

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

*Campus Improvement Plan*

**2017-2018 School Year**

Campus Improvement Plan  
Fort Hancock Middle School 2017-2018

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Medina, Danny	Principal	Fort Hancock Middle School	
Schultz, Jess	Counselor	Fort Hancock Middle School	5-2018
Martinez, Evangelina	7th/8th Grade Science Teacher	Fort Hancock Middle School	5-2018
Macias, Socorro	7th Grade ELAR / Writing Teacher	Fort Hancock Middle School	5-2018
Briones, Cecilia	7th/8th Grade Social Studies Teacher	Fort Hancock Middle School	5-2018
Rubio, Marina	Instructional Aide	Fort Hancock Middle School	5-2018
Saldana, Aurelio	Parent	Fort Hancock Middle School	5-2018
Barton, Dan	Business/Community Representative	Fort Hancock Middle School	5-2017

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**Names of People Responsible For Implementation**

Name	Title	Campus / District
Medina, Danny	Principal	Fort Hancock Middle School
Schultz, Jess	Counselor	Fort Hancock Middle School
Nunez-Williams, Alicia	Special Education Director	Fort Hancock ISD
Samaniego, Yvonne	Bilingual/ESL Director	Fort Hancock ISD
Robledo, Christine	G/T Director	Fort Hancock ISD
Samaniego, Yvonne	Migrant Director	Fort Hancock ISD
Apodaca, Angie	Parent Liaison	Fort Hancock Middle School
Castro, Ceceila	6th Grade Math / Science Teacher	Fort Hancock Middle School
Gonzalez, Pamela	6th Grade Science / Social Studies Teacher	Fort Hancock Middle School
Macias, Socorro	7th Grade ELAR Teacher	Fort Hancock Middle School
Armas, Ignacio	7th/8th Grade Math Teacher	Fort Hancock Middle School
Martinez, Evangelina	7th/8th Grade Science Teacher	Fort Hancock Middle School
Briones, Cecilia	7th/8th Grade Social Studies Teacher	Fort Hancock Middle School
Moseley, Amber	8th Grade ELAR Teacher	Fort Hancock Middle School
Robledo, Christine	Reading Literacy Teacher	Fort Hancock ISD
Rubio, Marina	Instructional Aide	Fort Hancock Middle School

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**Attendance**

Goal: **97%**

**Attendance**

	2013	2014	2015	2016
*All Students*	97.10	97.60	97.20	97.00
Economically Disadvantaged	97.10	97.60	97.30	97.00
English Language Learner	97.50	97.80	97.30	96.90
Hispanic	97.10	97.70	97.20	97.00
Special Education	97.70	96.60	0.00	0.00

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**Dropouts**

Goal: **0%**

**Dropouts**

	2013	2014	2015	2016
*All Students*	0.00	0.00	0.00	0.00
Economically Disadvantaged	0.00	0.00	0.00	0.00
English Language Learner	0.00	0.00	0.00	0.00
Hispanic	0.00	0.00	0.00	0.00
Special Education	0.00	0.00	0.00	0.00

**STAAR**

Grade: **6th-8th**

**All Subjects**

100%

	2015	2016	2017	2018	2019	2020
*All Students*	62.00	64.00	73.00	82.00	91.00	100.00
Economically Disadvantaged	63.00	62.00	72.00	81.33	90.67	100.00
English Language Learner	43.00	45.00	59.00	72.67	86.33	100.00
Hispanic	62.00	64.00	73.00	82.00	91.00	100.00
White	0.00	0.00	100.00	100.00	100.00	100.00

Grade: **6th-8th**

**STAAR Mathematics**

100%

	2015	2016	2017	2018	2019	2020
*All Students*	54.00	65.00	75.00	83.33	91.67	100.00
Economically Disadvantaged	56.00	65.00	75.00	83.33	91.67	100.00
English Language Learner	43.00	50.00	64.00	76.00	88.00	100.00
Hispanic	54.00	65.00	75.00	83.33	91.67	100.00

Grade: **6th-8th**

**STAAR Reading**

100%

	2015	2016	2017	2018	2019	2020
*All Students*	65.00	66.00	72.00	81.33	90.67	100.00
Economically Disadvantaged	69.00	63.00	70.00	80.00	90.00	100.00
English Language Learner	47.00	43.00	56.00	70.67	85.33	100.00
Hispanic	65.00	65.00	71.00	80.67	90.33	100.00

**STAAR**

Grade: **7th**

**STAAR Writing**

100%

	2015	2016	2017	2018	2019	2020
*All Students*	64.00	56.00	69.00	79.33	89.67	100.00
Economically Disadvantaged	62.00	50.00	67.00	78.00	89.00	100.00
English Language Learner	0.00	0.00	57.00	71.33	85.67	100.00
Hispanic	64.00	54.00	68.00	78.67	89.33	100.00

Grade: **8th**

**STAAR Science**

100%

	2015	2016	2017	2018	2019	2020
*All Students*	48.00	72.00	74.00	82.67	91.33	100.00
Economically Disadvantaged	48.00	70.00	73.00	82.00	91.00	100.00
English Language Learner	35.00	60.00	57.00	71.33	85.67	100.00
Hispanic	48.00	72.00	73.00	82.00	91.00	100.00

Grade: **8th**

**STAAR Social Studies**

100%

	2015	2016	2017	2018	2019	2020
*All Students*	55.00	56.00	78.00	85.33	92.67	100.00
Economically Disadvantaged	55.00	53.00	77.00	84.67	92.33	100.00
English Language Learner	50.00	40.00	57.00	71.33	85.67	100.00
Hispanic	55.00	56.00	77.00	84.67	92.33	100.00

### **About Fort Hancock Middle School**

**Mission Statement:**

Fort Hancock Middle School will create an educational community that empowers students by affirming individuality, upholding excellence, and inspire lifelong achievement.

**Vision:**

Fort Hancock Middle School students will be confident, compassionate leaders who positively impact our society while achieving their highest potential as independent thinkers.

**School Motto:**

Success for ALL!

**Grade Span:**

6 – 8

**Enrollment:**

92

**Accountability Ratings:**

2017 State Accountability:

Met Standard



## Comprehensive Needs Assessment (CNA)

### Comprehensive Needs Assessment Process:

During the summer, Fort Hancock ISD came together as a district team comprised of students, teachers, parents, administrators, and district and community members. The focus of planning is to analyze campus data such as test scores, attendance, dropout rate, grades, etc. to identify the strengths and weaknesses. Analysis of the data will inform the committee what strategies, programs, and intervention will be used to address the campus needs.

