle to High School/High School to Postsecondary Transitions 53
10.1 Coordination with institutions of higher education, employers, and other local partners; 53
10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills; 54
Descriptor 11: Discipline Disproportionality 54
Descriptor 12: Coordination and Integration 54
12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; 54
Descriptor 13: Other Proposed Uses of Funds 55
13.1 Assist schools in identifying and serving gifted and talented students; 55
13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement. 55
Title I Personnel 55
Committees 57
District Planning and Decision Making Committee 58
Members 58
Assurances 59
Funding Summary 61
Regular Program Allotment 62
Small and Midsize Allotment 62
State Special Education 62
Dyslexia 62
Compensatory Education Allotment 63
State Bilingual/ESL 63
State Career & Technology 63
Early Education Allotment 63
Gifted & Talented Allotment 63
CCMR 64

Title I, Part A 64
Perkins Career and Technology Education 64
Title II, Part A 64
Title III, Part A EL/Immigrant 64
Title IV, Part A- SSAEP 65
Rural Education Achievement Program 65
IDEA -B 65
IDEA -B Preschool 65
Policies, Procedures, and Requirements 66

Comprehensive Needs Assessment

Demographics

Summary

Ft Hancock ISD is located in Hudspeth County, Texas we are approximately 50 miles east of El Paso. Our Benito Martinez Elementary campus serves students in grades Pk-6 and our Ft Hancock High School campus serves students in grades 7-12. Our current student enrollment is at 386. We have a Title 1 Schoolwide program. Our emergent bilingual population is 57%. We service our Emergent Bilingual students through a Transition Early Exit program at the elementary and an ESL pull-out program in the secondary. Our Special Education population is 8%. Our SPED program instructional setting includes mainstream, co-teaching, resource room, self contained, speech and occupational therapy. Our migrant population is 5%. We have 193 female students and 193 male students. 98% of our student population is Hispanic. 86% of our teachers are also Hispanic. We have a 0% drop-out rate and a 100% graduation rate.

Strengths

- The student population of our district is 100% Title I schoolwide which enables our funding source to serve the needs of all students.
- With a 57% Emergent Bilingual population, bilingual funds are used to target Emergent Bilingual students' academic needs related to language proficiency.
- 86% of our teachers are Hispanic and 98% of our students are also Hispanic. Being taught by a teacher of the same race or ethnicity helps to lessen biases and cultural misunderstandings, increases access to role models and mentors and fosters student engagement in classroom activities.
- We have a 0% drop-out rate and a 100% graduation rate. Being a small community allows school personnel to inform parents of the importance of staying in school. Working together with parents, families and communities provides authentic opportunities to make all of our students academically prepared to meet state and federal accountability.
- Attendance Rate is at 97%

Student Learning

Summary

2026 OVERALL STAAR PERFORMANCE

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	236	200	93	56	585	
Approaches GL or Above	161	136	74	47	418	71%
Meets GL or Above	101	60	51	31	243	42%
Masters GL	20	19	17	14	70	12%
Total Percentage Points						125%
Component Score						**42**

2026 STAAR PERFORMANCE per STUDENT GROUPS

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	71%	*	71%	*	-	*	-	*	71%
At Meets GL Standard or Above	42%	*	41%	*	-	*	-	*	41%
At Masters GL Standard	12%	*	12%	*	-	*	-	*	12%
Number of Tests									
At Approaches GL Standard or Above	418	*	411	*	-	*	-	*	411
At Meets GL Standard or Above	243	*	236	*	-	*	-	*	236
At Masters GL Standard	70	*	68	*	-	*	-	*	69
Total Tests	585	*	578	*	-	*	-	*	578
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	68%	-	68%	*	-	-	-	-	68%
At Meets GL Standard or Above	43%	-	42%	*	-	-	-	-	42%
At Masters GL Standard	8%	-	9%	*	-	-	-	-	9%
Number of Tests									
At Approaches GL Standard or Above	161	-	**	*	-	-	-	-	158
At Meets GL Standard or Above	101	-	**	*	-	-	-	-	98
At Masters GL Standard	20	-	**	*	-	-	-	-	20
Total Tests	236	-	**	*	-	-	-	-	233
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	68%	*	68%	*	-	-	-	-	68%
At Meets GL Standard or Above	30%	*	29%	*	-	-	-	-	30%
At Masters GL Standard	10%	*	9%	*	-	-	-	-	9%
Number of Tests									
At Approaches GL Standard or Above	136	*	134	*	-	-	-	-	135
At Meets GL Standard or Above	60	*	58	*	-	-	-	-	59
At Masters GL Standard	19	*	18	*	-	-	-	-	18
Total Tests	200	*	198	*	-	-	-	-	199
Science									
Percent of Tests									
At Approaches GL Standard or Above	80%	-	79%	*	-	-	-	-	79%
At Meets GL Standard or Above	55%	-	54%	*	-	-	-	-	53%
At Masters GL Standard	18%	-	18%	*	-	-	-	-	19%
Number of Tests									
At Approaches GL Standard or Above	74	-	**	*	-	-	-	-	71
At Meets GL Standard or Above	51	-	**	*	-	-	-	-	48
At Masters GL Standard	17	-	**	*	-	-	-	-	17

Total Tests	93	-	**	*	-	-	-	-	90
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	84%	-	83%	-	-	*	-	*	84%
At Meets GL Standard or Above	55%	-	54%	-	-	*	-	*	55%
At Masters GL Standard	25%	-	24%	-	-	*	-	*	25%
Number of Tests									
At Approaches GL Standard or Above	47	-	45	-	-	*	-	*	47
At Meets GL Standard or Above	31	-	29	-	-	*	-	*	31
At Masters GL Standard	14	-	13	-	-	*	-	*	14
Total Tests	56	-	54	-	-	*	-	*	56

