

# **Fort Hancock High School 2017-2018**

*Campus Improvement Plan*

**2017-2018 School Year**

Campus Improvement Plan  
Fort Hancock High School 2017-2018

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Molinar, Lorena	Principal	Fort Hancock High School	
Lopez, Adan	Counselor	Fort Hancock High School	5-2018
Nunez-Williams, Alicia	Special Education Director	Fort Hancock High School	5-2018
Aguilar, Jacob	Attendance Clerk	Fort Hancock High School	5-2018
Samaniego, Jaime	Math Teacher	Fort Hancock High School	5-2018
Madrid, Melissa	ELAR Teacher	Fort Hancock High School	5-2018
Dorado, Dolores	Science Teacher	Fort Hancock High School	5-2018
Coon, William	Social Studies Teacher	Fort Hancock High School	5-2018
Garcia, Xochitl	Parent	Fort Hancock High School	5-2018
Carr, Curtis	Community Representative	Fort Hancock High School	5-2018
Arzate, Raul	Business Representative	Fort Hancock High School	5-2018

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**Names of People Responsible For Implementation**

Name	Title	Campus / District
Molinar, Lorena	Principal	Fort Hancock High School
Lopez, Adan	Counselor	Fort Hancock High School
Nunez-Williams, Alicia	Special Education Director	Fort Hancock ISD
Samaniego, Yvonne	Bilingual Director	Fort Hancock ISD
Lopez, Adan	Campus Bilingual Coordinator	Fort Hancock High School
Samaniego, Yvonne	Migrant Director	Fort Hancock ISD
Robledo, Christine	G/T Director	Fort Hancock ISD
Rodriguez, Vicente	Technology Director	Fort Hancock ISD
Samaniego, Yvonne	Instructional Coach	Fort Hancock High School
Galindo, Gloria	Instructional Coach	Fort Hancock High School
Robledo, Christine	Reading Specialist	Fort Hancock ISD
Herrera, Aidee	Parental Involvement Liaison	Fort Hancock High School
Aguilar, Jacob	Attendance Clerk	Fort Hancock High School
Enriquez, Iracema	PEIMS Clerk	Fort Hancock ISD
Madrid, Melissa	ELAR Teacher	Fort Hancock High School
Moseley, Amber	ELAR/Dual Credit Teacher	Fort Hancock High School
Samaniego, Jaime	Math Teacher	Fort Hancock High School
Noriz, John	Math Teacher	Fort Hancock High School
Dorado, Dolores	Science Teacher	Fort Hancock High School
Myers, Glen	Science Teacher	Fort Hancock High School
Frischmann, Gary	Social Studies Teacher	Fort Hancock High School
Coon, Bill	Social Studies Teacher	Fort Hancock High School
Snyder, Juanita	Special Education Teacher	Fort Hancock High School
Rios, Manuela	Special Education Teacher	Fort Hancock High School

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**Names of People Responsible For Implementation**

Name	Title	Campus / District
Carr, Adela	ELAR/Spanish Teacher	Fort Hancock High School
Ortega, Ysela	CTE Teacher	Fort Hancock High School
Aguilar, Armando	Instructional Aide	Fort Hancock High School
Aguilar, Jacob	Instructional Aide	Fort Hancock High School
Moseley, Gilda	Library Aide	Fort Hancock High School

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**Attendance**

Goal: **97%**

**Attendance**

	2013	2014	2015	2016
*All Students*	96.40	97.00	96.70	95.70
Economically Disadvantaged	96.30	96.90	96.70	95.80
English Language Learners	95.30	96.50	96.00	95.50
Hispanic	96.40	96.90	96.70	95.60
Special Education	0.00	96.40	0.00	0.00

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**Dropouts**

Goal: **0%**

**Dropouts**

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

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**STAAR**

Grade: **9th-12th**

**All Subjects**

100%

	2013	2014	2015	2016	2017	2018	2019	2020
*All Students*	76.00	83.00	76.00	68.00	71.00	80.67	90.33	100.00
Economically Disadvantaged	74.00	81.00	74.00	67.00	70.00	80.00	90.00	100.00
English Language Learners	37.00	58.00	58.00	47.00	45.00	63.33	81.67	100.00
Hispanic	76.00	82.00	75.00	68.00	70.00	80.00	90.00	100.00
Special Education	0.00	0.00	0.00	0.00	67.00	78.00	89.00	100.00

Grade: **9th-12th**

**STAAR Mathematics**

100%

	2013	2014	2015	2016	2017	2018	2019	2020
*All Students*	88.00	77.00	80.00	71.00	75.00	83.33	91.67	100.00
Economically Disadvantaged	87.00	77.00	83.00	70.00	74.00	82.67	91.33	100.00
English Language Learners	63.00	0.00	69.00	69.00	56.00	70.67	85.33	100.00
Hispanic	0.00	77.00	79.00	71.00	75.00	83.33	91.67	100.00

Grade: **9th-12th**

**STAAR Reading**

100%

	2013	2014	2015	2016	2017	2018	2019	2020
*All Students*	75.00	75.00	58.00	55.00	54.00	69.33	84.67	100.00
Economically Disadvantaged	73.00	73.00	57.00	54.00	52.00	68.00	84.00	100.00
English Language Learners	33.00	48.00	30.00	26.00	26.00	50.67	75.33	100.00
Hispanic	0.00	74.00	58.00	55.00	54.00	69.33	84.67	100.00

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**STAAR**

Grade: **9th-12th**

**STAAR Science**

100%

	2013	2014	2015	2016	2017	2018	2019	2020
*All Students*	80.00	95.00	98.00	86.00	87.00	91.33	95.67	100.00
Economically Disadvantaged	78.00	95.00	97.00	85.00	89.00	92.67	96.33	100.00
English Language Learners	35.00	88.00	93.00	77.00	76.00	84.00	92.00	100.00
Hispanic	0.00	95.00	98.00	86.00	87.00	91.33	95.67	100.00

Grade: **9th-12th**

**STAAR Social Studies**

100%

	2013	2014	2015	2016	2017	2018	2019	2020
*All Students*	78.00	96.00	89.00	93.00	97.00	98.00	99.00	100.00
Economically Disadvantaged	76.00	95.00	86.00	93.00	97.00	98.00	99.00	100.00
English Language Learners	0.00	0.00	0.00	0.00	83.00	88.67	94.33	100.00
Hispanic	0.00	96.00	88.00	93.00	97.00	98.00	99.00	100.00



## **About Fort Hancock High School**

**Mission Statement:**

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

**Vision:**

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

**Grade Span:**

9 – 12

**Enrollment:**

120

**Accountability Ratings:**

2017 State Accountability:

Met Standard

## Comprehensive Needs Assessment (CNA)

### Comprehensive Needs Assessment Process

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

#### Areas of Concern:

##### 1. Demographics:

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

##### a. Data Sources Reviewed:

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

##### b. Summary of Strengths:

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

##### c. Summary of Needs:

- \* Improve low student reading levels
- \* Improve student writing skills
- \* Improve SAT, ACT, and TSI scores
- \* Tracking mobility from out of state schools

##### d. Priorities:

- \* Increase reading levels
- \* Improve writing skills
- \* Incorporate writing into all courses
- \* Target instruction for newcomers and struggling students

##### e. Actions:

- \* Initiate additional period to work on Reading programs
- \* Incorporate Writing into all subject areas
- \* Increase communication and ensure that all stakeholders are receiving needed information
- \* Additional courses and tutorials for struggling students

2. Parent and Community Involvement:

People responsible: Campus Administrator, Counselor, and Parent Liaison

Data reviewed monthly.

a. Data Sources Reviewed:

- \* Parental involvement – Open House
- \* Involvement of parents and community in school decisions
- \* Health services (SHAC)
- \* Monthly parent meeting
- \* Parent involvement in Extracurricular activities and other campus activities

b. Summary of Strengths:

- \* Monthly Parent Roundup Meetings
- \* SHAC Meetings
- \* Extracurricular activities
- \* Districtwide Health Fair
- \* Districtwide call out system
- \* FAFSA Nights

c. Summary of Needs:

- \* Lack of parental involvement at all grade levels
- \* Lack of parent volunteers

d. Priorities:

- \* Increase parental involvement at all grade levels

e. Actions:

- \* Improve communication
- \* Organize more activities to attract parents

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

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

Data reviewed quarterly.

a. Data Sources Reviewed:

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

b. Summary of Strengths:

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- \* Alignment of curriculum (Kilgo) with state standards
- \* Implementation of ELPS
- \* Implementation of T-TESS

c. Summary of Needs:

- \* Utilization of Kilgo components with fidelity
- \* Utilization of available resources such as Renaissance Learning, STEMscopes, USA Test Prep, Lexia, and other online resources with fidelity

d. Priorities:

- \* Implementation of Fundamental 5 with fidelity
- \* Implementation and reflection of Kilgo with fidelity

e. Actions:

- \* Monitoring with fidelity
- \* Align available resources to Kilgo scope and sequence
- \* Instructional coaches continue to support and train teachers on research-based instructional practices

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

Person responsible – Campus Administrator

Data reviewed bi-annually.

a. Data Sources Reviewed:

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

b. Summary of Strengths:

- \* Department common planning time
- \* Districtwide collaboration in all subject areas
- \* Staff development opportunities

c. Summary of Needs:

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

d. Priorities:

- \* Reading and writing professional development
- \* Writing across the curriculum
- \* Incorporating differentiated instruction

e. Actions:

- \* Districtwide training in Reading, Writing, and differentiated instruction

5. Technology:

People responsible – Campus Administrator and Technology Director

Date reviewed bi-annually.

a. Data Sources Reviewed:

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

b. Summary of Strengths:

- \* Low per pupil technology ratio
- \* Knowledgeable technicians
- \* Incorporation of technology by teachers
- \* Use of promethean boards and technology
- \* Use of distance learning

c. Summary of Needs:

- \* Training of technology application and programs available
- \* Use of technology with fidelity

d. Priorities:

- \* Professional development

e. Actions:

- \* Districtwide training on available programs and resources

6. School Culture and Climate:

People Responsible – Campus Administrator and Site-Based Committee

Data reviewed bi-annually.

a. Data Sources Reviewed:

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

b. Summary of Strengths:

- \* Good attendance rate

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- \* Low teacher to student ratio
- \* Low discipline referrals

c. Summary of Needs:

- \* Lack of parental involvement
- \* Lack of school pride

d. Priorities:

- \* Increase positive community involvement
- \* Improve school climate

e. Actions:

- \* Promote a positive school climate with help of student organizations
- \* Include parents in more activities

## Demographics

### 2016 - 2017 Enrollment:

31 – Ninth Grade  
31 – Tenth Grade  
37 – Eleventh Grade  
28 – Twelfth Grade

### 2016 - 2017 Ethnic Distribution:

0 (0.0%) – African American  
124 (97.6%) – Hispanic  
3 (2.4%) – White  
0 (0.0%) – American Indian  
0 (0.0%) – Asian  
0 (0.0%) – Pacific Islander  
0 (0.0%) – Two or More Races

### 2016 - 2017 Student Groups:

120 (94.5%) – Economically Disadvantaged  
35 (27.6%) – English Language Learners (ELL)  
0 (0.0%) – Students with Disciplinary Placements  
59 (46.5%) – Students Meeting "At-Risk" Criteria

### 2016 - 2017 Students per Teacher:

13.9 – English Language Arts  
14.5 – Foreign Languages  
12.0 – Mathematics  
12.0 – Science  
10.0 – Social Studies

### 2016 - 2017 Student Enrollment by Program:

34 (26.8%) - Bilingual/ESL Education  
66(52.0%) – Career and Technical Education  
11 (8.7%) – Gifted and Talented Education  
3 (2.4%) – Special Education

## Facilities Review

Year facility opened: 2003

Level of occupancy: 100%

Facilities include:

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



### Federal Requirements - Schoolwide Program

The 10 Schoolwide Components under NCLB have been removed.

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

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

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

### Federal Requirements - Schoolwide Program Components

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

1. Conduct a Schoolwide Comprehensive Needs Assessment (SCNA).
  - Goal #2: Campus Performance Objectives Strategy
2. Prepare a comprehensive Schoolwide Plan and Activities (SPA).
  - Goal #1: Parent and Community Involvement Strategy
  - Goal #2: Foundation Program Strategy
  - Goal #2: Accelerated Instruction Strategy
  - Goal #3: Dropout Prevention Strategy
  - Goal #4: Career Guidance and Counseling Strategy
  - Goal #5: Professional Development Program Strategy
  - Goal #5: Recruitment and Retention Initiatives Strategy
  - Goal #6: Technology Integrated Curriculum Strategy
  - Goal #7: Safe Schools Initiatives Strategy
  - Goal #7: Counseling Responsive Services Strategy
3. Annually conduct a Schoolwide Plan Evaluation (SPE).
  - Goal #1: Site-Based Decision-Making Committee Strategy
  - Goal #1: Evaluation of the Parent Involvement Program Strategy
  - Goal #2: Campus Performance Objectives Strategy
  - Goal #2: Accelerated Instruction Strategy
  - Goal #5: Evaluation of Professional Development Program Strategy
4. Coordinate and integrate with other Federal State and local services - (SCI) Schoolwide Coordination and Integration.
  - Goal #2: Accelerated Instruction Strategy
  - Goal #5: Professional Development Program Strategy
  - Goal #7: Coordinated School Health Program Strategy

## Needs Assessment Summary

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

Fort Hancock High School received Distinction Designation for the Top 25 Percent Closing Performance Gaps and Postsecondary Readiness.

### Student Strengths and Needs:

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

Reading: 54% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 54% for Hispanic students to 26% for English Language Learners.

Math: 75% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 75% for Hispanic students to 56% for English Language Learners.

Science: 87% of All Students met the passing standard in Science. Passing rates for other subgroups ranged from 89% for Economically Disadvantaged students to 76% for English Language Learners.

Social Studies: 97% of All Students met the passing standard in Social Studies. Passing rates for other subgroups ranged from 97% for Hispanic and Economically Disadvantaged students to 83% for English Language Learners.

### Interventions:

Fort Hancock High School has several programs in place to address the identified needs of its students. Students who are having difficulty in core subject areas are provided with several types of supplemental interventions such as Saturday School, STAAR Acceleration classes, Summer School, Individualized Instruction, Reading Literacy support, and Credit Recovery support.

### Faculty and Staff:

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

### Attendance:

The attendance rate slightly decreased from 96.7% in 2014-2015 to 95.7% in 2015-2016. The campus has several activities in place that are designed to encourage attendance such as attendance incentives and opportunities to make up attendance deficits.

### Dropout Rate:

The dropout rate decreased from 0.7% in 2014-2015 to 0% in 2015-2016. The campus has several activities in place to maintain the low dropout rate.

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<b>Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock High School students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]</b>						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Parent and Community Involvement (TI, A SW SPA) - The Site-Based Decision Making Committee (SBDMC) will meet periodically to discuss parental involvement issues, programs, strategies and activities.</p> <p>Fort Hancock High School stakeholders (staff, students, parents, community members and business representatives) will be notified of reports, upcoming conferences, campus-level events, meetings and programs impacting our campus. Stakeholders are notified through the Fort Hancock ISD website, marquee postings, and folders/letters from the district and campus in English and Spanish.</p> <p>Information will also be provided through Blackboard Connect, which is a community message system. This technology ensures that parents and students are notified of activities in a timely manner.</p>	8/2017 - 6/2018	Principal - Lorena Molinar	Local Funds - Time Contributions of Staff and Parents	Documents :Parent Involvement Records - Monthly: Parent involvement records document that an increase in parents attending Fort Hancock High School activities as communication increases between teachers and parents.	Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - 05/18: Parent Involvement records document that 76% of the parents will have attended Fort Hancock High School Parental Involvement activities, including parent/teacher conferences.

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock High School students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]</b>						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Parent Compact - In accordance with Title I regulations (SEC 1118 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will outline how parents, the school staff and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child(ren).</p>	June 2017	Principal - Lorena Molinar	Local Funds - Time Contributions of Staff and Parents		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - - 06/17: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

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Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Parent and Community Activities - Fort Hancock High School has various activities and programs available to help parents become involved with their children's education.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>* Open House</li> <li>* Conferences</li> <li>* Student Orientations</li> <li>* SHAC Meetings</li> <li>* Monthly Parent Meetings</li> <li>* Volunteer Opportunities to include assisting teacher in classrooms and Red Ribbon Week activities; and participating in after school activities such as Science Night and extracurricular activities.</li> </ul> <p>Parent:Teacher conferences are scheduled at least once a semester. Progress reports will be provided to parents every three weeks within the six week grading period. Parents are invited to visit the campus and a parent may request a conference at any time.</p> <p>Phone calls are used daily for quick and efficient communication regarding tardiness, absenteeism, student academic needs, and other pertinent issues.</p> <p>Home visits are made to communicate with hard-to-reach parents.</p> <p>The campus will support the annual district health fair and encourage parents to attend.</p>	8/2017 - 6/2018	Principal - Lorena Molinar	<p>Federal - Title I, Part A - Time Contributions of Parent Liaison FTE: 0.25</p> <p style="text-align: right;"><b>\$4,965.66</b></p> <p>Local Funds - Parent Involvement Resources</p> <p style="text-align: right;"><b>\$300.00</b></p> <p>Local Funds - Contracted Services</p> <p style="text-align: right;"><b>\$4,280.00</b></p> <p>Local Funds - Parent Involvement Travel and Miscellaneous Expenses</p> <p style="text-align: right;"><b>\$400.00</b></p>		Increased student achievement with the support of Fort Hancock High School parents.	Documents :Parent Involvement Records - - 05/18: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

