

Fort Sam Houston Independent School District



Accountability Rating: A

2026-2027 District Improvement Plan

Mission Statement

The mission of the Fort Sam Houston ISD is to develop the hearts and minds of all students, empowering them to become successful, active contributors in a changing global community.

Vision

Fort Sam Houston ISD empowers every learner to strive for growth, achieve their greatest potential, and lead with respect and compassion.

Value Statement

We believe in the potential of every individual and are committed to developing the whole person by establishing high expectations and providing personalized instruction that inspires and encourages all learners to succeed and reach their best.

We believe in cultivating a safe and caring environment, both emotionally and physically, that prioritizes social-emotional well being and sense of belonging, ensuring all students feel supported, respected, and valued as individuals.

We believe in empowering and supporting educators and recognizing their critical role in meeting the needs of tomorrow's students. We foster a culture of continuous learning.

We believe that the school benefits everyone and its success is rooted in strong, collaborative partnerships. We are committed to fostering mutual respect and actively collaborating with students and families to create a unified community dedicated to lifelong learning.

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

Comprehensive Needs Analysis (CNA) Process:

The annual CNA is begun by pulling the data off the most recent Texas Academic Performance Report (TAPR) or from PEIMS reporting. The chairperson of the District Education Improvement Committee (DEIC) then gathers data on needs from campuses, district departments such as Teaching & Learning and Safety, analysis of academic and discipline data, and campus committees, including Career and Technical Education (CTE). The results of annual parent, teacher, and student surveys (if given) are also taken into consideration. The DEIC also has a working session to analyze the TAPR and STAAR data and makes suggestions for priorities and focus areas. Once the CNA is drafted, it is shared with the DEIC for review and possible revision. From this data, the Areas of Need are finalized and statements are prepared for the District Improvement Plan. This information is then turned into goals and strategies. Finally, the Superintendent and Assistant Superintendents review the plan prior to presentation to the School Board for approval.

History and Overview:

Fort Sam Houston ISD (FSHISD) was created in 1951, and is located entirely on Joint Base San Antonio - Fort Sam Houston in northeast San Antonio. Created as a "special purpose" district, FSHISD is an independent school district, not a Department of Defense school. Governance is provided by a five-member school board appointed for a two-year term by the State Board of Education.

Serving school-age military-connected youth who reside on JBSA and Camp Bullis, the district is committed to providing an outstanding educational opportunity for all students in order to prepare them to become successful, responsible, and productive citizens. Funds for the school district budget are derived from Public Law 103-382 (Impact Aid) and from the Texas Public School Foundation Program. Because the District is located entirely on federal property, it is not allowed to levy taxes or sell bonds for facility construction. Revenue is generated at the local, state, and federal levels. For 2026- 2027, the breakdown of revenue sources is 3.04% local, 53.42% state, 43.45% federal, and 0.10% Other Sources.

Fort Sam Houston ISD operates one elementary school (prekindergarten - 5) and one middle/high school (grades 6 - 12). Schools are accredited by the Texas Education Agency.

Enrollment:

	2023-2024	2024-25	2025-2026	2026-2027
Student Total	1619	1617	1538	1541
Early Childhood	7	13	4	4
Pre-kindergarten	93	98	94	78
Kindergarten	115	102	123	119
First Grade	108	123	108	112
Second Grade	130	108	121	108
Third Grade	124	127	91	117
Fourth Grade	119	125	109	92
Fifth Grade	125	115	116	104

	2023-2024	2024-25	2025-2026	2026-2027
Sixth Grade	121	122	105	116
Seventh Grade	114	131	118	113
Eighth Grade	116	116	119	113
Ninth Grade	114	111	113	123
Tenth Grade	102	113	110	106
Eleventh Grade	109	97	112	108
Twelfth Grade	122	117	94	118

Non-Resident Transfer (NRT) Program:

While our primary responsibility is to serve those military-connected students who reside on JBSA-FSH, on a space and staff availability basis, the district is able to offer enrollment to students on a tuition-free basis who do not reside within its boundaries but meet certain eligibility criteria. Applications are accepted each year and current NRT students must reapply each year. In approving transfers, the District considers the availability of space, instructional and support staff, other resources, the student's disciplinary history, attendance, grades, and any potential adverse effect on resident students.