2026 COLLEGE, CAREER, AND MILITARY READINESS

	2025 Annual Graduates	
	Count Credit	Percentage
College		
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both RLA and Mathematics	10	50.0%
Met TSI criteria in both RLA and Mathematics, excluding college prep courses	1	5.0%
TSI Criteria - Reading/Language Arts (RLA)		
Met TSI criteria for at least one indicator in RLA	16	80.0%
Met TSI criteria in RLA, excluding college prep courses	11	55.0%
Met TSIA assessment criteria	8	40.0%
Met ACT criteria	2	10.0%
Met SAT criteria	10	50.0%
Earned credit for a college prep course	8	40.0%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	11	55.0%
Met TSI criteria in Mathematics, excluding college prep courses	1	5.0%
Met TSIA assessment criteria	1	5.0%
Met ACT criteria	0	0.0%
Met SAT criteria	0	0.0%
Earned credit for a college prep course	11	55.0%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	0	0.0%
Dual Course Credits		
Earned credit for at least 3 hours in RLA or Mathematics or 9 hours in any subject	8	40.0%
Associate Degree		
Earned an associate degree by August 31 immediately following high school graduation	0	0.0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	0	0.0%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma	0	0.0%
Career		
Industry-Based Certifications (IBC)		
Earned an IBC plus Concentrator or Completer in aligned program of study	13	65.0%
Earned at least one sunsetting IBC and did not meet any other CCMR criteria	0	0.0%
Earned only a sunsetting IBC and are not included due to IBC cap*	0	0.0%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	0	0.0%
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	0	0.0%
Military		
U.S. Armed Forces		
Enlisted in the U.S. Armed Forces	0	0.0%

GRADUATION RATE

Graduation Rate	All Students
Class of 2025, 4-year	100.0
Class of 2024, 5-year	100.0
Class of 2023, 6-year	100.0
Annual Dropout*	
Component Score	**100.0**

Strengths

Student Learning Strengths: Bluebonnet High Quality Instructional Materials (HQIM) in RLA and Mathematics have been adopted for a second year. Participation in TEA LIFT (Leadership and Instructional Foundations for Texas) Grant is designed to help with the implementation of these resources. Our approved provider, ESC Region 19 will provide support for teachers, instructional coaches, and administrators for 3 years. Training also focuses on strengthening professional learning communities. All students have access to grade level appropriate instruction and assignments and demonstrate knowledge and understanding at the appropriate level of content rigor. Ongoing Research Based Instructional Strategies (RBIS) training is provided for all teachers, instructional coaches & administrators in order to implement instructional frameworks for RLA and Mathematics with fidelity. The rest of our content areas continue to use the TCMPC. The implementation of our Ft. Hancock ISD playbook enables students to receive consistent instructional strategies from content to content, from teacher to teacher and from year to year.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Our RLA and Mathematics STAAR scores for Emergent Bilingual and Special Education students are our lowest performing sub-populations	Although high quality instructional materials in RLA & Math have been adopted for all students grades K-12, there remains a need to address deficiencies of students who are not performing at grade level (EB & SPED) at the elementary. Implementation has progressed from its initial stages & implementation with fidelity is more consistent; however, students are still not reading at grade level.
2 ★	Elementary Emergent Bilingual students showed minimal growth in English language acquisition as measured by TELPAS.	Effective lessons and fidelity of HQIM did not address second language acquisition skills to meet the instructional needs of EB students in listening, speaking, reading and writing. A language allocation plan was not followed.

★ = Priority

District Processes & Programs

Summary

- Bluebonnet High Quality Instructional Materials (HQIM) in RLA K-6 and Mathematics K-Secondary. All students have access to grade level appropriate instruction and assignments and demonstrate knowledge and understanding at the appropriate level of content rigor.
- Participation in TEA LIFT (Leadership and Instructional Foundations for Texas) Grant which is designed to help with the implementation Bluebonnet Curriculum. Our approved provider, ESC Region 19 will provide support for teachers, instructional coaches, and administrators for 3 years. Training also focuses on strengthening professional learning communities.
- Ongoing Research Based Instructional Strategies (RBIS) training is provided for all new teachers, instructional coaches & administrators in order to implement instructional frameworks for RLA and Mathematics with fidelity.
- The rest of our content areas continue to use the TCMPC. The implementation of our Ft. Hancock ISD playbook enables students to receive consistent instructional strategies from content to content, from teacher to teacher and from year to year.
- New teachers (0-2 yrs experience) are assigned a mentor who is receiving training from the Texas Mentorship Program.
- Instructional coaching is provided to all teachers, district-wide.
- Teacher Incentive Allotment has been extended to all fully certified teachers district-wide.

Strengths

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

Problem Statements Identifying District Processes & Programs Needs

	Problem Statement	Root Cause
1	Although high quality instructional materials in RLA and Mathematics have been adopted for all students grades K-12, there remains a need to address deficiencies of students who are not performing at grade level (EB & SPED) at the elementary.	Implementation is still in its initial stages and implementation with fidelity has not yet occurred due to inconsistency in leadership & systems.
2	Bilingual Emergent Bilingual students showed minimal growth in English language acquisition as measured by TELPAS.	Effective lessons and fidelity of HQIM did not address second language acquisition skills to meet the instructional needs of EB students in listening, speaking, reading and writing. The was a lack of a language allocation plan.

★ = Priority

Perceptions

Summary

District-wide parent meetings are held monthly and translation is provided. The topics for these meetings are chosen by our parents. Their feedback throughout the year helps us to determine what presenters to bring in. At each of these meetings a time is set aside for tips and strategies for bilingual, special education and regular education students. Time is also spent on comments and suggestions. Campus principals and district leadership are always present in order to provide support and answers to parents and families.