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Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Parent Notifications - In compliance with Federal Title I, Part A Improving Basic Programs and Title III, Part A Language Instruction for Limited English Proficient and Immigrant Students regulation, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> <li>* Qualifications of staff,</li> <li>* Parental rights to request information,</li> <li>* Title I, Part A Parent Involvement Policy,</li> <li>* Parental Information Resource Centers,</li> <li>* Student Progress Reports,</li> <li>* ESSA School Report Cards,</li> <li>* Application of technology,</li> <li>* Safe and Drug-Free Schools and Communities Programs,</li> <li>* School Choice Options.</li> </ul> <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	8/2017 - 6/2018	Principal - Lorena Molinar	Local Funds - Parent Notification Resources	Documents :Parent Contact Agendas and Logs - - 12/17: 98% of all applicable parents were contacted in a timely manner. Parent feedback was documented with each contact.	Increased student achievement with the support of Fort Hancock High School parents.	Documents :Parent Contact Agendas and Logs - - 05/18: 98% of all applicable parents were contacted in a timely manner. Parent feedback was documented with each contact.

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Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Site Based Decision Making Committee (SBDMC) (TI, A SW SPE) - As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>The SBDMC will play an integral role in the planning, development and evaluation of the educational system of Fort Hancock High School. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Fort Hancock High School.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2017 - 6/2018	Principal - Lorena Molinar	Local Funds - Time Contribution of Committee Members		Increased student achievement with the support of Fort Hancock High School parents.	Documents :Agenda, Meeting Minutes - 05/18: SBDMC minutes will reflect that staff, parents and community members have been involved in the High School educational system.



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<b>Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock High School students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]</b>						
Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the DPDMC, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMCs are cognizant of the regulations governing Schoolwide programs, understand the components of a Title I Schoolwide Program and include these components in the Fort Hancock High School CIP.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A; Title III, Part A; and Title IV, Part A programs and other federal, state, and local programs. Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant; campus allocations; and compliance and accountability.</p>	8/2017 - 6/2018	Principal - Lorena Molinar	<p>Federal - Title I, Part A - SECCA, Inc. Consulting Services <b>\$5,027.00</b></p> <p>Federal - Title II, Part A TPTR - SECCA, Inc. Consulting Services <b>\$600.00</b></p> <p>Federal - Title III, Part A - LEP - SECCA, Inc. Consulting Services <b>\$396.00</b></p> <p>Federal - Title IV - SSAEP - SECCA, Inc. Consulting Services <b>\$200.00</b></p> <p>State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services <b>\$11,950.00</b></p>	Documents :Agenda, Meeting Minutes - - 12/17: Fort Hancock High School SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Fort Hancock High School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.	Documents :School Records - - 05/18: Fort Hancock High School will receive the State Accountability Rating of Met Standard.

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

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Campus Performance Objectives (TI, A SW SCNA, SPE) - The Superintendent and Chair of the DPDMC will assist the Fort Hancock High School campus SBDMC with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process.</p> <p>The SBDMC meets quarterly to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness; reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program; and reviewing the professional and paraprofessional staff available.</p> <p>Fort Hancock High School will adopt performance objectives reflective of their students' unique needs.</p>	8/2017 - 6/2018	Principal - Lorena Molinar	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments - 12/17: 70% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - 05/18: 73% of students will pass all appropriate subject-area STAAR EOC exams.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Federal and State Mandated Testing Program - Fort Hancock High School participates in the State-Developed Testing Program that is consistent with the regulations of ESSA.  The State of Texas Assessments of Academic Readiness STAAR End of Course Exams will be administered to students in grades 9 – 12 in Algebra I, English I, English II, Biology, and U. S. History.  The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.	1/2018 - 6/2018	Principal - Lorena Molinar	Local Funds - Assessment instruments and testing materials	Informal Assessment :Classroom Assessments - 12/17: 70% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - 05/18: 76% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.  58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams.  88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.  98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.
Strategy: Foundation Program (TI, A SW SPA) -Teachers and staff implement scientifically research-based instructional strategies, activities and initiatives to increase the amount and quality of learning time, promote accelerated instruction and provide educational enrichment to all students. The educational system is grounded in the state's TEKS that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.	8/2017 - 6/2018	Principal - Lorena Molinar	Local Funds - Time Contributions of Foundation Staff <span style="float: right;"><b>\$528,725.00</b></span>  Local Funds - Contracted Services <span style="float: right;"><b>\$4,280.00</b></span>	Informal Assessment :Classroom Assessments - 12/17: 70% of students achieving passing scores on classroom assignments, unit and six weeks tests, and TEKS-based tests.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - 05/18: 76% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.  58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams.  88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.  98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  Assessment Program - Students in grades 9 – 12 are given assessments at the beginning of the year to determine their performance level. These assessments include EOY Benchmarks for grades 9 – 11, STAR Math for grade 9, and STAR Reading for grades 9 and 10.  Throughout the year, Benchmark assessments and STAR Reading and Math are administered in January and the Science Comprehensive is administered to students in grade 9 in November and March to measure student progress.	8/2017 - 6/2018	Principal - Lorena Molinar Counselor - Adan Lopez	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/17: 70% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/18: 73% of students will pass all appropriate subject-area STAAR EOC exams.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity:  Core Subject Action Steps - Unit assessments are administered to identify student weaknesses and target instruction through data collection and review in the content area. Based on assessment results, researched-based strategies and "Best Practices" will be implemented to increase students' abilities to read and write with greater depth in all content areas.  Writing across the curriculum will be implemented through techniques such as Interactive Notebooks and Journaling. Teachers will post daily content and language objectives so that students are aware of the learning expectations during each lesson.  Content area instruction, assessment, and resources are aligned using the KILGO System. Instructional coaches will assist the campus faculty with modeling sessions, walkthroughs, and professional learning teams. Eduphoria Aware will continue be used to analyze student progress and improve classroom assessments.	8/2017 - 6/2018	Principal - Lorena Molinar	Local Funds - Instructional Resources <p style="text-align: right;"><b>\$10,620.00</b></p> Local Funds - Travel, Dues and Fees <p style="text-align: right;"><b>\$8,400.00</b></p>	Informal Assessment :Classroom Assessments - - 12/17: 70% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/18: 73% of students will pass all appropriate subject-area STAAR EOC exams.
Strategy:  Accelerated Instruction (TI, A SW SPA, SPE, SCI) - Fort Hancock High School uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.	8/2017 - 6/2018	Principal - Lorena Molinar Counselor - Adan Lopez	Federal - Title I, Part A - Supplemental Resources <p style="text-align: right;"><b>\$3,500.00</b></p> State - State Compensatory Education (SCE) - Supplemental Resources <p style="text-align: right;"><b>\$3,000.00</b></p>		Increased student achievement.	Documents :School Records - 05/18: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Assessment "Students at Risk of Dropping out of School" - Fort Hancock ISD follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013]  For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:  (1) was not advanced from one grade level to the next for one or more school years;  (2) if the student is in grade 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;  (3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;  (4) NA;  (5) is pregnant or is a parent;  (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;	8/2017 - 6/2018	Counselor - Adan Lopez	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - - 12/17: State-adopted "at-risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.	Increased student achievement.	Documents :School Records - - 05/18: 100% of at-risk students are identified in a timely manner and appropriate programs and interventions implemented.