Student Data

Student Population by Race/Ethnicity (Texas Performance Reporting System, 2025)

Race	2023	2024	2025
Hispanic-Latino	29%	31%	33%
American Indian - Alaskan Native	1%	.6%	.6%
Asian	2.5%	3%	3%
African American	14%	17%	16%
Native Hawaiian - Pacific Islander	1%	1%	2%
White	40%	37%	36%
Two-or-More	12%	11%	10%

Program Participation by Percentage (TAPR, 2025)

Program	2022	2023	2024	2025
Emergent Bilingual (EB)	2%	2%	3%	3%
Gifted and Talented (GT)	6%	6%	6%	6%
Special Education (SPED)	14%	15%	15%	17%
Dyslexia	3%	4%	4%	5%
At-Risk	31%	31%	31%	34%
Economically Disadvantaged	29%	22%	20%	22%
Immigrant	1%	1%	1%	1%
Military Connected	88%	88%	92.5%	94%
Foster Care	0%	0%	0%	0%
Section 504	7%	7%	8%	10%

Staff Data

Staff by Position Held (TAPR 2025)

	2022	2023	2024	2025
Professional Staff	64%	61%	61%	60%
Teachers	49%	47%	45%	46%
Professional Support	11%	8%	11%	10%
Campus Administration	3%	4%	4%	3%
Central Administration	1%	1%	1%	1%
Educational Aides	11%	16%	16%	17%

	2022	2023	2024	2025
Auxiliary Staff	25%	23%	23%	24%

Teachers by Ethnicity (TAPR, 2025)

Race	2022	2023	2024	2025
African American	11%	7%	9%	7%
Hispanic	29%	34%	33%	32%
White	56%	56%	57%	59%
Asian	2%	1%	1%	1%
Two or More Races	1%	2%	1%	1%

Teachers by Experience & Education (TAPR, 2025)

Teachers by Highest Degree Held:	2022	2023	2024	2025
Bachelors	73%	52%	52%	54%
Masters	25%	47%	47%	45%
Doctorate	1%	1%	1%	0%
Teachers by Years of Experience:				
Beginning Teachers	8%	10%	3%	2%
1-5 Years Experience	27%	14%	15%	15%
6-10 Years Experience	21%	23%	21%	19%
11-20 Years Experience	29%	34%	38%	41%
21-30 Years Experience	13%	19%	21%	20%
Over 30 Years Experience	3%	1%	2%	3%

The student teacher ratio is 12:1, the state average is 12:1 We seek to diversify our staff through visiting recruiting events around the state of Texas. We recruit and hire certified teachers to teach in their area of certification. The district is a District of Innovation and can obtain a waiver for certain CTE programs and electives. FSHISD has been working to strengthen our Induction and Mentoring programs to support both teachers new to the district and new to the profession. The past three years show an overall stability in both staff and student demographics.

FSHISD uses the Free & Reduced Lunch Program to generate its Low Income and Economically Disadvantaged percentages. The Title 1 monies provide personnel support for Intervention. The program is evaluated using the Accelerated Growth and Student Growth data provided by STAAR in our accountability system.

Community Demographics: The majority of our students are military connected, meaning one or more parents are active duty. Most of the parents of students enrolled in FSHISD schools are active duty military personnel residing on JBSA-FSH. Some children of retired military personnel also attend our schools. Parents are educated, at least one is employed, they value education, and they are advocates for a high quality education for their child(ren). The district has streamlined its communication media to our website, social media, and Parent Square.

Parents serve on both the campus and district site based committees and review professional learning, waivers, and state/federal requirements. The District Education Improvement Committee meets every other month and the minutes are posted to the district website. The committee also develops the annual calendar and Title 1 program expenditures, as applicable.

Areas of Need:

- Staff retention and recruitment
- Staff certification in ESL, Gifted and Talented Foundations, Content Based Language Instruction
- Monitor student population and programs to ensure adequate student support
- Professional learning for both administrators and staff
- Create new exit and retention surveys

STUDENT PERFORMANCE & OUTCOMES

Student Achievement & Accountability:

The district rating for 2026 is shown below. The system is organized into three domains: student achievement, school progress, and closing the gaps. The student achievement domain tells us how much students know and are able to do at the end of the school year. The school progress domain shows us how students are performing over time and compares that progress to similar schools. The closing the gaps domain tells us how well different populations of students in a district are performing.

Indicator in Scale Score	FSHE	COLE	FSHISD
Overall Student Achievement	89	97	95
STAAR Performance	88	93	94
College, Career, and Military Readiness		98	
Graduation Rate		100	
Letter Grade	B	A	A

2026 STAAR Approaches Grade Level Performance Percentages

Subject/Grade	FSHISD 2023	FSHISD 2024	FSHISD 2025	FSHISD 2026
Reading				
3rd	89%	80%	89%	82%
4th	86%	94%	85%	80%
5th	94%	88%	90%	89%
6th	95%	94%	92%	92%
7th	91%	93%	91%	94%
8th	97%	95%	97%	97%
Mathematics				
3rd	85%	76%	67%	79%
4th	75%	78%	73%	64%
5th	90%	90%	86%	87%
6th	92%	92%	91%	92%
7th	70%	67%	78%	58%
8th	94%	91%	85%	83%
Science				
5th	80%	75%	80%	83%
8th	98%	92%	93%	91%
Social Studies				
8th	79%	67%	87%	82%

2026 End of Course Results (TPRS)

Course	2023	2024	2025	2026
Algebra I	91%	95%	96%	96%

Course	2023	2024	2025	2026
Biology	97%	99%	100%	97%
English I	95%	96%	97%	95%
English II	93%	98%	99%	95%
United States History Since 1877	97%	100%	100%	99%