### Areas of Concern:

#### 1. Demographics:

People Responsible – Campus Administrator, PEIMS Clerk, Campus Improvement Team

Data reviewed bi-annually.

#### a. Data Sources Reviewed:

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

#### b. Summary of Strengths:

- \* Low teacher to student ratio
- \* Low dropout rate
- \* Technology
- \* Experienced teachers
- \* Periodic Subject and Department meetings

#### c. Summary of Needs:

- \* Improve reading levels for ELLs
- \* Improve writing skills
- \* Positive progress for Special Education students

#### d. Priorities:

- \* More communication between campuses
- \* Assist Special Education students
- \* Writing across all subject areas
- \* More ELPS training
- \* Focus on vocabulary and reading comprehension

#### e. Actions:

- \* ELL Training
- \* Reading specialist working closely with below grade level readers
- \* Empowering Writers Program
- \* Continue instructional programs such as A-Z Learning and RAZ

2. Parent and Community Involvement:

People Responsible – Campus Administrator, Parent Liaison, Counselor, and Campus Improvement Committee

Data reviewed monthly.

a. Data Sources Reviewed:

- \* Parental involvement – Open House, Volunteering
- \* Frequency of information disseminated
- \* Involvement of parents and community in school decisions
- \* Parent training workshops
- \* Health services (SHAC)
- \* District parent meetings/Parent Round Up

b. Summary of Strengths:

- \* Parent Round Up
- \* Open House
- \* SHAC meetings
- \* Districtwide Health Fair
- \* Districtwide call out system
- \* Extracurricular activities

c. Summary of Needs:

- \* Parental involvement at all grade levels
- \* English support at home
- \* Parent involvement for struggling students

d. Priorities:

- \* Increase parental involvement at all grade levels
- \* Provide parents with support on how to help at home

e. Actions:

- \* Improve communication
- \* Contact parents for both positive and negative matters via phone and letter
- \* Incentives for students of parents that get involved

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

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

Data reviewed monthly and every 3 weeks and 9 weeks.

a. Data Sources Reviewed:

- \* Academic performance – Report card grades, Benchmarks, STAAR tests
- \* Completion rates – Promotion rates, Retention rates, Dropout rates
- \* Instructional programs – Monitoring, evaluating, and modifying programs; and Maximize student engagement and learning
- \* Instructional materials – Amount/quality of textbooks and supplemental resources

- \* Available professional and paraprofessional staff

b. Summary of Strengths:

- \* Monthly meetings to review data
- \* Kilgo scope and sequence is implemented Districtwide
- \* Fundamental 5
- \* Instructional Coaches

c. Summary of Needs:

- \* More grade level planning
- \* Utilization of Kilgo scope and sequence and Fundamental 5 with fidelity
- \* Stronger English program for "newcomers"

d. Priorities:

- \* Utilization of Kilgo and Fundamental 5
- \* More ELL help for newcomers
- \* Newcomer School for anyone with less than 2 years in U.S.

e. Actions:

- \* Monitor use of Kilgo
- \* Provide professional development on the effective use of Kilgo
- \* Tutorials for ELL students
- \* Instructional coaches support teachers with best instructional practices

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

Person Responsible – Campus Administrator and Campus Improvement Team  
Data reviewed bi-annually and as needed.

a. Data Sources Reviewed:

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

b. Summary of Strengths:

- \* Relevant training
- \* Department common planning time
- \* Experienced teachers
- \* PD opportunities

c. Summary of Needs:

- \* More planning time for teachers
- \* Increasing rigor in instruction
- \* Differentiated instruction

- \* Training in Reading and Writing

d. Priorities:

- \* Training on the use of the scope and sequence (Kilgo)
- \* Training on differentiated instruction
- \* Training in Reading and Writing

e. Actions:

- \* Districtwide training on Kilgo
- \* Content specific training on differentiated instruction
- \* Districtwide training in Reading and Writing (Empowering Writers)
- \* Teacher input/survey

5. Technology:

People Responsible – Campus Administrator, Technology Director, and Campus Improvement Team

Date reviewed quarterly.

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/technology support
- \* Technology use in classrooms
- \* All classrooms have access to interactive boards

c. Summary of Needs:

- \* Training of technology application and programs available
- \* Integration of online resources

e. Priorities:

- \* Professional development

d. Actions:

- \* Training provided by district coordinators
- \* ESC Professional development

6. School Culture and Climate:

People Responsible – Campus Administrator and Campus Improvement Team

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
- \* Low teacher to student ratio
- \* High participation in clubs and extracurricular activities

c. Summary of Needs:

- \* Increase in community involvement

d. Priorities

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

e. Actions:

- \* Survey community and students more frequently
- \* Activities to promote positive climate

## Demographics

### 2016 - 2017 Enrollment:

27 – Sixth Grade  
34 – Seventh Grade  
28 – Eighth Grade

### 2016 - 2017 Ethnic Distribution:

0 (0.0%) – African American  
87 (97.8%) – Hispanic  
2 (2.2%) – 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:

81 (91.0%) – Economically Disadvantaged  
49 (55.1%) – English Language Learners (ELL)  
62 (69.7%) – Students Meeting "At-Risk" Criteria

### 2016 - 2017 Students per Teacher:

11.9 – Grade 6  
6.2 – English/Language Arts  
0.0 – Foreign Languages  
10.3 – Mathematics  
12.4 – Science  
10.3 – Social Studies

### 2016 - 2017 Student Enrollment by Program:

49 (55.1%) - Bilingual/ESL Education  
11 (12.4%) – Career and Technical Education  
4 (4.5%) – Gifted and Talented Education  
9 (10.1%) – Special Education

## Facilities Review

Year facility opened: 2000

Level of occupancy: 100%

Facilities include:

- \* 2 Administration
- \* 2 Computer Labs
- \* 1 Counselor's Office
- \* 1 Nurse's Office
- \* 5 Toilet Facilities
- \* 10 Classrooms
- \* 1 Science Lab
- \* 1 Multipurpose Room
- \* 3 Storage Areas

### 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

Ft Hancock Middle 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 Middle School received a State Accountability Rating of Met Standard from TEA in 2017. The Met Standard Rating requires that the campus met or exceeded the target score on Student Achievement and/or Student Progress, Closing Performance Gaps, and Postsecondary Readiness.