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



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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: STAAR Acceleration - STAAR Acceleration classes in Math, Science, Social Studies, and English are available to students in grades 9 through 11 who are experiencing difficulty in core subject area classes or on the STAAR tests. These pullout classes are offered on a daily basis for 55 minutes or on an as needed basis.	8/2017 - 6/2018	Principal - Lorena Molinar	State - State Compensatory Education (SCE) - Time Contributions of Core Subject Area Teachers FTE:        0.51  <p style="text-align: right;"><b>\$29,784.51</b></p>	Informal Assessment :Classroom Assessments - - 12/17: 70% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/18: 76% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.  58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams.  88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.  98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.
Activity: Creative Writing - There will be an emphasis on integrating writing throughout the curriculum. These activities will include implementing word walls across the curriculum, posting daily content and language objectives so that students are aware of learning expectations, implementing strategies to develop student vocabulary, using interactive notebooks in Social Studies, Science and Math to make content connections, developing strategies that will increase the student's ability to spell and write with depth in all content areas.  Students in grades 9 - 11 who are struggling with writing will receive additional assistance through a creative writing class.	8/2017 - 6/2018	Principal - Lorena Molinar ELAR Teacher - Melissa Madrid	State - State Compensatory Education (SCE) - Time Contributions of Creative Writing Teacher FTE:        0.17  <p style="text-align: right;"><b>\$10,067.43</b></p>	Informal Assessment :Classroom Assessments - - 12/17: 70% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/18: 62% of students will pass the STAAR EOC English I exam and 56% will pass the STAAR EOC English II exam.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Reading Literacy Program - A Reading specialist will provide a supplemental reading program for students who are at risk of dropping out of school. Assessment instruments are administered prior to placement to determine skill level and learning modalities.  AR and Star Literacy will be implemented as supplemental strategies to strengthen students' skill sets and vocabulary.  STAAR concepts are integrated into the lessons and the course is TEKS based. Emphasis is placed on acquiring the proficiency needed to understand and utilize written material in a meaningful context. Instruction will emphasize integrating decoding and comprehension skills in order that students acquire the skills needed to understand written materials in a meaningful context. Students are given opportunities to apply reading strategies to a variety of practical situations that will enable them to use and practice reading and study skills daily.	8/2017 - 6/2018	Reading Specialist - Christine Robledo	State - State Compensatory Education (SCE) - Time Contributions of Reading Specialist FTE:        1.00  <span style="text-align: right;"><b>\$64,852.20</b></span>  Federal - Title I, Part A - Time Contributions of Library Aide FTE:        0.51  <span style="text-align: right;"><b>\$14,997.22</b></span>  State - State Compensatory Education (SCE) - Reading Materials  <span style="text-align: right;"><b>\$2,919.00</b></span>	Informal Assessment :Classroom Assessments - - 12/17: 70% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/18: 62% of students will pass the STAAR EOC English I exam and 56% will pass the STAAR EOC English II exam.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Saturday School Program - A Saturday School Program is available to students in grades 9 – 12 for assistance in Math, Science, Social Studies, and English who have met the at risk criteria. These sessions will meet for five Saturdays during the school year.	8/2017 - 6/2018	Principal - Lorena Molinar	State - State Compensatory Education (SCE) - Extra Duty Pay for Saturday School <p style="text-align: right;"><b>\$4,096.00</b></p>	Informal Assessment :Classroom Assessments - - 12/17: 70% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/18: 76% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.  58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams.  88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.  98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.
Activity: Individualized Instruction - The individualized instruction aide will provide small group and individualized assistance while working under the direct supervision of the certified regular education teachers assigned. The aide will assist students with subject mastery in Reading, Math, Science, and/or Social Studies.	8/2017 - 6/2018	Principal - Lorena Molinar	Federal - Title I, Part A - Time Contributions of Aide FTE:        0.17 <p style="text-align: right;"><b>\$3,361.35</b></p> Federal - Title IV - SSAEP - Time Contributions of Aide FTE:        0.13 <p style="text-align: right;"><b>\$2,670.95</b></p>	Informal Assessment :Classroom Assessments - - 12/17: 70% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/18: 62% of students will pass the STAAR EOC English I exam and 56% will pass the STAAR EOC English II exam.
Activity: Summer School - Students in grades 9 - 12 who have either failed a course or did not meet the standard on a STAAR EOC exam will be provided instruction in English, Math, Science, and Social Studies by certified teachers and aides during a summer session. Summer school duration is four weeks.	June 2018	Principal - Lorena Molinar	Federal - Title I, Part A - Time Contributions of Summer School Staff <p style="text-align: right;"><b>\$13,135.92</b></p> Federal - Title I, Part A - Time Contributions of Summer Reading Aide <p style="text-align: right;"><b>\$1,452.10</b></p>		Increased student achievement.	Informal Assessment :Classroom Assessments - - 06/18: Students will receive on-time credit accrual and promotion to the next grade.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2017 - 6/2018	Principal - Lorena Molinar Special Education Director - Alicia Nunez-Williams	State - State Special Education Block Grant - Time Contributions of Staff <p style="text-align: right;"><b>\$27,991.00</b></p>	Informal Assessment :Classroom Assessments - 12/17: 95% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - 05/18: 95% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

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<p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2017 - 6/2018	Counselor - Adan Lopez	State - State and Local Funds - Contracted Diagnostic Services  <b>\$5,000.00</b>		Students' needs are accurately diagnosed, and special programs and modification are reflective of the needs of individual students as described in the students' IEPs.	Documents :Student Records - - 05/18: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Special Education Modifications - Fort Hancock ISD provides a range of educational programs and different instructional arrangements for students with disabilities. Both inclusion classes and daily pullout classes are available. The appropriate instructional setting will be determined for each student by ARD committees.</p> <p>Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration.</p> <p>Students receiving Special Education services in grades 9 through 12 will participate in the Texas Assessment program. The individual student's ARD committee will determine which assessments will be appropriate.</p> <p>a) STAAR (with approved or allowable accommodations)</p> <p>b) STAAR Alternate 2 – will assess students who have significant cognitive disabilities and are receiving special education services.</p>	8/2017 - 6/2018	Special Education Director - Alicia Nunez-Williams Special Education Teacher - Manuela Rios	State - State Special Education Block Grant - Instructional Resources <p style="text-align: right;"><b>\$5,000.00</b></p> State - State Special Education Block Grant - Student Travel <p style="text-align: right;"><b>\$500.00</b></p>	Informal Assessment :Classroom Assessments - - 12/17: 95% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments - - 05/18: 95% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

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Activity:  Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student.  Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Speech Therapy and Occupational Therapy.	8/2017 - 6/2018	Special Education Director - Alicia Nunez-Williams	Federal - IDEA-B Formula - Contracted Speech Therapy <span style="float: right;"><b>\$15,000.00</b></span>  Federal - IDEA-B Formula - Contracted Occupational Services <span style="float: right;"><b>\$5,000.00</b></span>		Students will receive the services dictated by the IEPs and will have the opportunity to meet the same performance standards that all children are expected to meet.	Documents :Student Records - - 05/18: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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Activity: Transition Services - Fort Hancock High School provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111 and TAC §89.1055.  Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).  Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.  When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.	8/2017 - 6/2018	Special Education Director - Alicia Nunez-Williams	Local Funds - Time Contributions of Faculty and Staff		Students receive the transition services necessary to be successful in high school.	Documents :Student Records - - 05/18: Transition activities are 100% in line with students' IEPs.



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Strategy: Bilingual Program - Fort Hancock ISD offers a Bilingual program whose goal is to enable English Language Learners (ELLs) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The Bilingual program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable ELLs to participate equitably in school.	8/2017 - 6/2018	Principal - Lorena Molinar Bilingual Director - Yvonne Samaniego	State - State Bilingual Supplement Block Grant - Bilingual Coordinator Stipend <span style="float: right;"><b>\$1,040.00</b></span>	See Activities Below	Students exiting ELL designation by LPAC.	See Activities Below

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Activity: ELL Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder.  Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of ELLs.  The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to ELLs in grades 9 - 12. In grades 9 - 12, this includes multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.  The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an ELL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2017 - 6/2018	Counselor - Adan Lopez	Local Funds - Assessment instruments and testing materials	Informal Assessment :Classroom Assessments - - 12/17: Increase in the number of students passing formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/18: 73% of ELL students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.  28% of ELL students in grades 9 – 12 will pass the STAAR EOC English I and English II exams.  79% of ELL students in grades 9 – 12 will pass the STAAR EOC Biology exam.  95% of ELL students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

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Activity:  Bilingual Instruction - In compliance with State mandates, Fort Hancock High School conducts Sheltered English Instruction and utilizes ELPS strategies, which integrates language and content instruction. The goal is to provide access to mainstream, grade-level content and to promote the development of English language proficiency.  A bilingual remediation period will be provided for students who need additional assistance.  The LPAC prescribes the instructional length of time based on students' linguistic levels. Monthly LPAC meetings are scheduled for initial placement and monthly monitoring.  The LPAC prescribes the academic achievement test that will be administered to each ELL: * STAAR * STAAR Spanish * STAAR Alternate 2.	8/2017 - 6/2018	Bilingual Director - Yvonne Samaniego Campus Bilingual Coordinator - Adan Lopez ELAR Teacher - Melissa Madrid	Federal - Title III, Part A - LEP - Time Contributions of Bilingual Teacher FTE: 0.28 <p style="text-align: right;"><b>\$18,244.99</b></p> Federal - State Bilingual Supplement Block Grant - Time Contributions of Bilingual Staff <p style="text-align: right;"><b>\$28,082.00</b></p> Federal - State Bilingual Supplement Block Grant - Instructional Resources <p style="text-align: right;"><b>\$500.00</b></p> Federal - State Bilingual Supplement Block Grant - Student Travel <p style="text-align: right;"><b>\$500.00</b></p>	Informal Assessment :Classroom Assessments - - 12/17: 70% of students passing formal and informal assessment instruments	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/18: 73% of ELL students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.  28% of ELL students in grades 9 – 12 will pass the STAAR EOC English I and English II exams.  79% of ELL students in grades 9 – 12 will pass the STAAR EOC Biology exam.  95% of ELL students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