School Year	Total Average Attendance (TPRS)
2022-23	95%
2023-2024	96%
2024-2025	96%

School Year	Graduation Rate (TPRS)
2022-23	100%
2023-24	100%

In accordance with HB3, the district adopted Literacy and Numeracy goals, as well as a College, Career and Military Ready (CCMR) goal. The district sets goals around all students achieving grade level or ‘Meets’ on the STAAR assessments and in all measures of achievement. The need to ensure that all students are capable of completing grade level work and realizing their full potential is just one way we strive to bring equality to our campuses and ensure that our students are fully prepared for the next grade level or post graduation. The district will continue to support the Instructional Coaching program to continue the implementation of a guaranteed and viable curriculum, a teaching assessment cycle, and the creation of mid & end of unit assessments. There is a district Multi-Tiered System of Supports (MTSS) in place to ensure all student needs are met.

Areas of Need:

- Strong & consistent Tier 1 instruction in Math and Literacy
- The creation/implementation of instructional frameworks and High Quality Instructional Materials, including the practice of Curriculum Based Professional Learning in Math, RLA and Science with similar support in Social Studies and CTE courses.
- A focus on accelerated instruction paired with intervention, especially to address the STAAR Did Not Meet for 1st and 2nd time. (Title 1a)
- Application of Specially Designed Instruction (SDI) to support the instruction of Special Education students, with special attention to Resource classes and teachers and to include training for paraeducators on how to support classroom instruction.

Professional Practice

Induction & Mentoring:

All new staff participate in Induction prior to the start of the school year. The focus of the mentoring plan is to have regular

communication and support from district and campus leaders. New to Profession teachers are mentored for two years following the PREP Texas Mentorship Training program. New to district veteran teachers are assigned “buddies” from their department to serve as a resource for the year. In addition, the Superintendent meets with new teachers, in a small group setting, three to four times a year. “Real Talk” gives the superintendent and new teachers an opportunity to give support, discuss programs, and improve communication.

Professional Learning:

- Curriculum Based Professional Learning (CBPL) (Title 2a)
- TEA Clearinghouse (appendix) - The required training is handled through Vector Solutions Online courses or in person as indicated on the Professional Learning plan. Some trainings are annual while others are for new employees only.
- The Instructional Coaches facilitate teaching and learning cycles through Professional Learning Communities (PLC). The Coaches also have their own PLC once a week, and are being supported through Region 13, Sibme and LASO IV LIFT
- Required safety & security training will also be done throughout the school year.
- Cybersecurity training is ongoing through the Technology Department throughout the year.
- New teachers are assigned to Reading Academies, as needed
- Gifted and Talented foundations and annual updates
- 2026 New English Language Proficiency Standards (ELPS)
- Dual Credit, AP and PreAP

FSHISD has four professional learning days in the calendar for support for design, acceleration, data analysis, curriculum based learning, and safety and security.