Priority Problem Statements

	Problem Statement	Root Cause
1 ★	Elementary Emergent Bilingual students showed minimal growth in English language acquisition as measured by TELPAS.	Effective lessons and fidelity of HQIM did not address second language acquisition skills to meet the instructional needs of EB students in listening, speaking, reading and writing. A language allocation plan was not followed.
2 ★	Our RLA and Mathematics STAAR scores for Emergent Bilingual and Special Education students are our lowest performing sub-populations	Although high quality instructional materials in RLA & Math have been adopted for all students grades K-12, there remains a need to address deficiencies of students who are not performing at grade level (EB & SPED) at the elementary. Implementation has progressed from its initial stages & implementation with fidelity is more consistent; however, students are still not reading at grade level.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR End-of-Course current and longitudinal results, including all versions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**

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

Student Data: Student Groups

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

- [x] **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**
- [x] **Community surveys and/or other feedback**
- [x] **Parent activity evaluations and feedback data**

☑ **Community service agencies and support services**

Support Systems and Other Data

☑ **Processes and procedures for teaching and learning, including program implementation**

☑ **Capacity and resources data**

☑ **Budgets/entitlements and expenditures data**

Goals

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

Performance Objective 1

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

Evaluation Data Source: PFE meeting Sign-in sheets

Strategy 1

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

Strategy's Expected Result/Impact: Increased parental engagement

Staff Responsible for Monitoring: Campus Principals & Associate Superintendent

Formative Reviews

January	March	June	August

Strategy 2

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

Strategy's Expected Result/Impact: Increased parental engagement

Staff Responsible for Monitoring: Campus Principals & Associate Superintendent

Formative Reviews

January	March	June	August

Strategy 3

The district will actively seek participation from a diverse group of parents by offering meetings

at convenient times and locations, both mornings and evenings. Parents will be notified through multiple communication channels--including the district website, calendars, newsletters, local media, phone calls, home visits, and messaging systems like ClassDojo and Blackboard Connect--in both English and Spanish to ensure timely and inclusive communication.

Strategy's Expected Result/Impact: Increased parental engagement

Staff Responsible for Monitoring: Campus Principals & Associate Superintendent

Formative Reviews

January	March	June	August

Performance Objective 2

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

Evaluation Data Source: Increase in parent Involvement

Strategy 1

The district will, whenever possible, coordinate parent involvement with other programs, offer resources like parent centers, communicate information in an understandable language, and provide additional support for parental involvement as requested.

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: Administrators

Formative Reviews

January	March	June	August

Strategy 2

Parents' Right to Know- At the start of each school year, parents will be informed that they can request information about the professional qualifications of their child's teachers and paraprofessionals.

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: Administrators

Formative Reviews

January	March	June	August

Strategy 3

Testing Transparency- At the start of each school year, the LEA will inform parents that they can request timely information about state or LEA policies on student participation in mandated assessments, including any rights to opt their child out, if applicable.

Strategy's Expected Result/Impact: Increased parental involvement

Staff Responsible for Monitoring: Administrators

Formative Reviews

January	March	June	August

Performance Objective 3

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

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

Strategy 1

Events such as open houses, award assemblies, student programs, district parent meetings, SHAC meetings, the annual health fair, and holiday fairs will be offered. Volunteer opportunities include helping with book fairs, classroom support, Teacher Appreciation Week, Red Ribbon Week, and after-school sales.

Strategy's Expected Result/Impact: Increase involvement of parents

Staff Responsible for Monitoring: Campus Principals & Parent Liaisons

Formative Reviews

January	March	June	August

Strategy 2

Resources for parents and families of English learners will be offered to acquire new skills that

support their child. Parents will be involved in their children's education and actively help them attain English proficiency, succeed in a well-rounded education, and meet state academic standards.

Strategy's Expected Result/Impact: Increase involvement of parents to include those of English Learners

Staff Responsible for Monitoring: Campus Principals & Parent Liaisons

Formative Reviews

January	March	June	August

Goal 2

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

Performance Objective 1

☑ **High Priority**

The District Professional Development Committee reviews curriculum, instruction, and assessments to evaluate program effectiveness, resource availability, and staff quality using comprehensive needs assessment data. Services are coordinated across specialized student populations--including English learners, special education, migratory, Native American, and homeless youth--to maximize program efficiency and eliminate operational duplication.

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

Strategy 1

A variety of assessments from PK-12 is used to monitor student performance and guide instruction. Early-year assessments include iReady Reading and Math (grades 1-5), Circle Assessment (PK), and iReady Literacy (PK-3). Interim tests, benchmarks, classroom assessments, and iReady tools track progress during the year. Data from these assessments inform research-based strategies, best practices, writing across the curriculum, and aligned instruction using High-Quality Instructional Materials. Teachers post daily objectives, and instructional coaches support staff through modeling, walkthroughs, and professional learning teams. The Eduphoria platform is used to analyze data and enhance classroom assessment practices.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

January	March	June	August

Performance Objective 2

Fort Hancock ISD participates in the state-mandated STAAR testing program to measure student proficiency in TEKS-aligned standards across grades 3-8 in Math, Reading, Science, and Social Studies, as well as high school End-of-Course (EOC) exams in Algebra I, English I & II, Biology, and U.S. History.