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<p>Activity:</p> <p>Program Exit Criteria - Exit criteria are applicable to students in grades 9 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from a bilingual program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> <li>* the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and</li> <li>* the student has passing grades in all core academic subjects and courses taken.</li> </ul> <p>The LPAC will monitor students who exit the Bilingual program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used.</p>	8/2017 - 6/2018	Bilingual Director - Yvonne Samaniego	Local Funds - Time Contributions of Bilingual Staff and LPAC	Informal Assessment :Classroom Assessments - - 12/17: 70% of students served in the program have met LPAC expectations based on results of an oral language proficiency test.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/18: 62% of students will pass the STAAR EOC English I exam in English and/or Spanish.  56% of students will pass the STAAR EOC English II exam in English and/or Spanish.

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<p>Strategy:</p> <p>Migrant Program - Fort Hancock ISD provides information and services to students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.</p> <p>Fort Hancock High School will offer informational meetings to Migrant Education Program (MEP) Parents, and opportunities on how to access resources to better communicate between school and home in ensuring student academic success.</p> <p>Fort Hancock ISD will provide services for migrant students and their families through a Shared Service Arrangement (SSA) with Region XIX Educational Service Center (ESC).</p>	8/2017 - 6/2018	Principal - Lorena Molinar Migrant Director - Yvonne Samaniego	Federal - Title I, Part C (Migrant) - Region XIX ESC SSA  <p style="text-align: right;"><b>\$53,397.00</b></p>	Informal Assessment :Classroom Assessments - 12/17: 70% of Migrant students passing formal and informal assessment instruments.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - 05/18: 76% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.  58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams.  88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.  98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

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Activity: Priority For Services (PFS) Action Plan - The PFS Action plan goal is to provide Priority Services to Migrant students in grades 9 through 12 who failed one or more sections of the State Assessment, ARD Exempt, absent or were not enrolled in a Texas school during the assessment period of their grade level and have their school interrupted during the previous or current regular school year.  PFS services are provided to students in grades 9 through 12 who are designated LEP in the NGS system, or have been retained, or are overage for their current grade level and have their school interrupted during the previous or current regular school year.  Title I, Part C can be utilized only after all other funding sources have been considered and additional services are still needed.  All PFS migrant students are provided instructional services as needed to assist them in mastering the state content standards, passing state assessments and accruing credits for on-time graduation.  Migrant students will be served who are at risk of failing due to the following: * Educational continuity * Mobility * Language barriers * Cultural differences * Attendance * Socio-economic issues * Over-age status * Failing grades * Failing state assessments * Partial credits	8/2017 - 6/2018	Principal - Lorena Molinar Migrant Director - Yvonne Samaniego	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/17: 70% of Migrant students passing formal and informal assessment instruments.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/18: 73% of Migrant students pass the appropriate subject-area STAAR EOC exams.

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Activity: Migrant Services - Instructional arrangements provided to Migrant students will include an after school 30-minute tutorial session 3 times a week, or as needed, and a weekly Migrant summer session for students in grades 9 – 12.  Support services are also available for Migrant families. These will include * School supplies * Parent involvement support to include transportation to/from meetings, light snacks at meetings, and conference registration.	8/2017 - 6/2018	Migrant Director - Yvonne Samaniego	Federal - Title I, Part C (Migrant) - Time Contributions of Migant Staff	Informal Assessment :Classroom Assessments - - 12/17: 70% of Migrant students passing formal and informal assessment instruments.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/18: 73% of all Migrant students in will pass all appropriate subject-area STAAR EOC exams.  Informal Assessment :Classroom Assessments - - 06/18: 100% of students in Summer School will be promoted to the next grade.
Strategy: Dyslexia Program - Fort Hancock ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.  (1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.  (2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.	8/2017 - 6/2018	Principal - Lorena Molinar	Local Funds - Dyslexia Stipend  <b>\$500.00</b>	See Activities Below	Increase student achievement.	See Activities Below

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Activity: Dyslexia Assessment - The district Dyslexia Coordinator coordinates the identification of dyslexia among students with the individual campuses. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.  The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include and modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend.	8/2017 - 6/2018	Counselor - Adan Lopez Reading Specialist - Christine Robledo	Local Funds - Testing Materials	Informal Assessment :Classroom Assessments - - 12/17: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.	Increased student achievement.	Documents :Counselor Records - - 05/18: 100% of the students identified as having dyslexia have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.
Activity: Modification for Dyslexia - At Fort Hancock High School, students who are identified as having dyslexia are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Students will be served through pullout classes and inclusion classes on an as-needed basis.  Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed.	8/2017 - 6/2018	Reading Specialist - Christine Robledo	Local Funds - Dyslexia Program	Informal Assessment :Classroom Assessments - - 12/17: 70% of students will demonstrate improved reading and comprehension skills.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - - 05/18: 76% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.  58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams.  88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.  98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.



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<p>Strategy:</p> <p>504 Program - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working, and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, use of a calculator, or overlays.</p> <p>Environmental accommodations may also be made for students. These will include early release from class and altering supplies for easier access.</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.</p>	8/2017 - 6/2018	Principal - Lorena Molinar Counselor - Adan Lopez	Local Funds - Time Contributions of Staff		Increased student achievement.	Documents :Counselor Records - 05/18: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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Strategy: Gifted and Talented Program - Fort Hancock ISD has adopted a process for identifying and serving gifted and talented (G/T) students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.	8/2017 - 6/2018	Principal - Lorena Molinar G/T Director - Christine Robledo	State - State Gifted and Talented Block Grant - Time Contributions of Staff  <b>\$560.00</b>	Documents :Counselor Records - 12/17: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per Counselor Records.	G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - 05/18: 95% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.
Activity: G/T Assessment - New students go through a nomination and assessment process for G/T identification in October and January that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. These criteria include teacher recommendations and parent nominations.  Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).  Director's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class or through a pullout program.	8/2017 - 6/2018	Counselor - Adan Lopez	Local Funds - Testing Materials		G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documents :School Records - - 05/18: 100% of students nominated for gifted and talented have been screened and if identified, receive services commensurate with their abilities.

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Activity: Modification for G/T Students - Multiple strategies are used for High School students who have met the district criteria for G/T. These include cooperative learning, team teaching, hands-on-activities, student presentations, and product-based learning.  Dual Credit classes are available for students in grades 11 and 12. These classes include English 1301 and 1302, Government, Economics, Education 1300, and History. These classes are offered through the El Paso Community College (EPCC).	8/2017 - 6/2018	Principal - Lorena Molinar G/T Director - Christine Robledo	State - State Gifted and Talented Block Grant - Instructional Resources <p style="text-align: right;"><b>\$2,000.00</b></p> State - State Gifted and Talented Block Grant - Travel, Fees and Dues <p style="text-align: right;"><b>\$2,860.00</b></p> State - High School Allotment - Time Contribution of Staff <p style="text-align: right;"><b>\$34,408.00</b></p> State - High School Allotment - Textbooks <p style="text-align: right;"><b>\$4,000.00</b></p> State - High School Allotment - Fees and Dues <p style="text-align: right;"><b>\$500.00</b></p>	Documents :Counselor Records - - 12/17: All students referred for consideration have completed the process in a timely manner and those identified as G/T are offered the opportunity to participate in the program, per Counselor Records.	G/T students identified on a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - - 05/18: 95% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.
Strategy: Ancillary Services - Fort Hancock ISD provides Ancillary Services or "related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2017 - 6/2018	Principal - Lorena Molinar	Local Funds - Time Contributions of Ancillary Staff	Documents :School Records - 12/17: 80% of students referred for Ancillary Services will have been served as indicated in campus records.	All students are provided an equitable education, with Ancillary Services available to "help level the playing field".	Criterion-Referenced Test :STAAR End of Course Exams - 05/18: 76% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.  58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams.  88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.  98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