Programs & Opportunities for Students

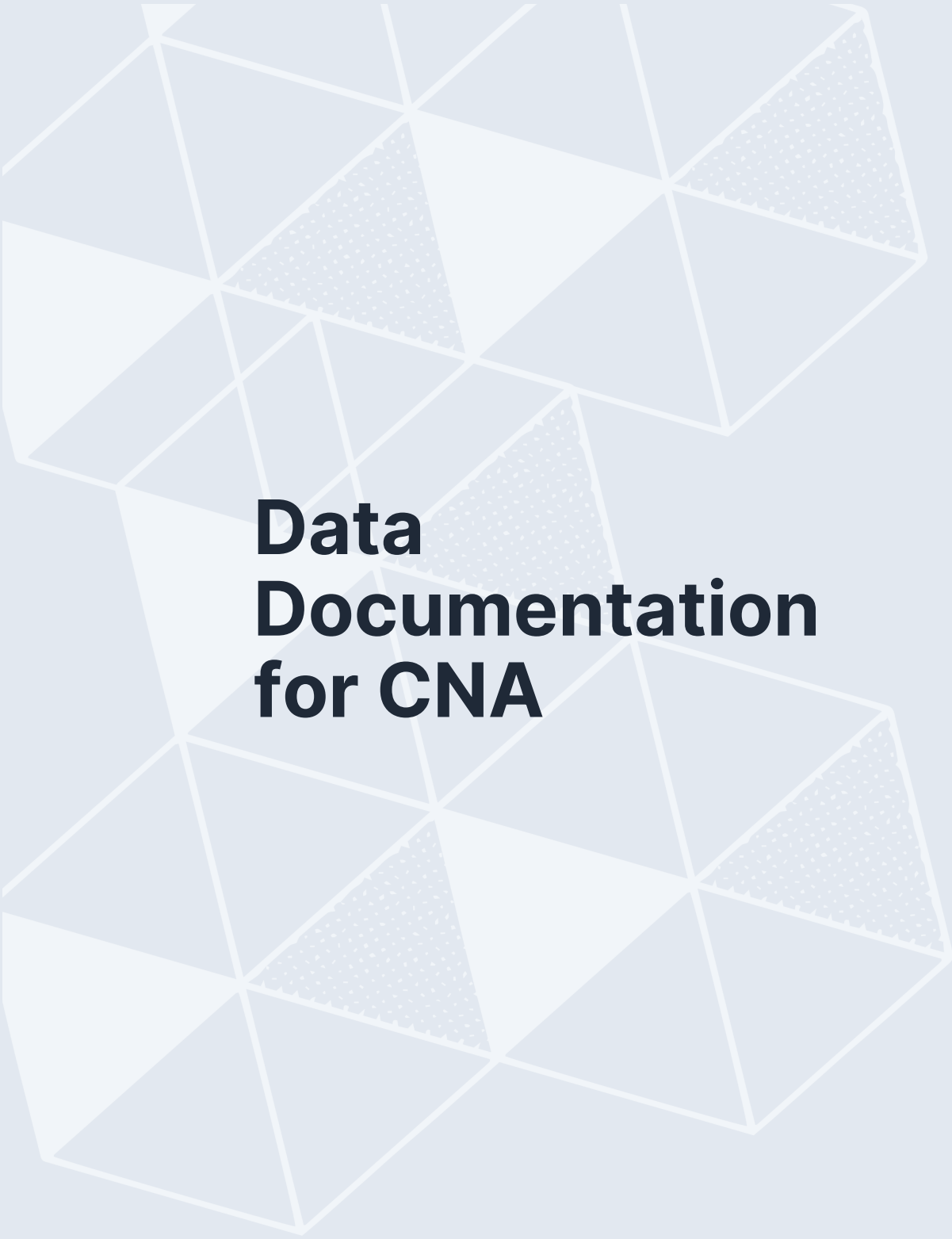
Students are provided numerous opportunities to participate in academic competitions, athletics, JROTC, music/band, robotics, theater, culinary, and visual arts. Students are receiving local, state and national recognition in these areas and participation rates are increasing. The Teaching and Learning Department is working with the campuses to increase CTE student participation, with a focus on completing pathways of study and Industry Based Certifications (IBC). The continuing work of our CCMR goal from HB3 (2019) supports this work. Title IVa monies also help to provide opportunities for these students to compete in culinary, art, and SkillsUSA competitions. A partnership with UT Austin OnRamps program is in its sixth year of implementation and another is St. Phillip’s College/Alamo Colleges. Lessons are designed that are engaging, challenging and meaningful for students.

Areas of Need:

- Strong & consistent instruction and assessment in Math and Literacy
- The creation/implementation of instructional frameworks and High Quality Instructional Materials, including the practice of Curriculum Based Professional Learning in Math, RLA and Science with similar support in Social Studies and CTE courses.
- Application of Specially Designed Instruction (SDI) to support the instruction of Special Education students, with special attention to Resource classes and teachers.
- Professional learning around Special Education law and requirements.
- Implementation of Reading Academies’ Science of Teaching & Reading in grades PreK through 3
- Continued coaching & support for Instructional Coaches and administrators
- Increase the number of students graduating with CCMR credit through Industry Based Certifications, college bridge courses, and teacher preparation to teach these courses
- Increase the number of dual credit college courses
- Allocate money to increase the number of students passing college readiness assessment such as the TSIA2
- Need for more teachers to earn ESL certification, especially at the elementary level, G/T foundational hours, and Content Based Language Instruction (CBLI) in K through 12th grades.

PROBLEM STATEMENTS

1. As evidenced by national, state and local trends, staff recruitment and retention continue to be a challenge.
2. Declining student enrollment due to the rise in Homeschooling and Texas' adoption of vouchers.
3. As evidenced by state and national trends, the percentage of Special Education students, including those with high support needs, is increasing.
4. As the roles of principals change to transformational leadership, more support and professional learning is required for current and new administrators. Retention of leadership is important to positive student outcomes and staff retention.
5. Based on the data and analysis of student outcomes and legislative mandates, strong and consistent instruction in Math and Literacy through instructional frameworks and High Quality Instructional Materials (HQIM) must be developed and implemented.
6. Because of the importance of student growth and Texas Education Agency's increased accountability in Domain III, a stronger focus on student groups' outcomes is required.
7. Data shows a need to focus on student population groups.
8. The percent of CCMR graduates must be maintained in the 90% range.



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

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

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data
- ☒ Results Driven Accountability (RDA)

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments
- ☒ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Gifted and talented data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- ☒ Attendance data
- ☒ Mobility/stability rate, including longitudinal data

- ☒ Enrollment trends
- ☒ Mobility/stability rate, including longitudinal data

Employee Data

- ☒ Staff surveys and/or other feedback
- ☒ Campus leadership data
- ☒ T-TESS data
- ☒ T-P ESS data
- ☒ Staff mobility/stability
- ☒ Teacher recruitment/retention rates and other data
- ☒ Classroom and school walkthrough data

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data

- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Budgets/entitlements and expenditures data
- ☒ Study of best practices and high yield strategies



Goals

Goal 1 FSHISD will recruit, support & retain a highly effective workforce.