The campus also earned Distinctions for Academic Achievement in ELA/Reading and Postsecondary Readiness.

### Student Strengths and Needs:

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

Reading: 72% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 71% for Hispanic students to 56% 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 and Economically Disadvantaged students to 64% for English Language Learners.

Writing: Seventh grade students participated in the STAAR Writing test. 69% of All Students met the passing standard in Writing. Passing rates for other subgroups ranged from 68% for Hispanic students to 57% for English Language Learners.

Science: Eighth grade students participated in the STAAR Science test. 74% of All Students met the passing standard in Science. Passing rates for other subgroups ranged from 73% for Hispanic students and Economically Disadvantaged students to 57% for English Language Learners.

Social Studies: Eighth grade students participated in the STAAR Social Studies test. 78% of All Students met the passing standard in Social Studies. Passing rates for other subgroups ranged from 77% for Hispanic students and Economically Disadvantaged students to 57% for English Language Learners.

### Interventions:

Fort Hancock Middle 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 Tutorials, Saturday School, STAAR Acceleration classes, Summer School, Individualized Instruction, and Reading Literacy 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, as well as stipends for attendance outside of duty hours.

### Attendance:

The attendance rate slightly decreased from 97.2% in 2014-2015 to 97.0% 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 at Fort Hancock Middle School for seventh and eighth graders remains at 0%. Several programs including parental involvement activities and counseling programs are in place to ensure the campus maintains the 0% 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 Middle 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 Middle 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 Connect-Ed, which is a community message system. This technology ensures that parents and students are notified of activities in a timely manner.</p>	8/2017 - 5/2018	Principal - Danny Medina	Local Funds - Time Contributions of Staff	<p>Documents :Parent Involvement Records - Monthly: Parent involvement records document that an increase in parents attending Fort Hancock Middle School activities as communication increases between teachers and parents.</p>	<p>Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.</p>	<p>Documents :Parent Involvement Records - 05/18: Parent Involvement records document that 90% of the parents will have attended Fort Hancock Middle School Parental Involvement activities, including parent/teacher conferences.</p>

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<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 - Danny Medina	Local Funds - Time Contributions of Staff and Parents		Increased student achievement with the support of Fort Hancock Middle School parents.	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):						
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<p>Activity:</p> <p>Parent and Community Activities - Fort Hancock Middle School has various activities and programs available to help parents become involved with their children's education. 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>* District Parent Meetings</li> <li>* Parent Center</li> <li>* Parent Roundups</li> <li>* Adult Literacy Class</li> <li>* Volunteer Opportunities</li> </ul> <p>including assisting teachers in the classroom and Red Ribbon Week activities; and participating in after school activities such as Science Night and extracurricular activities.</p> <p>Parent: Teacher conferences are scheduled at least once a semester. Progress reports will be provided to parents every three weeks with the six week grading period. Parents are invited to visit the campus and a parent may request a conference at any time. Phone calls are used daily for quick and efficient communication regarding tardiness, absenteeism, student academic needs, and other pertinent issues. Home visits are made to communicate with hard-to-reach parents.</p>	8/2017 - 5/2018	Principal - Danny Medina Parent Liaison - Angie Apodaca	Federal - Title I, Part A - Time Contributions of Parent Liaison FTE: 0.25  <b>\$6,576.37</b>		Increased student achievement with the support of Fort Hancock Middle 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 - 5/2018	Principal - Danny Medina	Local Funds - Parent Notification Resources	Documents :Parent Contact Agendas and Logs - - 12/17: 100% 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 Middle School parents.	Documents :Parent Contact Agendas and Logs - - 05/18: 100% of all applicable parents were contacted in a timely manner. Parent feedback was documented with each contact.

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<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 Middle 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 Middle School.</p> <p>Parents will be notified of the special programs and support programs available to their students.</p>	8/2017 - 5/2018	Principal - Danny Medina	Local Funds - Time Contributions of Committee Members		Increased student achievement with the support of Fort Hancock Middle School parents.	Documents :Agenda Minutes, Sign-in Sheets - 05/18: SBDMC minutes will reflect that staff, parents and community members have been involved in the Middle School educational system.

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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>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 Middle 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 - 5/2018	Principal - Danny Medina	<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, Part A - 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>	<p>Documents :Agenda Minutes, Sign-in Sheets - - 12/17: Fort Hancock Middle School SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>Fort Hancock Middle School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campus.</p>	<p>Documents :School Records - - 05/18: Fort Hancock Middle School will receive the State Accountability Rating of Met Standard.</p>



Campus Improvement Plan  
Fort Hancock Middle School 2017-2018

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Fort Hancock Middle 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 (TIA, SW SPE) - Parents are involved in the evaluation of the district's Parental Involvement Program. During the evaluation process, parents review the Title I, Part A Parental Involvement Policy for the district, parents and the students. Parents may vote to amend if necessary. At this time, parents choose to adopt the district policy as the Fort Hancock ISD Parental Involvement Policy, or to draft a campus-specific policy.</p> <p>An annual parent/community survey is distributed to parents, in which the survey results will be analyzed by the SBDMC to determine material strengths and weaknesses of the Parental and Community Involvement program, as well as individual components of same.</p> <p>The campus will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location. Parents will be invited to come and a Public Notice will be posted.</p>	May 2018	Principal - Danny Medina	Local Funds - Time Contributions of Parents and Staff		Increased student achievement with the support of Fort Hancock Middle 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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<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]</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>Campus Performance Objectives (TI, A SW SCNA, SPE) - The Superintendent and Chair of the DPDMC will assist the Fort Hancock Middle 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 Middle School will adopt performance objectives reflective of their students' unique needs.</p>	8/2017 - 5/2018	Principal - Danny Medina	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	<p>Criterion-Referenced Test :STAAR Tests - 05/18: 76% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.</p> <p>73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.</p> <p>70% of students in grade 7 will pass the STAAR Writing test.</p> <p>75% of students in grade 8 will pass the STAAR Science test.</p> <p>79% of students in grade 8 will pass the STAAR Social Studies test.</p>

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<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]</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>Federal and State Mandated Testing Program - Fort Hancock Middle School participates in the State-Developed Testing Program that is consistent with the regulations of ESSA.</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 6 – 8), Writing (grade 7), Science (grade 8), and Social Studies (grade 8).</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p>	1/2018 - 5/2018	Principal - Danny Medina	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - 01/18: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/18: 76% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.  73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.  70% of students in grade 7 will pass the STAAR Writing test.  75% of students in grade 8 will pass the STAAR Science test.  79% of students in grade 8 will pass the STAAR Social Studies test.