Evaluation Data Source: STAAR Reading - May: 70% of students in grades 3 -6 will pass the appropriate grade-level STAAR RLA tests. 85% of students in grades 7 - 8 will pass the appropriate grade-level STAAR RLA tests. 85% of students in grades 9- 12 will pass the STAAR EOC English I and 85% of students in grades 10 - 12 will pass the STAAR EOC English II exams.
STAAR Math - May: 70% of students in grades 3 - 6 will pass the appropriate grade-level STAAR Math tests. 85% of students in grades 7 - 8 will pass the appropriate grade-level STAAR Math tests. 95% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam.
STAAR Science- May: 75% of students in grade 5 will pass the STAAR Science test. 90% of students in grade 8 will pass the STAAR Science test. 95% of students in grades 9 - 12 will pass the STAAR EOC Biology exam.
STAAR Social Studies -May: 75% of students in grade 8 will pass the STAAR Social Studies test. 95% of students in grades 11
- 12 will pass the STAAR EOC U. S. History exam.

Strategy 1

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

Strategy's Expected Result/Impact: Program improvements are implemented. All targeted student groups show improvement on STAAR tests.

Staff Responsible for Monitoring: Campus Principals and Federal Programs Director

Formative Reviews

January	March	June	August

Performance Objective 3

Fort Hancock ISD's Foundation Program delivers TEKS-aligned, research-based instruction (HQIM) incorporating accelerated learning and enrichment strategies to ensure students achieve proficient and advanced performance levels on state assessments.

Evaluation Data Source: STAAR Reading - May: 70% of students in grades 3 -6 will pass the appropriate grade-level STAAR RLA tests. 85% of students in grades 7 - 8 will pass the appropriate grade-level STAAR RLA tests. 85% of students in grades 9- 12 will pass the STAAR EOC English I and 85% of students in grades 10 - 12 will pass the STAAR EOC English II exams.
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STAAR Social Studies -May: 75% of students in grade 8 will pass the STAAR Social Studies test. 95% of students in grades 11
- 12 will pass the STAAR EOC U. S. History exam.

Strategy 1

Evaluation of Foundation Program - Faculty will be trained to analyze assessment data to identify student strengths, weaknesses, and achievement gaps. This data-driven approach guides

instruction, monitors progress for all students and student groups, and provides additional support to those who may be at risk of academic failure.

Strategy's Expected Result/Impact: Program improvements are implemented. Improvement on STAAR tests.

Staff Responsible for Monitoring: Campus Principals and Federal Programs Director

Formative Reviews

January	March	June	August

Performance Objective 4

The district provides a full-day, state-aligned Prekindergarten program for eligible students, using research-based, multi-sensory instruction to promote language acquisition and early childhood literacy and mathematics proficiency.

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

Strategy 1

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

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: PK Teacher

Formative Reviews

January	March	June	August

Strategy 2

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

Strategy's Expected Result/Impact: Kindergarten ready

Staff Responsible for Monitoring: PK Teacher & campus administration

Formative Reviews

January	March	June	August

Performance Objective 5

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

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

Strategy 1

STAAR Acceleration classes are offered to students in grades 3-12 who struggle in core subjects or on STAAR tests, providing daily or as-needed pullout instruction for 45 to 90 minutes.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

January	March	June	August

Strategy 2

Instructional aides will support K-12 students in small groups or one-on-one, under the supervision of certified teachers, helping students master core subjects.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

January	March	June	August

Strategy 3

Instructional coaches will be utilized to help accelerate learning for at-risk students by

conducting root-cause data analyses to pinpoint specific skill gaps and guiding teachers in placing students within appropriate Multi-Tiered System of Supports (MTSS) framework tiers. Educator capacity will be build through co-teaching, modeling explicit instruction, and scaffolding complex grade-level standards without lowering academic expectations. Additionally, coaches will help structure high-dosage small-group rotations, select research-based intervention materials, and establish frequent progress-monitoring schedules to ensure timely instructional adjustments.

Strategy's Expected Result/Impact: increased student achievement

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

January	March	June	August

Performance Objective 6

Fort Hancock ISD provides special education services to eligible students in full compliance with state guidelines, federal laws, and the IDEA Part B State Plan.

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

Strategy 1

A student may be referred for a full and individual initial evaluation for Special Education services when sufficient evidence shows that difficulties persist in the general classroom despite intervention efforts. If the student is not proficient in English, an LPAC member will participate in the pre-referral process. Referrals can be initiated by school personnel, parents or guardians, or others involved in the student's education or care. School personnel will complete referrals in compliance with Texas Education Code SS29.004, adhering to the 45-day timeline. Evaluation tools will be free from bias related to gender, ethnicity, origin, socioeconomic status, language, or hearing ability. Reevaluations will occur at least once every three years, with the ARD Committee reviewing existing data to determine the scope of each reevaluation.

Strategy's Expected Result/Impact: Students' needs are accurately identified, and special programs and modifications are designed to reflect each student's individual needs as outlined in their IEPs.

Staff Responsible for Monitoring: Campus Special Education Teachers, District Diagnostician and Federal Programs Director

Formative Reviews

January	March	June	August

Strategy 2

Fort Hancock ISD offers a variety of educational programs and instructional arrangements to

meet the needs of students with disabilities, including both inclusion and daily pullout classes. The ARD Committee determines the most appropriate instructional setting for each student, and mainstreamed students are monitored by Special Education teachers. Regular education teachers receive copies of their students' IEPs to ensure appropriate accommodations are implemented. When beneficial, the ARD Committee may place students with disabilities into Special Programs such as State Compensatory Education or Title I, Part A. The district prioritizes the Least Restrictive Environment (LRE) to support academic success. Students receiving Special Education services in grades 3-12 participate in the Texas Assessment Program, with the ARD Committee determining the appropriate assessment: STAAR (with approved or allowable accommodations) STAAR Alternate 2 for students with significant cognitive disabilities receiving Special Education services.

Strategy's Expected Result/Impact: Students with disabilities are provided every opportunity to reach their full educational potential within the least restrictive environment.