Performance Objective 1

FSHISD will continue to build programs to recruit a diverse candidate pool and retain all high performing teachers.

Evaluation Data Source: Hiring records, attendance at career fairs, Induction, Mentoring/Real Talk/Teacher Incentive Allotment

Strategy 1

Through the Talent strand of the District Strategic Plan, 100 % of employees will be evaluated at the Proficient level or higher by 2031.

Strategy's Expected Result/Impact: Through support, comprehensive evaluation systems and procedures, feedback, and retention strategies, the District will attract and retain more employees.

Staff Responsible for Monitoring: Superintendent

Funding Sources: Local Funds,

Formative Reviews

January

March

May

Strategy 2

The Teacher Incentive Allotment will work through Data Capture (26.27) to help teachers earn designations resulting in monetary rewards as part of retention.

Strategy's Expected Result/Impact: Growth in the number of high performing teachers and strong student outcomes, retention of staff and attracting new staff.

Staff Responsible for Monitoring: Teaching & learning Coordinator, Assistant Superintendent of Teaching & Learning

Funding Sources: Local Funds,

Formative Reviews

January

March

May

Performance Objective 2

The district will maintain efforts to welcome and support new employees throughout their first year with FSHISD.

Evaluation Data Source: Mentor program records, mid year and exit surveys, superintendent quarterly meetings, Induction

Strategy 1

Superintendent will meet with all new teachers at least three times a year (Real Talk) to offer support, encouragement and pulse the social-emotional and mental state of new teachers.

Strategy's Expected Result/Impact: Teachers will feel welcomed and supported and will increase the likelihood of retention.

Staff Responsible for Monitoring: Teaching and Learning Coordinator

Funding Sources: Local Funds,

Formative Reviews

January

March

May

Strategy 2

FSHISD will facilitate a one to one mentor program for all teachers new to the profession and provide "buddies" for anyone new to the district.

Strategy's Expected Result/Impact: All new employees will know how to access information and feel supported.

Staff Responsible for Monitoring: Teaching and Learning Coordinator, Campus Lead Mentors

Funding Sources: Local Funds,

Formative Reviews

January

March

May

Strategy 3

The district will formally induct new educational staff into the culture of FSHISD.

Strategy's Expected Result/Impact: New staff will start the school year with an understand of the expectations of FSHISD for instruction and service to the military family.

Staff Responsible for Monitoring: Teaching and Learning Coordinator

Funding Sources: Local Funds,
Formative Reviews

JanuaryMarchMay

Strategy 4

The District will participate in the LIFT TMT Mentoring Program.

Strategy's Expected Result/Impact: A cadre of highly trained mentors will be equipped to coach and support new to profession teachers.

Staff Responsible for Monitoring: Teaching and Learning Coordinator

Funding Sources: Local Funds,
Formative Reviews

JanuaryMarchMay

Performance Objective 3

The district will continue professional development to support staff, district initiatives and goals and raise student achievement outcomes.

Evaluation Data Source: Certification and professional learning records and portfolios in Eduphoria

Strategy 1

The district will retain staff through various communication and professional learning opportunities to include support from Instructional Coaches, PLCs, and Curriculum Based Professional Learning (CBPL).

Strategy's Expected Result/Impact: Professional Learning Days will be well attended and guide staff through relevant learning to support student outcomes and ensure that all students are learning.

Staff Responsible for Monitoring: Teaching & Learning Department

Funding Sources: Local Funds,
Formative Reviews

JanuaryMarchMay

Strategy 2

The district will retain staff by creating and analyzing new exit interviews and retention surveys.

Strategy's Expected Result/Impact: To discover, analyze and act upon the reasons staff stay or leave in order to increase retention.

Staff Responsible for Monitoring: Teaching & Learning Department

Funding Sources: Local Funds,

Formative Reviews

January

March

May

Goal 2

The percent of 3rd grade students that score "meets grade level" or above in Reading on the State of Texas Assessment of Academic Readiness (STAAR) will increase from 62% to 75% by June 2029.

Performance Objective 1 HB3 Goal

The percent of 3rd grade students that score "meets grade level or above" by June of 2027 will be 65% or higher.

Evaluation Data Source: STAAR scores

Strategy 1

By August of 2027, all K through 3rd Grade teachers, including Special Education teachers, and their administrators, will successfully complete Reading Academies.

Strategy's Expected Result/Impact: Teachers will have a deeper knowledge of the art and science of teaching reading resulting in EoY Early Childhood academic growth .

Staff Responsible for Monitoring: Teaching & Learning Coordinator, Elementary Principal. EC Instructional Coach

Formative Reviews

January

March

May

Strategy 2

The elementary campus will implement a structured schedule of formative assessments and progress monitoring for all grades, apply interventions, and achieve student growth.