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Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Counseling Services - The School Counselor provides the following services:</p> <ul style="list-style-type: none"> <li>* 1:1 and small group counseling sessions,</li> <li>* Focused informal groups- behavior, attendance,</li> <li>* Assistance with testing coordination,</li> <li>* STAAR presentations,</li> <li>* Parent Training, and</li> <li>* Individual student planning.</li> </ul>	8/2017 - 6/2018	Counselor - Adan Lopez	<p>State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE: 1.00</p> <p style="text-align: right;"><b>\$69,935.34</b></p>	<p>Documents :Counselor Records - - 12/17: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.</p>	<p>The Counseling and Guidance program will have a positive impact on students, resulting in increased student achievement and reduced drop-out rates.</p>	<p>Criterion-Referenced Test :STAAR End of Course Exams - - 05/18: 76% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.</p> <p>58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams.</p> <p>88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.</p> <p>98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.</p>
<p>Activity:</p> <p>Library and Media Services - A contracted, Certified Librarian conducts the Library-Media Services. Available resources include:</p> <ul style="list-style-type: none"> <li>* Full-scale Library facilities available to students;</li> <li>* Accelerated Reader Books and Tests;</li> <li>* Computers with internet access;</li> <li>* Electronic encyclopedias and references; and</li> <li>* Interactive Language Arts, Math, Science, and Social Studies Software.</li> </ul>	8/2017 - 6/2018	Principal - Lorena Molinar	<p>Federal - Title I, Part A - Supplemental Library Books <b>\$4,000.00</b></p> <p>Federal - Title I, Part A - AR Site License <b>\$3,100.00</b></p>	<p>Documents :School Records - - 12/17: All Fort Hancock High School students have access to the library on a regularly scheduled basis.</p> <p>Documents :School Records - - 12/17: Librarian and teacher records indicate that at least 90% of the students have participated in Library activities.</p>	<p>The Fort Hancock High School Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.</p>	<p>Documents :School Records - - 05/18: Librarian and teacher records indicate that 100% of the students have participated in Library activities.</p>

Campus Improvement Plan  
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<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]</b>						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings. Campus procedures to increase and encourage attendance will include phone calls to parents, conferences at school, and home visits, if needed.</p> <p>Grade level recognition for perfect attendance will be done every six weeks. Attendance incentives offered include certificates, award assemblies, and plaques. Student of the Month will be recognized at the Monthly Board Meeting.</p> <p>The Principal at Fort Hancock High School will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p> <p>Strategy:</p> <p>Dropout Prevention Program (TI, A SW SPA) - Dropout prevention and intervention efforts begin in Prekindergarten in Fort Hancock ISD. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Saturday School, Summer School, Credit Recovery, and Individualized Instruction to assist them in their academic success.</p>	8/2017 - 6/2018	Principal - Lorena Molinar Attendance Clerk - Jacob Aguilar Counselor - Adan Lopez	Local Funds - Time Contributions of Staff  Local Funds - Student Awards  <b>\$2,000.00</b>	Documents :Parent Contact Agendas and Logs - 08/17: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.	Fort Hancock High School will encourage increased student attendance.	Documents :Attendance Records - 05/18: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates.  Documents :Parent Contact Agendas and Logs - 05/18: Contact with 100% of parents/guardians of students who have excessive absences.
	8/2017 - 6/2018	Principal - Lorena Molinar	Local Funds - Time Contributions of Staff	Documents :Attendance Records - 12/17: Attendance Records reflect an attendance rate at 97% or above.	Maintain student dropout rate of 0%.	Documents :School Records - 05/18: 95% of students will be promoted to the next grade level or obtain a high school diploma.

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<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]</b>						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Credit Recovery Program - Fort Hancock High School provides a credit recovery program during the school day for 55 minutes a day for grades 9 - 12 using Odysseyware, a comprehensive, online courseware system that provides research-based, interactive curriculum while integrating assessments and student management.</p> <p>Credit Recovery allows students the opportunity to regain failed credits and serves as a tool to reduce dropout rates. Students who are having difficulty mastering the TEKS in core subject areas will be able to use this program to receive targeted interventions that extend and support the classroom lessons. This program will also accommodate students with different learning styles by providing multi-dimensional learning opportunities and allow students to work at their own pace outside of the foundation classroom.</p> <p>The Credit Recovery aide, after coordination with the foundation teachers, will facilitate intensive, the appropriate instruction in the core subject areas.</p>	8/2017 - 6/2018	Principal - Lorena Molinar	<p>State - State Compensatory Education (SCE) - Time Contributions of Credit Recovery Aide FTE: 50.00</p> <p style="text-align: right;"><b>\$14,367.86</b></p> <p>State - State Compensatory Education (SCE) - OdysseyWare Credit Recovery Site License</p> <p style="text-align: right;"><b>\$18,900.00</b></p>	<p>Informal Assessment :Classroom Assessments - - Six weeks – Six week grade reports show on-time credit accrual.</p>	Increased student achievement.	<p>Documents :School Records - - 05/18: 95% of students will attain the appropriate credits and graduate in four years.</p>

<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]</b>						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Pregnancy Related Services (PRS) - Pregnancy Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if:</p> <p>* the student is pregnant and attending classes on a district campus;</p> <p>* the pregnancy prenatal period prevents the student from attending classes on a district campus and</p> <p>* the pregnancy postpartum period prevents the student from attending classes on a district campus.</p> <p>The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities and coping skills.</p>	8/2017 - 6/2018	Principal - Lorena Molinar Counselor - Adan Lopez	Local Funds - Time Contributions of Staff	Documents :School Records - - 12/17: Campus Records indicate a reduction in absences and an increase in passing six weeks grades.	Students are able to remain in school and complete their education.	Documents :School Records - - 05/18: Campus Records indicate all students graduate from school.

<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Extracurricular Activities - Fort Hancock High School offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.  Student Activities include: * Student council * National Honor Society * Book Club * Spanish Club * One Act Play * UIL Academics * 4-H * Fellowship of Christian Athletes (FCA) * Border Patrol Explorers * Athletics	8/2017 - 6/2018	Principal - Lorena Molinar	Local Funds - Time Contributions of Extracurricular Staff		Students will become more diversified, goal-oriented and well-rounded individuals.	Documents :School Records - 05/18: Increase in the number of students participating in extracurricular activities as compared to the previous year.



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

Objective(s):

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

<b>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW SPA) [TEC §4.001 (b)(5)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Career Guidance and Counseling (TI, A SW SPA) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include:  * Education: Acquisition of study skills and choosing appropriate programs and services;  * Career: Need for positive work habits, career awareness and investigations of opportunities and  * Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.  The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents:  1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.);  2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56;  3) The need for students to make informed curriculum choices to be prepared for success beyond high school;  4) Source of information on higher education admissions and financial aid; and  5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits,	8/2017 - 6/2018	Counselor - Adan Lopez	State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE: 1.00	Documents :Lesson Plans - 12/17: Lesson plans will detail activities that will provide information about career opportunities.	Students will demonstrate positive attitudes and willingness to be accountable for present and future actions and accomplishments.	Documents :Student Records - 05/18: All students complete elementary with ideas of potential careers and goals to prepare themselves for further successful studies.

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

Objective(s):

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

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<b>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW SPA) [TEC §4.001 (b)(5)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Career and Technical Education (TI, A SW SPA) - Fort Hancock ISD offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.</p> <p>Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p> <p>Students in the program are able to obtain the Microsoft Office certification.</p> <p>CTE classes available for students include                      Business Education                      * Principles of Business, Marketing, and Finance                      * Business Information Management I and II                      * Business Management</p> <p>Technology Education                      * Principles of Information Technology                      * Digital and Interactive Media                      * Web Technologies</p> <p>Students may earn endorsements by completing the curriculum requirements for the endorsement, earning 4 credits in math and science, and earning 2 additional elective credits. Fort Hancock ISD offers endorsements in the following areas:</p>	8/2017 - 6/2018	Principal - Lorena Molinar CTE Teacher - Ysela Ortega	State - State Career and Technology Education Block Grant - Time Contributions of CTE Staff <p style="text-align: right;"><b>\$109,144.00</b></p> State - State Career and Technology Education Block Grant - Contracted Services <p style="text-align: right;"><b>\$2,700.00</b></p> State - State Career and Technology Education Block Grant - Instructional Resources <p style="text-align: right;"><b>\$4,500.00</b></p> Federal - Carl D. Perkins Vocational & Applied Technology - Instructional Resources <p style="text-align: right;"><b>\$4,144.00</b></p> Federal - Carl D. Perkins Vocational & Applied Technology - Professional Development Travel and Registration <p style="text-align: right;"><b>\$1,828.00</b></p>	Informal Assessment :Classroom Assessments - 12/17: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.	Students will be exposed to the career opportunities available so that they may make informed decisions regarding their course of study.	Documents :School Records - 05/18: Campus records indicate an increase in the number of students enrolled in Career and Technology courses and students earning professional certifications as compared to the previous school year.