Staff Responsible for Monitoring: Campus Principals, Campus Special Education Teachers, District Diagnostician and Federal Programs Director

Formative Reviews

January	March	June	August

Strategy 3

Related Services - The ARD Committee ensures that the need for related services is carefully considered for each student with disabilities and that there is a clear connection between the service provided and the student's educational benefit. Related services are delivered according to the time specified in each student's IEP, with any gaps in services addressed promptly. These services include Speech Therapy, provided by a licensed Speech Therapist, and Occupational Therapy.

Strategy's Expected Result/Impact: Students will receive the services outlined in their IEPs and will be provided the opportunity to meet the same performance standards expected of all students.

Staff Responsible for Monitoring: Campus Principals, Campus Special Education Teachers, District Diagnostician and Federal Programs Director

Formative Reviews

January	March	June	August

Strategy 4

Fort Hancock High School provides transition services for students with disabilities to prepare them for postsecondary goals in education, employment, and independent living. Beginning at age 14, each student's annual IEP addresses transition needs centered on their coursework, including AP or vocational programs. By age 16, the IEP incorporates an Individual Transition Plan (ITP) that details required services and relevant interagency connections. Parents and students receive planning information before ARD meetings--where transition is discussed and the student is invited to participate--and can access the district's Transition and Employment Guide on its website.

Strategy's Expected Result/Impact: Students receive the transition services necessary to support their success in high school and in postsecondary pursuits.

Staff Responsible for Monitoring: Campus Principals, Campus Special Education Teachers, District Diagnostician, District TED and Federal Programs Director

Formative Reviews

January	March	June	August

Strategy 5

Fort Hancock ISD maintains a district-wide, proactive approach to identify all students who may require Special Education services, including private school and non-public (PNP) children. Through staff involvement, countywide communication, and coordination with designated contacts across school districts, the district ensures every eligible student is identified, evaluated, and supported.

Strategy's Expected Result/Impact: 100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames.

Staff Responsible for Monitoring: Campus Principals, Campus Special Education Teachers, District Diagnostician and Federal Programs Director

Formative Reviews

January	March	June	August

Performance Objective 7

Fort Hancock ISD offers a Bilingual program using integrated second-language instructional methods (CBLI-Content-Based Language Instruction) to help Emergent Bilingual and immigrant students gain proficiency in English while mastering core subjects--including math, science, and social studies--ensuring full and equitable participation in their education.

Evaluation Data Source: LPAC Records

Strategy 1

Fort Hancock ISD utilizes the Home Language Survey, initial language evaluations, and the Language Proficiency Assessment Committee (LPAC) to identify, place, and monitor Emergent Bilingual students. LPAC determines appropriate Bilingual/ESL interventions and state assessments, annually evaluates reclassification eligibility, and monitors reclassified students for two years.

Strategy's Expected Result/Impact: Acquisition of academic English language.

Staff Responsible for Monitoring: Campus LPAC Committees and Federal Programs Director

Formative Reviews

January	March	June	August

Strategy 2

Fort Hancock ISD offers a Transitional Early Exit Bilingual Education Program for grades PK-6 and an ESL Pullout Program for grades 7-12, integrating English Language Proficiency Standards across content areas and providing targeted remediation to ensure Emergent Bilingual students achieve academic proficiency in the TEKS.

Strategy's Expected Result/Impact: Increased student achievement and acquisition of academic English language.

Staff Responsible for Monitoring: Campus Principals, Campus Bilingual/ESL Teachers and Federal Programs Director

Formative Reviews

January	March	June	August

Strategy 3

FHISD uses supplemental curricular resources and educational software to help emergent bilingual students achieve the same rigorous state academic standards expected of all students.

Strategy's Expected Result/Impact: Increased student achievement and mastery of English.

Staff Responsible for Monitoring: Campus Principals, Campus Bilingual/ESL Teachers and Federal Programs Director

Formative Reviews

January	March	June	August

Performance Objective 8

Fort Hancock ISD provides targeted support to help qualifying migrant students overcome cultural, language, and social challenges caused by a migratory lifestyle. The program ensures these students have equal access to services, promoting academic success and smooth transitions to postsecondary education or employment.

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

Strategy 1

The Priority For Services (PFS) Action Plan utilizes Title I, Part C funds--applied as a payer of last resort--to deliver targeted instructional support to eligible K-12 migrant students whose schooling has been interrupted, ensuring mastery of state standards, passage of state assessments, and on-time graduation.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Principals & Federal Programs Director

Formative Reviews

January	March	June	August

Performance Objective 9

Fort Hancock ISD provides targeted support and treatment for all students identified with dyslexia or related disorders.

Evaluation Data Source: Dyslexia Records

Strategy 1

Managed by the district Dyslexia Coordinator across all campuses, dyslexia identification involves multiple assessments evaluating a student's phonological awareness, letter-sound knowledge, single-word decoding, reading and listening comprehension, and written expression.

Strategy's Expected Result/Impact: Dyslexia services are provided with students' needs accurately identified, and special programs and modifications tailored to meet each student's individual needs.

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

January	March	June	August

Strategy 2

Students identified with dyslexia receive tailored reading interventions through pullout or inclusion support, with non-progressing students eligible for reevaluation and more intensive programming.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Principals and Reading Specialist

Formative Reviews

January	March	June	August

Performance Objective 10

Section 504 services support students with physical or mental impairments that substantially limit major life activities and create academic needs. When chronic learning or functional difficulties persist despite interventions, students are assessed to modify their educational program according to their individual needs.