Strategy's Expected Result/Impact: At minimum, 65% of all students will achieve Meets Grade Level or above on STAAR Reading assessment.

Staff Responsible for Monitoring: Assistant Superintendent for Teaching and Learning, Elementary Principal

Formative Reviews

January

March

May

Strategy 3

District professional learning throughout the year will focus on implementing the evidence based approach Curriculum Based Professional Learning (CBPL) and the Teaching and Learning Framework will be used for monitoring.

Strategy's Expected Result/Impact: Growth and progress will be evident across PreK through 12th grades in Curriculum Based Assessments and progress monitoring.

Staff Responsible for Monitoring: Assistant Superintendent for Teaching and Learning, Campus Principals

Funding Sources: Title II, Part A,

Formative Reviews

January

March

May

Strategy 4

Campus Reading Language Arts teachers will work with Instructional Coaches in PLC to engage HMH's Into Reading's CBPL componenets to implement the district RLA curriculum to its fullest extent.

Strategy's Expected Result/Impact: Students' Reading scores will improve in both formative and summative assessment measures.

Staff Responsible for Monitoring: Principals, Teaching & Learning Department

Formative Reviews

January

March

May

Strategy 5

Refine and align district systems for research-based instructional practices and a comprehensive, districtwide assessment system to ensure consistent, data-informed teaching and learning implemented with fidelity throughout the year.

Strategy's Expected Result/Impact: By 2031, as part of the District Strategic Plan, 100% of Fort Sam Houston ISD students will meet or exceed grade-level knowledge and skills.

Staff Responsible for Monitoring: Assistant Superintendent of Teaching and Learning

Formative Reviews

January

March

May

Performance Objective 2 **HB3 Goal**

FSHISD will continue to strengthen & support campus MTSS in Reading.

Evaluation Data Source: STAAR Reading scores, growth in Reading in all progress monitors

Strategy 1

District Dyslexia Coordinator will work with campus coordinators to assure procedures are in place to support and aligned with the TEA Dyslexia Handbook and support higher Dyslexic student outcomes.

Strategy's Expected Result/Impact: More students will be exited from Dyslexia support.

Staff Responsible for Monitoring: District Dyslexia Coordinator

Funding Sources: Local Funds,

Formative Reviews

January

March

May

Strategy 2

Personnel will support students with Reading difficulties through Intervention/Enrichment time and the Multi Tiered System of Supports (MTSS) process.

Strategy's Expected Result/Impact: Students will have more individualized time and support to grow in Reading skills as evidenced by progress monitoring assessments.

Staff Responsible for Monitoring: Principals

Funding Sources: Local Funds,

Formative Reviews

January

March

May

Strategy 3

Professional learning in Acceleration Strategies will be provided to all interventionists providing MTSS or HB1416 Acceleration.

Strategy's Expected Result/Impact: Academic growth in Intervention will increase, fewer students will earn Did Not Meet Expectations on STAAR.

Staff Responsible for Monitoring: Teaching and Learning Department, Principals

Funding Sources: Local Funds,
Formative Reviews

January

March

May

Goal 3

The percent of 3rd grade students that score "meets grade level" or above in Math State of Texas Assessment of Academic Readiness (STAAR) on the will increase from 51% to 63% by June 2029.

Performance Objective 1 **HB3 Goal**

The percent of 3rd grade students that score "meets grade level or above" by June of 2027 will be 51%.

Evaluation Data Source: STAAR

Strategy 1

The elementary campus will implement a structured schedule of curriculum based assessments and progress monitoring for all grades, apply interventions and achieve student growth.

Strategy's Expected Result/Impact: At minimum, 60% of all students will achieve Meets Grade Level or above on STAAR Math assessment.

Staff Responsible for Monitoring: Teaching and Learning Department, Elementary Principal

Funding Sources: Local Funds,

Formative Reviews

January

March

May

Strategy 2

District professional learning throughout the year will focus on implementing the evidence based approach Curriculum Based Professional Learning (CBPL).

Strategy's Expected Result/Impact: Growth and progress will be evident across PreK through 12th grades in interims and progress monitoring.

Staff Responsible for Monitoring: Teaching and Learning Department, Campus Principals

Funding Sources: Local Funds, , Leadership and Instructional Foundations for Texas,

Formative Reviews

January

March

May

Strategy 3

The district will revise and implement a new Math Framework through the LIFT (Leadership and Instructional Foundations for Texas) grant to continue the implementation work and use of HQIM.

Strategy's Expected Result/Impact: Alignment of math instruction K through 12 and adoption of Research Based Instructional Strategies and HQIM resulting in improved Math scores.

Staff Responsible for Monitoring: Assistant Superintendent for Teaching and Learning, Coordinator for Teaching and Learning

Funding Sources: Local Funds, , Leadership and Instructional Foundations for Texas,

Formative Reviews

January

March

May

Strategy 4

The Instructional Coaches and administrators will support instruction and acceleration in grades Kindergarten through 12th Grade by providing curriculum based professional learning, PLC facilitation, and coaching.