Campus Improvement Plan  
Fort Hancock Middle School 2017-2018

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]</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:  Foundation Program (TI, A SW SPA) -Teachers and staff implement scientifically research-based instructional strategies, activities, and initiatives to increase the amount and quality of learning time; promote accelerated instruction; and provide educational enrichment to all students.  The educational system is grounded in the state's TEKS that ensures the curriculum vertically aligns and supports the state-adopted assessment program. This will provide opportunities for all students to meet the state's proficient and advanced levels of student performance.	8/2017 - 5/2018	Principal - Danny Medina	Local Funds - Time Contributions of Foundation Staff	Informal Assessment :Classroom Assessments-12/17: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests, and TEKS-based tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/18: 76% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.  73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.  70% of students in grade 7 will pass the STAAR Writing test.  75% of students in grade 8 will pass the STAAR Science test.  79% of students in grade 8 will pass the STAAR Social Studies test.

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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:  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 TEKS Resource System. Instructional coaches will assist the campus faculty with modeling sessions, walkthroughs, and professional learning teams. Eduphoria Aware will continue be used to analyze student progress and improve classroom assessments.	8/2017 - 5/2018	Principal - Danny Medina Counselor - Jess Schultz	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/18: 76% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.  73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.  70% of students in grade 7 will pass the STAAR Writing test.  75% of students in grade 8 will pass the STAAR Science test.  79% of students in grade 8 will pass the STAAR Social Studies test.
Strategy:  Accelerated Instruction (TI, A SW SPA, SPE, SCI) - Fort Hancock Middle 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 - 5/2018	Principal - Danny Medina	Coordinated Funds - Time Contributions of Faculty and Staff  Federal - Title I, Part A - Supplemental Instructional Resources  <b>\$3,715.00</b>		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 7 or 8, 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) N/A;  (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 - 5/2018	Counselor - Jess Schultz	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	Documents :Counselor Records - - 05/18: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

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

<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 are available to students in grades 6 through 8 who are experiencing difficulty in core subject area classes or on the STAAR tests. These pullout classes are offered daily for 50 minutes.	8/2017 - 5/2018	Principal - Danny Medina	State - State Compensatory Education (SCE) - Time Contributions of Teachers FTE:        2.14 <p style="text-align: right;"><b>\$121,986.00</b></p> State - State Compensatory Education (SCE) - Supplemental Resources <p style="text-align: right;"><b>\$2,000.00</b></p> Federal - Title I, Part A - Supplemental Science Resources <p style="text-align: right;"><b>\$2,500.00</b></p>	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/18: 76% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.  73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.  70% of students in grade 7 will pass the STAAR Writing test.  75% of students in grade 8 will pass the STAAR Science test.  79% of students in grade 8 will pass the STAAR Social Studies test.



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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.  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 - 5/2018	Reading Literacy Teacher - 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>  State - State Compensatory Education (SCE) - Reading Materials - AR Books  <span style="text-align: right;"><b>\$750.00</b></span>	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Increase student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/18: 73% of students in grades 6 - 8 will pass the appropriate grade-level STAAR Reading tests.  70% of students in grade 7 will pass the STAAR Writing test.

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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 - Saturday School Program is available to students 5 Saturdays throughout the year in grades 6 - 8 who have met the at risk criteria. Students will receive assistance in core subject areas.  Computer assisted instruction is available for ELAR and Math through the Imagine Learning program. Students will attend 60-minute weekly sessions.	8/2017 - 5/2018	Principal - Danny Medina	State - State Compensatory Education (SCE) - Extra Duty Pay for Saturday School  <b>\$4,096.00</b>	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/18: 76% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.  73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.  70% of students in grade 7 will pass the STAAR Writing test.  75% of students in grade 8 will pass the STAAR Science test.  79% of students in grade 8 will pass the STAAR Social Studies test.
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 - 5/2018	Principal - Danny Medina	Federal - Title I, Part A - Time Contributions of Instructional Aide FTE:      0.75  <b>\$15,852.02</b>	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/18: 76% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.  73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.  70% of students in grade 7 will pass the STAAR Writing test.  75% of students in grade 8 will pass the STAAR Science test.  79% of students in grade 8 will pass the STAAR Social Studies test.

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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: Summer School - Instruction in core subject areas, including ELAR and Math for sixth through eighth graders will be provided by certified teachers and aides during a four week summer session.  Students who have failed a course or have not met the STAAR standards may participate.	June 2018	Principal - Danny Medina	Federal - Title I, Part A - Extra Duty Pay for Summer School Staff <p style="text-align: right;"><b>\$18,095.40</b></p> Federal - Title I, Part A - Time Contributions of Summer Reading Aide <p style="text-align: right;"><b>\$1,452.10</b></p> Federal - Title I, Part A - Summer School Resources <p style="text-align: right;"><b>\$904.00</b></p>		Increased student achievement.	Informal Assessment :Classroom Assessments - - 06/18: Students will receive on-time credit accrual and promotion to the next grade.
Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2017 - 5/2018	Special Education Director - Alicia Nunez-Williams	State - State Special Education Block Grant - Special Education Allotment <p style="text-align: right;"><b>\$177,406.00</b></p>	Informal Assessment :Classroom Assessments - 12/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - 05/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

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

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<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: Special Education Modifications - Fort Hancock Middle School provides a range of educational programs and different instructional arrangements for students with disabilities. The appropriate instructional setting will be determined for each student by ARD committees.  Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. Based on IEP recommendations, pullout classes are available.  The "Least Restrictive Environment" required for academic success is always a main consideration. Students receiving Special Education services in grades 6 through 8 will participate in the Texas Assessment program. The individual student's ARD committee will determine which assessments will be appropriate.  a) STAAR (with approved or allowable accommodations)  b) STAAR Alternate 2 – will assess students who have significant cognitive disabilities and are receiving specials education services.	8/2017 - 5/2018	Special Education Director - Alicia Nunez-Williams	Federal - IDEA-B Formula - Time Contributions of Special Education Teacher FTE:        0.25  <span style="float: right;"><b>\$14,030.47</b></span>	Informal Assessment :Classroom Assessments - - 12/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments - - 05/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.