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

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<ul style="list-style-type: none"> <li>* STEM</li> <li>* Business and Industry</li> <li>* Multi-disciplinary Studies.</li> </ul>						

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

Objective(s):

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

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<b>Goal: 5      Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW SPA, SPE, SCI) [TEC §4.001 (b)(6)(9)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Professional Development Program (TI, A SW SPA, SCI) - Through the SBDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that:  * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods;  * will be intense and sustained and  * are tied to the TEKS and STAAR.  Annual needs assessment results indicate a need for:  1) Contracted Professional Development on Time to Teach.  2) Districtwide training on Reading, Writing, and Differentiated Instruction.  3) Training on Kilgo.  4) Districtwide training on Sheltered Instruction Strategies.  5) Training on technology applications and programs.	8/2017 - 6/2018	Principal - Lorena Molinar	Federal - Title I, Part A - Substitutes for Professional Development <p style="text-align: right;"><b>\$2,161.00</b></p> Federal - Title I, Part A - Contracted Reading PD <p style="text-align: right;"><b>\$3,600.00</b></p> Federal - Title I, Part A - PD Travel and Registration <p style="text-align: right;"><b>\$1,100.00</b></p> Federal - Title II, Part A TPTR - Contracted Region 19 PD <p style="text-align: right;"><b>\$2,400.00</b></p> Federal - Title II, Part A TPTR - PD Travel and Registration <p style="text-align: right;"><b>\$1,258.00</b></p> Federal - Title III, Part A - LEP - Contracted Region 19 PD <p style="text-align: right;"><b>\$1,200.00</b></p> State - State Gifted and Talented Block Grant - PD Travel <p style="text-align: right;"><b>\$300.00</b></p> State - State Special Education Block Grant - PD Travel <p style="text-align: right;"><b>\$200.00</b></p> State - State Bilingual Supplement Block Grant - PD Travel <p style="text-align: right;"><b>\$200.00</b></p> State - State Career and Technology Education Block Grant - PD Travel <p style="text-align: right;"><b>\$200.00</b></p> Local Funds - Contracted PD	Documents :Professional Development Records - 08/17: The SBDMC will have designed a PD program that meets the needs of the Fort Hancock High School faculty.	Increase in student performance as professional development activities focus on needs of faculty.	Documents :Professional Development Records - 04/18: The Principal and the SBDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy:  Evaluation of Professional Development Program (TI, A SW SPE) - The Fort Hancock High School Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	May 2018	Principal - Lorena Molinar	<div style="text-align: right;">\$1,740.00</div> Local Funds - PD Travel  <div style="text-align: right;">\$1,500.00</div> Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - 12/17: 70% of students will pass campus TEKS-based benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR End of Course Exams - 05/18: 76% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.  58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams.  88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.  98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.



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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Recruitment and Retention Initiatives (TI, A SW SPA) - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job posting. All applicants are screened prior to the interview process. Recruiting activities will ensure that Fort Hancock ISD has 100% fully certified faculty in each teaching position, as defined by state law.</p> <p>Fort Hancock ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status.</p> <p>Fort Hancock ISD offers retention stipends and recruitment bonuses for high need areas and offers a mentoring program for new teachers. All teachers must be fully certified or enrolled in an alternative certification program prior to employment at Fort Hancock ISD.</p>	8/2017 - 6/2018	Principal - Lorena Molinar	Federal - Title I, Part A - Math and Science Stipends  <b>\$9,166.50</b>		100% Certified Faculty.	Documents :Human Resources Records - 05/18: 100% Certified Faculty.

<b>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW SPA)</b> <b>[TEC §4.001 (b)(10)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Technology Integrated Curriculum (TI, A SW SPA) - Fort Hancock High School classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab, and mobile labs are also available for use in the classrooms. Activities include:  1) Using instructional software programs such as Imagine ELL lab, A-Z Learning, and Brain Pop to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression.  2) Access to the technology such as iPads, Curriculum on Wheels, and Tablets for reading that support the software programs.  3) Instructional management software tools such as Eduphoria Aware and United Streaming are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.  4) Professional Development will be provided for all teachers on Integration of technology in specific content areas by the ESC.	8/2017 - 6/2018	Principal - Lorena Molinar Technology Director - Vicente Rodriguez	Federal - Title I, Part A - Contracted Instructional Software <p style="text-align: right;"><b>\$2,416.67</b></p> Federal - Title I, Part A - Technology Site Licenses <p style="text-align: right;"><b>\$1,400.00</b></p>	Documents :Lesson Plans - 12/17: Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	An educational system that is strengthened by utilizing technology as an integral component.	Criterion-Referenced Test :STAAR End of Course Exams - 05/18: 76% of students in grades 9 – 12 will pass the STAAR EOC Algebra I exam.  58% of students in grades 9 – 12 will pass the STAAR EOC English I and English II exams.  88% of students in grades 9 – 12 will pass the STAAR EOC Biology exam.  98% of students in grades 9 – 12 will pass the STAAR EOC U. S. History exam.

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

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

Objective(s):

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

<p><b>Goal: 7 Fort Hancock High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW SPA, SCI) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b></p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) (TI, A SW SCI) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> <li>1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy;</li> <li>2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care;</li> <li>3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being;</li> <li>4. Counseling services designed to improve the mental, emotional and social health of students;</li> <li>5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities;</li> <li>6. School, parent and community involvement in the health and well-being of students;</li> <li>7. A physical education curriculum that integrates mental and physical learning experiences to promote</li> </ol>	8/2017 - 6/2018	Principal - Lorena Molinar Counselor - Adan Lopez	Local Funds - Time Contributions of Staff	Documents :Discipline Records - 12/17: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Records - 05/18: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

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<p>optimum overall student health and social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Strategy:</p> <p>Safe Schools Initiatives (TI, A SW SPA) - The health and safety of Fort Hancock High School students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State, and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools," Fort Hancock High School will promote special initiatives and activities that support Safe Schools. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> <li>* Campus Safety Rules</li> <li>* Campus Dress and Discipline Codes</li> <li>* Medical Services (screening and information)</li> <li>* Assemblies and Speakers to encourage safety and healthy choices</li> <li>* Behavior Management classes</li> <li>* Emergency Response Protocol</li> <li>* Dating Violence Policy (see Board Policy FFH-Local)</li> </ul>	8/2017 - 6/2018	Principal - Lorena Molinar	Local Funds - Time Contributions of Faculty and Staff	Documents :Discipline Records - 12/17: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Records - 05/18: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

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Activity: Discipline Alternative Education Program (DAEP) - Fort Hancock High School students will be knowledgeable about the Student Code of Conduct, campus rules, 3B's, and the guidelines as set forth in the Acceptable Use policy.  Fort Hancock ISD students who have violated the district code of conduct may be placed in the DAEP. A regular education program with highly qualified teachers in each core subject areas and counseling services will be provided for any student who is at risk of dropping out of school.	8/2017 - 6/2018	Principal - Lorena Molinar	Local Funds - Time Contributions of DAEP staff	Informal Assessment :Classroom Assessments - - 12/17: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.  Maintain classroom assignments through DAEP instructional arrangement.	A safe climate for student learning, having a positive impact on student achievement.	Informal Assessment :Classroom Assessments - - 05/18: Final report card grades and STAAR assessments will indicate program's success.

Campus Improvement Plan  
Fort Hancock High School 2017-2018

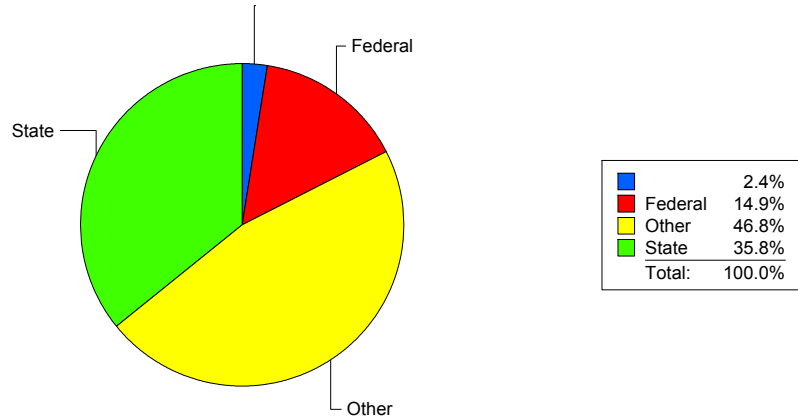
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<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities (TI, A SW SPA) - The staff of Fort Hancock ISD recruits parents, community members and business representatives to assist in the design, development, implementation, and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol, and other drug use incident data will be conducted by the campus Counselor and Principal, using the data to plan specific programs and activities. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> <li>* National Red Ribbon Week presentations and activities</li> <li>* Presentations on violence, drug prevention, alcohol prevention, and bullying</li> <li>* Structured discipline program to compliment the Code of Conduct</li> <li>* Community Service Opportunities</li> <li>* Security devises on campus to include cameras, alarms, and visitor check-in badges.</li> </ul>	8/2017 - 6/2018	Principal - Lorena Molinar Counselor - Adan Lopez	Local Funds - Time Contributions of Staff, Parents and Community	Documents :Discipline Records - - 12/17: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Records - - 05/18: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.