Strategy's Expected Result/Impact: STAAR Math scores will show an increase of students performing at grade level or above.

Staff Responsible for Monitoring: Teaching and Learning Department, Campus Principals

Funding Sources: Local Funds,

Formative Reviews

January

March

May

Strategy 5

Coaching, observation, feedback, and PLC structure through the LIFT (Leadership and Instructional Foundations for Texas) will improve internalization and Math instruction in grades K-12

Strategy's Expected Result/Impact: More students will maintain or increase their STAAR performance levels.

Staff Responsible for Monitoring: Principals, Teaching and Learning Department

Funding Sources: Local Funds,

Formative Reviews

January

March

May

Strategy 6

Professional learning in Acceleration Strategies will be provided to all interventionists providing MTSS or HB1416 Acceleration.

Funding Sources: Local Funds,

Formative Reviews

January

March

May

Goal 4

The percentage of graduates that qualify as college, career, or military ready will increase from 88% to 97% by 2029.

Performance Objective 1 HB3 Goal

The percentage of graduates that qualify as college, career, or military ready will be at least 88% by June of 2027.

Evaluation Data Source: CCMR Verifier and CCMR Accountability Data, Outcomes Bonus

Strategy 1

The district will support the planning and monitoring of progress toward earning a CCMR credit for all students.

Strategy's Expected Result/Impact: More students will receive a CCMR credit.

Staff Responsible for Monitoring: CCMR Counselor, Principal, Assistant Superintendent for Teaching & Learning

Formative Reviews

January

March

May

Strategy 2

Quarterly meetings among Assistant Superintendent, Principal, CCMR Counselor, and campus CCMR team to support work and monitor progress and CCMR Team will analyze Outcome Bonus data to adjust CCMR plan as needed.

Strategy's Expected Result/Impact: Growth in the program, better communication, solutions to problems that arise and more students graduating CCMR Ready.

Staff Responsible for Monitoring: CCMR Counselor, Principal, Assistant Superintendent for Teaching & Learning

Formative Reviews

January

March

May

Strategy 3

District will continue to use and support the Xello software for College & Career Readiness to

support both elementary and secondary campus in CCMR growth.

Strategy's Expected Result/Impact: More alignment across the district in CCMR efforts and help for the elementary in preparing students for secondary, especially in career pathways

Staff Responsible for Monitoring: CCMR Counselor, Principal

Formative Reviews

January

March

May

Strategy 4

District and campus will work with Region 20 CTE specialists in CTE Curriculum Data Driven Accountability and Perkins V CLNA to align programs of study and increase the number of students attempting and passing IBCs.

Strategy's Expected Result/Impact: More students attempting & passing IBCs.

Staff Responsible for Monitoring: CCMR Counselor, Principal, Assistant Superintendent for Teaching & Learning

Formative Reviews

January

March

May

Strategy 5

Continue implementing college prep reading & math to prepare for and increase CCMR.

Strategy's Expected Result/Impact: More students will graduate CCMR ready.

Staff Responsible for Monitoring: CCMR Counselor, Principal, Assistant Superintendent for Teaching & Learning

Formative Reviews

January

March

May

Strategy 6

The District will leverage its Title IVa entitlement to support CTE programs in pursuing hands on competitions and building a practicum in entrepreneurship as measured by CTE enrollment numbers and the generation of scholarship monies.

Strategy's Expected Result/Impact: More students will enter into CTE courses and programs of study.