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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: Related Services - The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student.  Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Speech Therapy, Occupational Therapy, and Counseling Services.	8/2017 - 5/2018	Special Education Director - Alicia Nunez-Williams	Federal - IDEA-B Formula - Contracted Speech Therapy <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.
Activity: Transition Services - Fort Hancock Middle 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).  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 - 5/2018	Special Education Director - Alicia Nunez-Williams	Local Funds - Time Contributions of Staff and Parents		Students receive the transition services necessary to be successful in high school.	Documents :School Records - - 05/18: Transition activities are 100% in line with students' IEPs.

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

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>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.</p>	<p>8/2017 - 5/2018</p>	<p>Principal - Danny Medina Bilingual/ESL Director - Yvonne Samaniego</p>	<p>Federal - State Bilingual Supplement Block Grant - Time Contributions of Staff <b>\$162,051.00</b></p>	<p>See Activities Below</p>	<p>Students exiting ELL designation by LPAC.</p>	<p>See Activities Below</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: 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 6 - 8. 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 a ELL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2017 - 5/2018	Principal - Danny Medina Counselor - Jess Schultz	Local Funds - Assessment Instruments	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.	Increase student achievement.	Informal Assessment :Classroom Assessments - - 05/18: 90% of students passing formal and informal assessment instruments.  Criterion-Referenced Test :STAAR Tests - - 05/18: 65% of ELLs in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.  57% of ELLs in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.  58% of ELLs in grade 7 will pass the STAAR Writing test.  62% of ELLs in grade 8 will pass the STAAR Science test.  58% of ELLs in grade 8 will pass the STAAR Social Studies test.



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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:  Bilingual Instruction - In compliance with State mandates, Fort Hancock Middle School conducts a Bilingual Education Program. The Sheltered English Instruction program allows students to receive subject matter instruction in English, modified based on their level of English proficiency. English Language Proficiency Standards (ELPS) will be implemented throughout the content areas.  The LPAC prescribes the instructional length of time based on students' linguistic levels. Monthly LPAC meetings are scheduled for initial placement and monthly monitoring.  The LPAC prescribes the academic achievement test that will be administered to each ELL: * STAAR * STAAR Spanish * STAAR Alternate 2.	8/2017 - 5/2018	Principal - Danny Medina Bilingual/ESL Director - Yvonne Samaniego	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/17: 80% of students passing formal and informal assessment instruments.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/18: 65% of ELLs in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.  57% of ELLs in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.  58% of ELLs in grade 7 will pass the STAAR Writing test.  62% of ELLs in grade 8 will pass the STAAR Science test.  58% of ELLs in grade 8 will pass the STAAR Social Studies test.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]</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>Program Exit Criteria - Exit criteria are applicable to students in grades 6 – 8 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 on STAAR Writing, STAAR Reading, and TELPAS Reading and Writing.</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 - 5/2018	Principal - Danny Medina Bilingual/ESL Director - Yvonne Samaniego	Local Funds - Time Contributions of Staff and LPAC Committee	Informal Assessment :Classroom Assessments - - 12/17: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Increased student achievement.	Criterion-Referenced Test :STAAR Reading - - 05/18: 57% of ELLs in grades 6 - 8 will pass the STAAR Reading tests in English and/or Spanish.

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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: Migrant Program - Fort Hancock ISD provides information and services to students who qualify as Migrant students. The program is designed to help migrant students overcome difficulties associated with a migratory lifestyle such as cultural and language barriers and social isolation, as well as helping them succeed in school and transition to post secondary education or employment.  Fort Hancock ISD will provide services for migrant students and their families through a Shared Service Arrangement (SSA) with Region XIX Educational Service Center (ESC).	8/2017 - 5/2018	Principal - Danny Medina Migrant Director - Yvonne Samaniego	Federal - Title I, Part C (Migrant) - Region XIX ESC SSA  style="text-align: right;"> <b>\$53,397.00</b>	Informal Assessment :Classroom Assessments - 12/17: 80% of Migrant students passing formal and informal assessment instruments	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/18: 50% of Migrant students will pass the appropriate grade-level and subject-area STAAR tests.

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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: Priority For Services - The PFS Action plan goal is to provide Priority Services to Migrant students in grades six through eight 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.  Instructional services provided to Migrant students include 30 minute after school tutorials three times a week and a weekly summer school program.  School supplies and parent involvement support including transportation to meetings, light snacks, and conference registration are also provided.  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	8/2017 - 5/2018	Principal - Danny Medina Migrant Director - Yvonne Samaniego	Local Funds - Time Contributions of Migrant Personnel	Informal Assessment :Classroom Assessments - - 12/17: 80% of Migrant students passing formal and informal assessment instruments.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/18: 50% of Migrant students will pass the appropriate grade-level and subject-area STAAR tests.

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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>
<ul style="list-style-type: none"> <li>* Failing grades</li> <li>* Failing state assessments</li> <li>* Partial credits</li> </ul> <p>Strategy:</p> <p>Dyslexia Program - Fort Hancock ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperceptions, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.</p>	8/2017 - 5/2018	Principal - Danny Medina	Local Funds - Time Contributions of Staff	See activities below.	Increased student achievement.	See activities below.

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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:  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.  These include Shafer Ekward, Words Their Way, and Dyslexia Screening Test (DST-5).  The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include and modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend.	8/2017 - 5/2018	Principal - Danny Medina Reading Literacy Teacher - Christine Robledo	Local Funds - Time Contributions of Staff	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.	Criterion-Referenced Test :STAAR Reading - - 05/18: 73% of all students will pass the appropriate grade-level STAAR Reading tests.

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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>Dyslexia Modifications - At Fort Hancock Middle School, students who are identified as dyslexic are provided a reading intervention program that is individualized to meet the unique learning needs of the student.</p> <p>Students will receive assistance from pull-out programs or inclusion classes as needed.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary a more intensive specialized program will be prescribed.</p>	<p>8/2017 - 5/2018</p>	<p>Reading Literacy Teacher - Christine Robledo</p>	<p>Local Funds - Dyslexia Program</p>	<p>Informal Assessment :Classroom Assessments - - 12/17: 80% of students will demonstrate improved reading and comprehension skills.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/18: 73% of all students will pass the appropriate STAAR Reading tests.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>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 including the Dyslexia Screening Test (DST-5) are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations. Medical reports are also used to identify students.</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 individual or small group administration, oral/signed administration, and extra time.</p> <p>Environmental accommodations may also be made for students. These may include an 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 - 5/2018	Principal - Danny Medina Counselor - Jess Schultz	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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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Gifted and Talented (G/T) Program - Fort Hancock ISD has adopted a process for identifying and serving G/T students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.	8/2017 - 5/2018	Principal - Danny Medina Counselor - Jess Schultz G/T Director - Christine Robledo	State - State Gifted and Talented Block Grant - Time Contributions of G/T Staff <p style="text-align: right;"><b>\$18,155.00</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.  Students will become more diversified, goal-oriented and well-rounded individuals.	Informal Assessment :Classroom Assessments - 05/18: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.