Evaluation Data Source: 504 Reports

Strategy 1

Testing accommodations--such as small group administration, oral or signed delivery, extra time, large print, transcription, projection devices, or calculators--and environmental adjustments--including preferential seating, distraction-free spaces, customized lighting, organizational tools, and non-verbal cueing--are tailored to support individual student needs.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Principals and 504 Coordinator

Formative Reviews

January	March	June	August

Strategy 2

Section 504 students must meet state curriculum and STAAR requirements to earn a Texas high school diploma, with accommodations applied as allowed. The Section 504 Committee conducts meetings with parent involvement to review evaluations and update each student's individualized plan and accommodations.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Principals & 504 Coordinator

Formative Reviews

January	March	June	August

Performance Objective 11

Fort Hancock ISD identifies and serves Gifted and Talented (G/T) students who demonstrate or show potential for remarkably high performance compared to their peers in intellectual, creative, artistic, leadership, or specific academic fields.

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

Strategy 1

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

Strategy's Expected Result/Impact: G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.

Staff Responsible for Monitoring: Campus Principals and GT Coordinator

Formative Reviews

January	March	June	August

Performance Objective 12

Fort Hancock ISD provides ancillary and related services to support student well-being and strengthen dropout prevention efforts, ensuring external factors do not hinder academic performance or prevent students from earning a high school diploma.

Evaluation Data Source: Informal Assessment :Classroom Assessments- May: 90% of all students will pass EOY benchmark tests.

Strategy 1

The District Counselor provides individual and small-group counseling, responsive services, test coordination, parent training, and class presentations covering topics such as health, safety, behavior, attendance, and STAAR preparation.

Strategy's Expected Result/Impact: The Counseling& Guidance Program will have a positive impact on students, resulting in increased student achievement and reduced drop-out rates.

Staff Responsible for Monitoring: Campus Principals and District Counselor

Formative Reviews

January	March	June	August

Strategy 2

Fort Hancock ISD communicates attendance policies through handbooks, open houses, and parent meetings. To encourage attendance, the district recognizes students with perfect attendance every six weeks and contacts parents after three consecutive absences.

Strategy's Expected Result/Impact: Fort Hancock ISD will encourage increased student attendance.

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

January	March	June	August

Performance Objective 13

Fort Hancock ISD offers secondary Career and Technical Education (CTE) programs aligned with state goals to equip students with the essential skills needed to balance family and career responsibilities, secure high-skill, high-wage entry-level employment, or pursue postsecondary education.

Evaluation Data Source: May: 80% of all CTE students will pass EOY benchmark tests.

Performance Objective 14

The Homeless Liaison collaborates with administrators, counselors, parent liaison, and nurse to identify homeless students and provide uninterrupted ancillary services in compliance with federal McKinney-Vento regulations. The liaison also conducts district-wide training on supporting homeless students across district, campus, and individual levels.

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

Goal 3

Fort Hancock ISD recruits, develops, and retains qualified, highly effective educators who apply innovative instructional and administrative techniques to enhance student learning. (HQIM)

Performance Objective 1

Through the DPDMC, teachers assess professional development needs to approve an intensive, research-based district PD plan tied to TEKS and STAAR. This plan enhances instructional methods to ensure all students--including at-risk, Section 504, Emergent Bilingual, Special Education, and G/T learners--meet challenging state academic standards.

Evaluation Data Source: Professional Development Surveys & Records - May: The Principals and DPDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

Strategy 1

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

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Principals, Federal Programs Director/Director of C&I and District Counselor

Formative Reviews

January	March	June	August

Performance Objective 2

The District Professional Development and Management Committee (DPDMC) executes recruitment and retention strategies--including job fairs, online listings, and rigorous screening--to maintain 100% state-certified faculty across Fort Hancock ISD, with a focused emphasis on securing bilingual-certified teachers for the elementary campus.

Evaluation Data Source: Human Resources Records - May: 100% Certified Faculty

Strategy 1

Fort Hancock ISD provides staff with ongoing, research-based professional development tied to state standards to help educators maintain active certification, master innovative teaching strategies, and effectively support all student populations to drive district-wide academic achievement.

Strategy's Expected Result/Impact: 100% Fully Certified Faculty.

Staff Responsible for Monitoring: Human Resource Dept

Formative Reviews

January	March	June	August

Strategy 2

Fort Hancock ISD offers Reading Academy stipends for active participants and provides access to the Teacher Incentive Allotment district-wide to attract, reward, and retain fully certified teachers.

Strategy's Expected Result/Impact: Retention of teachers and staff.

Staff Responsible for Monitoring: HR, Campus Principals & Director of C&I

Formative Reviews

January	March	June	August

Goal 4

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

Performance Objective 1

Fort Hancock ISD classroom teachers integrate educational technology and mobile labs into daily instruction, utilizing district-funded technology resources to address and mitigate student learning loss. The use of technology resources is meant to help overcome geographic barriers, build stronger partnerships, and ensure students & staff have access to necessary resources & opportunities.

Evaluation Data Source: 90% of students in grades PK - 2 will be promoted to the next grade.
STAAR Reading - May: 70% of students in grades 3 -6 will pass the appropriate grade-level STAAR RLA tests. 85% of students in grades 7 - 8 will pass the appropriate grade-level STAAR RLA tests. 85% of students in grades 9- 12 will pass the STAAR EOC English I and 85% of students in grades 10 - 12 will pass the STAAR EOC English II exams.
STAAR Math - May: 70% of students in grades 3 - 6 will pass the appropriate grade-level STAAR Math tests. 85% of students in grades 7 - 8 will pass the appropriate grade-level STAAR Math tests. 95% of students in grades 9 - 12 will pass the STAAR EOC Algebra I exam.
STAAR Science- May: 75% of students in grade 5 will pass the STAAR Science test. 90% of students in grade 8 will pass the STAAR Science test. 95% of students in grades 9 - 12 will pass the STAAR EOC Biology exam.
STAAR Social Studies -May: 75% of students in grade 8 will pass the STAAR Social Studies test. 95% of students in grades 11
- 12 will pass the STAAR EOC U. S. History exam.