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Fort Hancock High School 2017-2018

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<p>Strategy:</p> <p>Counseling Responsive Services (TI, A SW SPA) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include:</p> <ul style="list-style-type: none"> <li>* Academic concerns</li> <li>* School-related concerns such as misbehavior, excessive absences and tardiness</li> <li>* Dropout prevention</li> <li>* Physical, sexual or emotional abuse</li> <li>* Coping with stress</li> <li>* Discipline management</li> <li>* Health and wellness</li> <li>* Drug and Alcohol abuse prevention</li> <li>* Bullying</li> <li>* Suicide prevention</li> <li>* Conflict resolution</li> <li>* Violence prevention</li> <li>* Parent education</li> </ul> <p>The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> <li>* Self-Esteem Development</li> <li>* Good Character</li> <li>* Emotion Management</li> <li>* Motivation to Achieve</li> <li>* Decision-Making Skills</li> <li>* Goal Setting</li> <li>* Planning and Problem-Solving Skills</li> <li>* Interpersonal Effectiveness</li> <li>* Communication Skills</li> <li>* Cross Cultural Effectiveness</li> <li>* Responsible Behavior</li> </ul>	8/2017 - 6/2018	Counselor - Adan Lopez	Coordinated Funds - Time Contributions of Staff	<p>Documents :Agenda, Meeting Minutes - 12/17:</p> <p>Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	<p>Documents :Counselor Records - 05/18: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.</p>

## Funding Values By Program



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Fort Hancock High School 2017-2018

### Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Time Contributions of Bilingual Staff	0.00	\$28082.00
Instructional Resources	0.00	\$500.00
Student Travel	0.00	\$500.00
		<b>\$29,082.00</b>
<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Carl D. Perkins Vocational &amp; Applied Technology</b>		
Instructional Resources	0.00	\$4144.00
Professional Development Travel and Registration	0.00	\$1828.00
<b>IDEA-B Formula</b>		
Contracted Speech Therapy	0.00	\$15000.00
Contracted Occupational Services	0.00	\$5000.00

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**Funding Values By Program**

<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Title I, Part A</b>		
Time Contributions of Aide	0.17	\$3361.35
Time Contributions of Summer School Staff	0.00	\$13135.92
Time Contributions of Summer Reading Aide	0.00	\$1452.10
Time Contributions of Parent Liaison	0.25	\$4965.66
SECCA, Inc. Consulting Serices	0.00	\$5027.00
Substitutes for Professional Development	0.00	\$2161.00
Contracted Reading PD	0.00	\$3600.00
PD Travel and Registration	0.00	\$1100.00
Math and Science Stipends	0.00	\$9166.50
Contracted Instructional Software	0.00	\$2416.67
Technology Site Licenses	0.00	\$1400.00
Supplemental Resources	0.00	\$3500.00
Supplemental Library Books	0.00	\$4000.00
AR Site License	0.00	\$3100.00
Time Contributions of Library Aide	0.51	\$14997.22
<b>Title I, Part C (Migrant)</b>		
Region XIX ESC SSA	0.00	\$53397.00
Time Contributions of Migant Staff	0.00	\$0.00
<b>Title II, Part A TPTR</b>		
SECCA, Inc. Consulting Services	0.00	\$600.00
PD Travel and Registration	0.00	\$1258.00
Contracted Region 19 PD	0.00	\$2400.00
<b>Title III, Part A - LEP</b>		
Contracted Region 19 PD	0.00	\$1200.00

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**Funding Values By Program**

<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Title III, Part A - LEP</b>		
SECCA, Inc. Consulting Services	0.00	\$396.00
Time Contributions of Bilingual Teacher	0.28	\$18244.99
<b>Title IV - SSAEP</b>		
SECCA, Inc. Consulting Services	0.00	\$200.00
Time Contributions of Aide	0.13	\$2670.95
		<hr/> <b>\$179,722.36</b> <hr/>
<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Coordinated Funds</b>		
Time Contributions of Staff	0.00	\$0.00
<b>Local Funds</b>		
Time Contributions of Staff and Parents	0.00	\$0.00
Parent Involvement Resources	0.00	\$300.00
Contracted Services	0.00	\$4280.00
Parent Involvement Travel and Miscellaneous Expenses	0.00	\$400.00
Parent Notification Resources	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Instructional Resources	0.00	\$10620.00
Travel, Dues and Fees	0.00	\$8400.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Testing Materials	0.00	\$0.00
Dyslexia Program	0.00	\$0.00
Testing Materials	0.00	\$0.00
Time Contributions of Bilingual Staff and LPAC	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00

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**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Time Contributions of Faculty and Staff	0.00	\$0.00
Assessment instruments and testing materials	0.00	\$0.00
Acceptable Use Policy	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Contracted PD	0.00	\$1740.00
PD Travel	0.00	\$1500.00
Time Contributions of Staff	0.00	\$0.00
Dyslexia Stipend	0.00	\$500.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff and Parents	0.00	\$0.00
Time Contribution of Committee Members	0.00	\$0.00
Time Contributions of Staff and Parents	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment instruments and testing materials	0.00	\$0.00
Time Contributions of Foundation Staff	0.00	\$528725.00
Contracted Services	0.00	\$4280.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Student Awards	0.00	\$2000.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of DAEP staff	0.00	\$0.00
Time Contributions of Staff, Parents and Community	0.00	\$0.00

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Campus Improvement Plan  
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**Funding Values By Program**

		<b>\$562,745.00</b>
<b>State</b>	<b>FTE</b>	<b>DollarValue</b>
<b>High School Allotment</b>		
Time Contributions of Staff	0.00	\$34408.00
Textbooks	0.00	\$4000.00
Fees and Dues	0.00	\$500.00
<b>State and Local Funds</b>		
Contracted Diagnostic Services	0.00	\$5000.00
<b>State Bilingual</b>		
<b>Supplement Block Grant</b>		
Bilingual Coordinator Stipend	0.00	\$1040.00
PD Travel	0.00	\$200.00
<b>State Career and</b>		
<b>Technology Education</b>		
<b>Block Grant</b>		
PD Travel	0.00	\$200.00
Time Contributions of CTE Staff	0.00	\$109144.00
Contracted Services	0.00	\$2700.00
Instructional Resources	0.00	\$4500.00
<b>State Compensatory</b>		
<b>Education (SCE)</b>		
Supplemental Resources	0.00	\$3000.00
Time Contributions of Counselor	1.00	\$0.00
Time Contributions of Core Subject Area Teachers	0.51	\$29784.51
Time Contributions of Creative Writing Teacher	0.17	\$10067.43
Time Contributions of Reading Specialist	1.00	\$64852.20
SECCA, Inc. Consulting Services	0.00	\$11950.00
Time Contributions of Counselor	1.00	\$69935.34
Time Contributions of Credit Recovery Aide	50.00	\$14367.86

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**Funding Values By Program**

<b>State</b>	<u>FTE</u>	<u>DollarValue</u>
<b>State Compensatory Education (SCE)</b>		
OdysseyWare Credit Recovery Site License	0.00	\$18900.00
Reading Materials	0.00	\$2919.00
Extra Duty Pay for Saturday School	0.00	\$4096.00
<b>State Gifted and Talented Block Grant</b>		
Instructional Resources	0.00	\$2000.00
Travel, Fees and Dues	0.00	\$2860.00
Time Contributions of Staff	0.00	\$560.00
PD Travel	0.00	\$300.00
<b>State Special Education Block Grant</b>		
PD Travel	0.00	\$200.00
Time Contributions of Staff	0.00	\$27991.00
Instructional Resources	0.00	\$5000.00
Student Travel	0.00	\$500.00
		<hr style="width: 100%; border: 0.5px solid black;"/>
		<b>\$430,975.34</b>
<b>Grand Total:</b>		<b>\$1,202,524.70</b>