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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:  G/T Assessment - New students are identified for eligibility and nominated for the G/T program in October and January for the following year. Transfer students are identified within 10 days of enrollment.  Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that use both qualitative and quantitative measures. 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).  Assessment instruments include: 1) Teacher Recommendations 2) Parent Nomination 3) Naglieri Nonverbal Ability Test (NNAT) 4) Torrance Tests of Creative Thinking 5) Scales for Identifying Gifted Students (SIGS) Observation Protocol  Coordinator'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 - 5/2018	G/T Director - Christine Robledo	State - State Gifted and Talented Block Grant - Assessment Instruments		G/T students identified and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documents :Student Records - - 05/18: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: G/T Modifications - The G/T program at Fort Hancock Middle School offers a 30 minute pullout session every other week.  8th grade students are offered the opportunity to obtain High School Credit in Spanish I, Algebra, Music Theory, Speech, and Principals of Business Marketing and Finance.	8/2017 - 5/2018	G/T Director - Christine Robledo	State - State Gifted and Talented Block Grant - Time contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - - 12/17: Teacher records indicate that 90% of the G/T students are performing in line with district expectations.	G/T students identified in a timely manner and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Criterion-Referenced Test :STAAR Tests - - 05/18: 100% of the G/T students will pass all appropriate grade-level and subject-area STAAR tests.
Strategy: Ancillary Services - Fort Hancock ISD provides Ancillary Services or "related services to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2017 - 5/2018	Principal - Danny Medina	Local Funds - Time Contributions of Ancillary Staff	Documents :School Records - 12/17: 70% of students referred for Ancillary Services will have been served as indicated in campus records.	All students are provided an equitable education, with Ancillary Services available to "help level the playing field".	Criterion-Referenced Test :STAAR Tests - 05/18: 76% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.  73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.  70% of students in grade 7 will pass the STAAR Writing test.  75% of students in grade 8 will pass the STAAR Science test.  79% of students in grade 8 will pass the STAAR Social Studies test.

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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: Counseling Services - The School Counselor provides the following services: * 1:1 and small group counseling sessions, * Focused informal groups- behavior, attendance, * Assistance with testing coordination, * STAAR presentations, * Parent Training, and * Individual student planning.	8/2017 - 5/2018	Counselor - Jess Schultz	State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE:            1.00  <p style="text-align: right;"><b>\$76,113.13</b></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.	The Counseling and Guidance program will have a positive impact on students, resulting in increased student achievement and reduced drop-out rates.	Criterion-Referenced Test :STAAR Tests - - 05/18: 76% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.  73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.  70% of students in grade 7 will pass the STAAR Writing test.  75% of students in grade 8 will pass the STAAR Science test.  79% of students in grade 8 will pass the STAAR Social Studies test.
Activity: Library Services - A Certified Librarian and Library Aide conduct the Library-Media Services. Available resources and programs include:  * Full-scale Library facilities available to students * Computers with internet access * Electronic encyclopedias and references * Interactive Language Arts, Math, Science, and Social Studies Software * Accelerated Reader Books.	8/2017 - 5/2018	Principal - Danny Medina	Federal - Title I, Part A - Supplemental Library Books <p style="text-align: right;"><b>\$4,000.00</b></p> Federal - Title I, Part A - AR Site License <p style="text-align: right;"><b>\$2,690.00</b></p>	Documents :Librarian and Teacher Records - - 12/17: All students have access to the library on a regularly scheduled basis.  Librarian and Teacher Records indicate that at least 90% of the students have participated in Library activities.	The 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.	Documents :Librarian and Teacher Records - - 05/18: Librarian and Teacher Records indicate that 100% of the students have participated in Library activities.

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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 SPA) [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 and Student/Parent Handbook, and during open house parent meetings.</p> <p>Grade level recognition for perfect attendance will be done every six weeks. Certificates, trophies, award assemblies, ice-cream socials, and popcorn will be provided to students with perfect attendance to encourage excellence in academics.</p> <p>Conferences, phone calls, and home visits will be conducted to promote and increase student attendance.</p> <p>The Principal at Fort Hancock Middle School will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p>	8/2017 - 5/2018	Principal - Danny Medina	Local Funds - Time Contributions of Staff	<p>Documents :Parent Involvement Records - 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.</p> <p>Documents :Parent Contact Agendas and Logs - 12/17: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p>	Fort Hancock Middle School will encourage increased student attendance.	<p>Documents :Attendance Records - 05/18: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates.</p> <p>Documents :Parent Contact Agendas and Logs - 05/18: Contact with 100% of parents/guardians of students who have excessive absences.</p>

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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 SPA) [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>Dropout Prevention Program (TI, A SW SPA) - Dropout prevention and intervention efforts begin in Prekindergarten and continue into middle school. 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, and Individualized Instruction to assist them in their academic success.</p> <p>Additional Dropout Prevention Activities used to reward good behavior include, but are not limited to:</p> <ul style="list-style-type: none"> <li>* Dances</li> <li>* Special spirit days</li> <li>* Movie Day</li> <li>* "Student of the Month" recognition at the Monthly Board Meeting</li> </ul> <p>Strategy:</p> <p>Extracurricular Activities - Fort Hancock Middle School offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p>	8/2017 - 5/2018	Principal - Danny Medina	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 :Student Records - 05/18: 100% of students will be promoted to the next grade level.
<p>Strategy:</p> <p>Extracurricular Activities - Fort Hancock Middle School offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p>	8/2017 - 5/2018	Principal - Danny Medina	Local Funds - Time Contributions of Extracurricular Staff		Students will become more diverse, 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 - 5/2018	Counselor - Jess Schultz	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 middle school with ideas of potential careers and goals to prepare themselves for successful high school studies.



<b>Goal: 4</b> 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>
early graduation or college credits.  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.						