Strategy 1

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

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: Campus Principals, Director of C &I , Technology Director

Formative Reviews

January	March	June	August

Performance Objective 2

All faculty, students, and parents accessing Fort Hancock ISD technology must have a signed Acceptable Use Policy (AUP) form on file, with student access requiring both student and parent or legal guardian signatures.

Evaluation Data Source: School Records - May: No incidents of students, faculty, or parents breaking the

Acceptable Use Policy.

Strategy 1

FHISD is in compliance with the Children's Internet Protections Act and has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults.

Strategy's Expected Result/Impact: Responsible students with access to the instructional resources available through the internet, which will have a positive impact on student achievement.

Staff Responsible for Monitoring: Campus Principals, Director of C &I , Technology Director

Formative Reviews

January	March	June	August

Performance Objective 3

Fort Hancock ISD annually evaluates its technology program to ensure effective classroom integration by students and teachers, using evaluation data to refine implementation and enhance student achievement.

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

Goal 5

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

Performance Objective 1

Fort Hancock ISD's Coordinated School Health Program (CSHP) promotes healthy student habits and academic achievement through school, family, and community collaboration. The program integrates eight core components into health instruction: nutrition, health services, a safe environment, counseling, staff wellness, family/community involvement, physical education, and comprehensive health education.

Evaluation Data Source: Improved student behavior and decreased discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.
Sign in Sheets, Calendar of Events

Performance Objective 2

The School Health Advisory Council (SHAC)--composed of over 50% parents--meets at least four times annually to evaluate health initiatives and recommend prevention and intervention strategies that promote student wellness.

Evaluation Data Source: Sign in Sheets, Calendar of Events

Performance Objective 3

Fort Hancock ISD's Trauma-Informed Care Program fosters a safe, supportive learning environment by increasing staff and parent awareness, implementing trauma-sensitive practices campus-wide, and connecting students affected by trauma or grief with appropriate counseling and support services.

Evaluation Data Source: Professional Development Records -100% of district and campus staff have received the required training.

Performance Objective 4

Fort Hancock ISD prioritizes student and staff safety through strict compliance with federal, state, and local policies, implementing campus-wide preventive measures to maintain a secure environment for all students, faculty, and visitors.

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

Strategy 1

At this time, Fort Hancock ISD does not employ or contract with a School Resource Officer. (TEC SS37.081(d)) Instead we have the school guardian program.

Formative Reviews

January	March	June	August

Strategy 2

Disciplinary Alternative Education Program (DAEP) - FHISD students will be knowledgeable about the Student Code of Conduct, campus rules, Mustang Profile, and the guidelines as set forth in the Acceptable Use policy. Students who have violated the district code of conduct may be placed on a credit recovery online program.

Strategy's Expected Result/Impact: A safe climate for student learning, having a positive impact on student achievement.

Staff Responsible for Monitoring: Campus principals & district counselor

Formative Reviews

January	March	June	August

Performance Objective 5

Fort Hancock ISD school counselor provides comprehensive responsive services utilizing online software & materials that focusing on prevention and intervention for academic, behavioral, and social-emotional needs--including attendance, abuse prevention, mental health, substance abuse, bullying, and human trafficking prevention--to foster a safe and supportive learning environment.

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

Strategy 1

Participation in the youth education and the Human Trafficking Youth Prevention Education (HTYPE) grant. Teachers and staff will complete training during the first semester and STUDENTS will take their age appropriate Human Youth Trafficking Prevention training the second semester.

Strategy's Expected Result/Impact: Staff & students will have an increased awareness of issues regarding the sexual abuse and other maltreatment of children.

Staff Responsible for Monitoring: Campus principals

Formative Reviews

January	March	June	August

Strategy 2

Child Sexual Abuse and Other Maltreatment of Children - The district has established a plan for addressing child sexual abuse and other maltreatment of children which includes yearly online training..

Strategy's Expected Result/Impact: Increased awareness of sexual abuse and child maltreatment

Staff Responsible for Monitoring: Campus principals & district counselor

Formative Reviews

January	March	June	August

State Compensatory Education

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: $327,863.74

Total FTEs Funded by SCE: 6.66

Brief Description of SCE Services and/or Programs

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

Personnel for District Improvement Plan

Name	Position	FTE
Ana Salazar	Instructional Aide	0.42
Armando Aguilar	Instructional Aide	0.6
Aylin Chairez	Teacher	0.14
Brenda Estrada	Teacher	0.91
Briana Ochoa	Teacher	0.59
Bridget Hernandez	Instructional Aide	1
Erika Molina	Teacher	0.91
Gilda Moseley	Instructional Aide	1
Jacob Aguilar	Instructional Aide	0.09
Refugio Grajeda	Instructional Aide	1

Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

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

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

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

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

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

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

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

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

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

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

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

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

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student

learning;

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

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

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

Descriptor 2: Teacher Quality

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

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

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

Descriptor 3: School Improvement and Support Activities

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

Performance Objective: Participation in state-mandated STAAR testing program, measuring Math and Reading (grades 3-8), Science (grades 5 & 8), Social Studies (grade 8), and End-of-Course exams for Algebra I, English I & II, Biology, and

U.S. History (grades 9-12, with Algebra I also available to 8th graders). STAAR aligns with the Texas Essential Knowledge and Skills (TEKS) and is administered according to the state's assessment calendar.

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

Descriptor 5: Nature of Programs

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

Performance Objective: McKinney-Vento Homeless Services - The Homeless Liaison will work with district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. The Homeless Liaison will conduct district wide training on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. FHISD will be in compliance with federal MV Homeless regulations.

Descriptor 6: Services to Homeless Children and Youth

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

Performance Objective: McKinney-Vento Homeless Services - The Homeless Liaison will work with district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. The Homeless Liaison will conduct district wide training on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. FHISD will be in compliance with federal MV Homeless regulations.

Descriptor 7: Parent and Family Engagement Strategy

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

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

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

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

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

Descriptor 8: Early Childhood Education Programs and Transition Plans

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

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

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

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

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

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

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

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

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

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

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

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

Strategy: Transition Services -Fort Hancock High School provides transition services for students with disabilities. Beginning at age 14 (or younger, if appropriate) and reviewed annually, each student's IEP includes a statement addressing transition service needs focused on the student's courses of study, such as advanced-placement or vocational programs. At age 16 (or younger, if appropriate), each IEP includes an Individual Transition Plan (ITP) outlining needed transition services and, when applicable, interagency responsibilities or linkages. The ITP is designed to support a successful transition from school to postsecondary goals, including education, employment, and independent living. When transition planning is part of an ARD committee meeting, the notice to parents specifies that transition will be discussed and that the student will be invited to participate. Prior to the meeting, students and parents receive transition planning information. The district also posts the Transition and Employment Guide on its website.

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

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

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

Performance Objective 13: Career and Technical Education - FHISD offers CTE programs at the secondary level in line with the State`s CTE Goals and the State`s CTE Plan to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student`s education at the postsecondary level.

Descriptor 11: Discipline Disproportionality

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

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

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

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries

in the State;

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

Performance Objective: Career and Technical Education - FHISD offers CTE programs at the secondary level in line with the State`s CTE Goals and the State`s CTE Plan to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student`s education at the postsecondary level.

Descriptor 13: Other Proposed Uses of Funds

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

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

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

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

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

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

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

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

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

Title I Personnel

Name	Position	Program	FTE
Alethia Czubinski	Teacher	Accelerated Instruction- STAAR Science	0.061
Alma Marta	Teacher	Accelerated Instruction- Intervention	0.09
Amber Moseley	Teacher	Accelerated Instruction- STAAR RLA	0.062
Ana Salazar	Instructional Aide	Enrichment Curriculum	0.09
Aylin Chairez	Teacher	Accelerated Instruction- Intervention	0.09
Brenda Estrada	Teacher	Accelerated Instruction- Intervention	0.09
Briana Ochoa	Teacher	Accelerated Instruction- Intervention	0.09
Cecilia Castro Aceves	Teacher	Double Block-RLA	0.195
Cynthia Moreno	Teacher	Accelerated Instruction- STAAR Math	0.065
Elsa Santillan	Parent Liaison	Parent & Family Engagement	1
Erica Molina	Teacher	Accelerated Instruction- Intervention	0.09
Francisco Retamoza	Teacher	Double Block - Math	0.168
Francisco Retamzoa	Teacher	Accelerated Instruction- Science	0.079
Jacob Aguilar	Instructional Aide	Enrichment Curriculum	0.09
Jessica Ceballos	Teacher	Accelerated Instruction- Intervention	0.09
Jessica Varela	Teacher	Accelerated Instruction- Intervention	0.079
Maria Fierro	Teacher	Accelerated Instruction- Intervention	0.084
Melissa Madrid	Teacher	Accelerated Instruction- STAAR RLA	0.063
Melissa Meza	Teacher	Double Block-RLA	0.19
Melissa Meza	Teacher	Accelerated Instruction- STAAR RLA	0.09
Rocio Forrester	Teacher	Accelerated Instruction- STAAR SS	0.07
Rogelio Estrada	Teacher	Accelerated Instruction- Intervention	0.084
Susana Estrada	Teacher	Accelerated Instruction- STAAR RLA	0.079
Yahaira Ponce	Teacher	Accelerated Instruction- STAAR RLA	0.09
Zenia Quijas	Teacher	Double Block-Math	0.192
Zenia Quijas	Teacher	Accelerated Instruction- STAAR Math	0.079

Committees

Committees

District Planning and Decision Making Committee

Members

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

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
    - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
    - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

Regular Program Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,003,343.00
				+/- Difference	**$2,003,343.00**

Small and Midsize Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,177,508.00
				+/- Difference	**$1,177,508.00**

State Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$487,592.00
				+/- Difference	**$487,592.00**

Dyslexia

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$11,187.00
				+/- Difference	**$11,187.00**

Compensatory Education Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$545,522.00
				+/- Difference	**$545,522.00**

State Bilingual/ESL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$214,480.00
				+/- Difference	**$214,480.00**

State Career & Technology

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$501,560.00
				+/- Difference	**$501,560.00**

Early Education Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$79,936.00
				+/- Difference	**$79,936.00**

Gifted & Talented Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$7,835.00
				+/- Difference	**$7,835.00**

CCMR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$21,000.00
				+/- Difference	**$21,000.00**

Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$254,028.00
				+/- Difference	**$254,028.00**

Perkins Career and Technology Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,247.00
				+/- Difference	**$3,247.00**

Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$11,590.00
				+/- Difference	**$11,590.00**

Title III, Part A EL/Immigrant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$22,992.00
				+/- Difference	**$22,992.00**

Title IV, Part A- SSAEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$18,216.00
				+/- Difference	**$18,216.00**

Rural Education Achievement Program

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$19,009.00
				+/- Difference	**$19,009.00**

IDEA -B

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$77,727.00
				+/- Difference	**$77,727.00**

IDEA -B Preschool

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$1,185.00
				+/- Difference	**$1,185.00**

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

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