**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 DPDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that:  * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods;  * will be intense and sustained;  * are tied to the TEKS and STAAR;  * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, LEP students, students with disabilities, G/T, etc. and  * will enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.  Annual needs assessment results indicate a need for:  1) Districtwide training on Reading and Writing through Empowering Writers.  2) Strategies to address differentiated instruction in the classroom through Instructional Coaching for all teachers.  3) Training in Kilgo for teacher leaders.  4) Training in Content Areas through the ESC.  5) Training on Sheltered Instruction	8/2017 - 5/2018	Principal - Danny Medina	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 Professional Development in Reading <p style="text-align: right;"><b>\$3,600.00</b></p> Federal - Title I, Part A - Professional Development Travel and Registration <p style="text-align: right;"><b>\$2,067.00</b></p> Federal - Title II, Part A TPTR - Contracted Professional Development <p style="text-align: right;"><b>\$2,400.00</b></p> Federal - Title II, Part A TPTR - Professional Development Travel and Registration <p style="text-align: right;"><b>\$1,258.00</b></p> Federal - Title III, Part A - LEP - Contracted Professional Development <p style="text-align: right;"><b>\$1,200.00</b></p>	Documents :Professional Development Records - 08/17: The DPDMC will have designed a PD program that meets the needs of the Fort Hancock ISD faculty.	Increase in student performance as professional development activities focus on needs of faculty.	Documents :Professional Development Records - 04/18: The Principal has 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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<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>
Strategies.  6) Training on technology applications and programs.  Strategy: Evaluation of Professional Development Program (TI, A SW SPE) - The Fort Hancock Middle 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.	8/2017 - 5/2018	Principal - Danny Medina	Local Funds - Time Contributions of Faculty and Staff	Informal Assessment :Classroom Assessments - 12/17: 80% of students will pass campus TEKS-based benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/18: 76% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.  73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.  70% of students in grade 7 will pass the STAAR Writing test.  75% of students in grade 8 will pass the STAAR Science test.  79% of students in grade 8 will pass the STAAR Social Studies test.

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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>
<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 the state.</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. All teachers must be fully certified or enrolled in an alternative certification program prior to employment at Fort Hancock ISD.</p>	8/2017 - 5/2018	Principal - Danny Medina	Federal - Title I, Part A - Science Stipend <span style="float: right;"><b>\$2,037.00</b></span>  Federal - Title IV, Part A - SSAEP - Math Stipends <span style="float: right;"><b>\$7,129.50</b></span>		100% Fully Certified Faculty	Documents :Human Resources Records - 05/18: 100% Fully Certified Faculty.

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<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 Integrated Curriculum (TI, A SW SPA) - Fort Hancock Middle School classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab and interactive boards. Mobile labs are also available for use in the classrooms. Activities include:</p> <p>1) Using instructional software programs, such as Imagine ELL lab, STEMscopes Texas, Brain Pop, Measuring Up, Mentoring Minds, A-Z Learning, Empowering Writers, and Accelerated Reader to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression.</p> <p>2) Instructional management software tools such as Eduphoria Aware and United Streaming are used in the classroom allowing teachers to track student performance as it relates to the TEKS, STAAR, and/or reading comprehension skills.</p> <p>3) Other resources are available to provide additional technology for middle school such as desktops and visual presenters.</p>	8/2017 - 5/2018	Principal - Danny Medina	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>\$9,915.00</b></p> State - State Compensatory Education (SCE) - Technology Site Licenses <p style="text-align: right;"><b>\$6,300.00</b></p>	Informal Assessment :Classroom Assessments - 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 Tests - 05/18: 76% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Math tests.  73% of students in grades 6 – 8 will pass the appropriate grade-level STAAR Reading tests.  70% of students in grade 7 will pass the STAAR Writing test.  75% of students in grade 8 will pass the STAAR Science test.  79% of students in grade 8 will pass the STAAR Social Studies test.

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<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 Middle 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 - 5/2018	Principal - Danny Medina	Local Funds - Accetable Use Policy	Documents :Student Records - 08/17: 100% of the faculty, students and parents at Fort Hancock Middle 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 Middle 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>



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<b>Goal: 7 Fort Hancock Middle 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> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Coordinated School Health Program (CSHP) (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:  1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy;  2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care;  3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being;  4. Counseling services designed to improve the mental, emotional and social health of students;  5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities;  6. School, parent and community involvement in the health and well-being of students;  7. A physical education curriculum that integrates mental and physical learning experiences to promote	8/2017 - 5/2018	Principal - Danny Medina	Local Funds - Time Contributions of Faculty and Staff	Documents :Discipline Records - 12/17: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Records - 05/18: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

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<p><b>Goal: 7 Fort Hancock Middle 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>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 School Initiative (TI, A SW SPA) - The health and safety of Fort Hancock ISD students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools," Fort Hancock Middle 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</li> <li>* Assemblies and Speakers encouraging healthy choices</li> <li>* Behavior Management classes</li> <li>* Emergency Response Protocol</li> <li>* Security devices including cameras, alarms, and Visitor check-ins/badges</li> </ul> <p>Incentives to reinforce positive student behavior such as Fun Day, Open House, and Hot Dog Cookouts will be provided throughout the year.</p>	8/2017 - 5/2018	Principal - Danny Medina	Local Funds - Time Contributions of Faculty and Staff	Documents :Discipline Records - 12/17: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Records - 05/18: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

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<b>Goal: 7 Fort Hancock Middle 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> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities (TI, A SW SPA) - The staff of Fort Hancock Middle School 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.  An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselors and Principals, using the data to plan specific programs and activities.  Activities include, but are not limited to: * National Red Ribbon Week * Student Assemblies on drug prevention, bullying, alcohol prevention, violence, character education, and positive behavior * Tour of Border Patrol Facility * Law Enforcement Expo * Speak Out to Drugs Student Engagement * Community Service Opportunities * Dating Violence Policy (see Board Policy FFH-Local)	8/2017 - 5/2018	Principal - Danny Medina	Local Funds - Time Contributions of Faculty, Staff and Community	Documents :Agendas, Meeting Notes - - 08/17: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.	A safe and disciplined school environment for all students, staff, and community members.	Documents :Counselor Records - - 05/18: Counselor's Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.

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**Goal: 7** Fort Hancock Middle 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)]

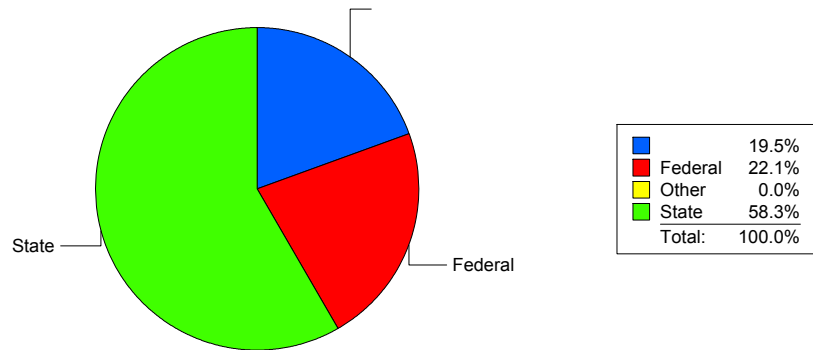
Objective(s):

<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>Activity:</p> <p>Discipline Alternative Education Program (DAEP) - Fort Hancock Middle School students will be knowledgeable about the Student Code of Conduct, Campus Rules, 3B's, 8 Step Discipline Plan, and the guidelines as set forth in the Acceptable Use policy.</p> <p>Fort Hancock ISD students who have violated the district code of conduct may be placed in the DAEP. A regular education program with highly qualified teachers in each core subject areas for grades 6 through 8 and counseling services will be provided for any student who is at risk of dropping out of school.</p>	8/2017 - 5/2018	Principal - Danny Medina	Local Funds - Time Contributions of Staff	<p>Documents :School Records - - 12/17: Increased number of students remaining in school and staying on track to graduate in lieu of expulsion.</p> <p>Maintain classroom assignments through DAEP instructional arrangement.</p>	A safe climate for student learning, having a positive impact on student achievement.	<p>Informal Assessment :Classroom Assessments - - 05/18: Final report card grades and STAAR assessments will indicate program's success.</p>

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<b>Goal: 7 Fort Hancock Middle 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> 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: Counseling Responsive Services (TI, A SW SPA) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include:  <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> The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:  <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 - 5/2018	Counselor - Jess Schultz	State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE: 1.00	Documents :Agendas, Meeting Notes - 12/17: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Counselor Records - 05/18: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

## Funding Values By Program



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### Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Time Contributions of Staff	0.00	\$162051.00
		<b>\$162,051.00</b>
<b>Federal</b>	<u>FTE</u>	<u>DollarValue</u>
<b>IDEA-B Formula</b>		
Time Contributions of Special Education Teacher	0.25	\$14030.47
Contracted Speech Therapy	0.00	\$15000.00
Contracted Occupational Services	0.00	\$5000.00
<b>Title I, Part A</b>		
Time Contributions of Instructional Aide	0.75	\$15852.02
Extra Duty Pay for Summer School Staff	0.00	\$18095.40
Time Contributions of Summer Reading Aide	0.00	\$1452.10
Time Contributions of Parent Liaison	0.25	\$6576.37

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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>		
Supplemental Library Books	0.00	\$4000.00
AR Site License	0.00	\$2690.00
Summer School Resources	0.00	\$904.00
Supplemental Science Resources	0.00	\$2500.00
Substitutes for Professional Development	0.00	\$2161.00
Contracted Professional Development in Reading	0.00	\$3600.00
Professional Development Travel and Registration	0.00	\$2067.00
Supplemental Instructional Resources	0.00	\$3715.00
Science Stipend	0.00	\$2037.00
Contracted Instructional Software	0.00	\$2416.67
Technology Site Licenses	0.00	\$9915.00
SECCA, Inc. Consulting Services	0.00	\$5027.00
<b>Title I, Part C (Migrant)</b>		
Region XIX ESC SSA	0.00	\$53397.00
<b>Title II, Part A TPTR</b>		
Contracted Professional Development	0.00	\$2400.00
SECCA, Inc. Consulting Services	0.00	\$600.00
Professional Development Travel and Registration	0.00	\$1258.00
<b>Title III, Part A - LEP</b>		
SECCA, Inc. Consulting Services	0.00	\$396.00
Contracted Professional Development	0.00	\$1200.00
<b>Title IV, Part A - SSAEP</b>		
Math Stipends	0.00	\$7129.50
SECCA, Inc. Consulting Services	0.00	\$200.00

Campus Improvement Plan  
**Fort Hancock Middle School 2017-2018**

**Funding Values By Program**

		<u>\$183,619.53</u>
<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Coordinated Funds</b>		
Time Contributions of Faculty and Staff	0.00	\$0.00
<b>Local Funds</b>		
Parent Notification Resources	0.00	\$0.00
Time Contributions of Faculty, Staff and Community	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Staff and Parents	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff and LPAC Committee	0.00	\$0.00
Time Contributions of Migrant Personnel	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Dyslexia Program	0.00	\$0.00
Accetable Use Policy	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff and Parents	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00



Campus Improvement Plan  
**Fort Hancock Middle School 2017-2018**

**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Foundation Staff	0.00	\$0.00
		<hr/> <b>\$0.00</b> <hr/>
<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>State and Local Funds</b>		
Assessment Instruments	0.00	\$0.00
<b>State Compensatory Education (SCE)</b>		
Time Contributions of Teachers	2.14	\$121986.00
Supplemental Resources	0.00	\$2000.00
Time Contributions of Reading Specialist	1.00	\$64852.20
Reading Materials - AR Books	0.00	\$750.00
Extra Duty Pay for Saturday School	0.00	\$4096.00
Time Contributions of Counselor	1.00	\$76113.13
Time Contributions of Counselor	1.00	\$0.00
Technology Site Licenses	0.00	\$6300.00
SECCA, Inc. Consulting Services	0.00	\$11950.00
Time Contributions of Counselor	1.00	\$0.00

Campus Improvement Plan  
**Fort Hancock Middle School 2017-2018**

**Funding Values By Program**

<b>State</b>	<u><b>FTE</b></u>	<u><b>DollarValue</b></u>
<b>State Gifted and Talented Block Grant</b>		
Time Contributions of G/T Staff	0.00	\$18155.00
Assessment Instruments	0.00	\$0.00
Time contributions of Faculty and Staff	0.00	\$0.00
 <b>State Special Education Block Grant</b>		
Special Education Allotment	0.00	\$177406.00
		<hr/> <b>\$483,608.33</b> <hr/>
<b>Grand Total:</b>		<b>\$829,278.86</b>