Staff Responsible for Monitoring: Principal and CCMR Counselor

Formative Reviews

January

March

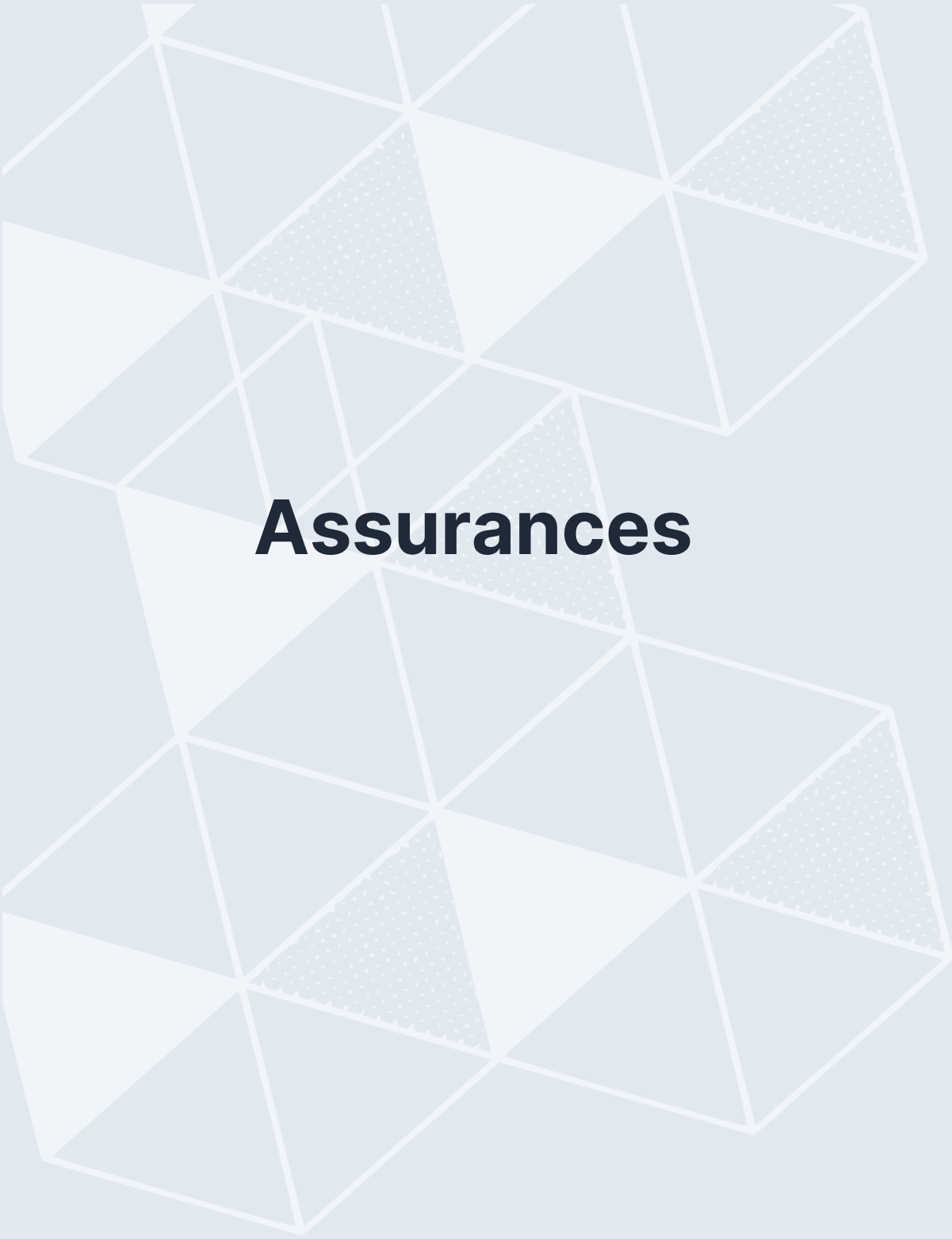
May



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Charlotte Perez	Interventionist		1



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

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



Funding Summary

Funding Summary

Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1		--	\$0.00
1	1	2		--	\$0.00
1	2	1		--	\$0.00
1	2	2		--	\$0.00
1	2	3		--	\$0.00
1	2	4		--	\$0.00
1	3	1		--	\$0.00
1	3	2		--	\$0.00
2	2	1		--	\$0.00
2	2	2		--	\$0.00
2	2	3		--	\$0.00
3	1	1		--	\$0.00
3	1	2		--	\$0.00
3	1	3		--	\$0.00
3	1	4		--	\$0.00
3	1	5		--	\$0.00
3	1	6		--	\$0.00
				Sub-Total	\$0.00

Title II, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3		--	\$0.00
				Sub-Total	\$0.00

Leadership and Instructional Foundations for Texas

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2		--	\$0.00
3	1	3		--	\$0.00
				Sub-Total	\$0.00

State and Federal Requirements Addendum FSHISD
District Improvement Plan for SY 2026-2027

Required Staff Development (SB1267: 2021)

SB 1267 Topic	Required Personnel	Frequency	Provider	Date of Training
Suicide Prevention	School counselors, teachers, nurses, administrators, and other staff as well law enforcement officers and social workers who regularly interact with students.	Annual	Online: Vector Solutions	NLT 8/11/26
Strategies for establishing and maintaining positive relationships among students, including conflict resolution.	Teachers, school counselors, principals, and all other appropriate personnel.	Annual	Online: Vector Solutions	NLT 8/11/26
Preventing, identifying, responding to, and reporting incidents of bullying	Teachers, school counselors, principals, and all other appropriate personnel.	Annual	Online: Vector Solutions	NLT 8/11/26
UIL Safety Training	Coaches, trainers, sponsors for an extracurricular activity, director responsible for school marching band	Annual	RMA Portal	Prior to first day with athletes per UIL
Increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children	All	New employee orientation	Online: Vector Solutions	NLT 8/11/26
Increasing awareness and implementation of trauma-informed care	All	New employee orientation	Online: Vector Solutions	NLT 8/11/26

State and Federal Requirements Addendum FSHISD
District Improvement Plan for SY 2026-2027

Homelessness Awareness	All	Annual	Online: Vector Solutions	NLT 8/11/26
Sexual Harassment	All	Annual	Online: Vector Solutions	NLT 8/11/26
Dating Violence	All Secondary	Annual	Online: Vector Solutions	NLT 8/11/26
Title IX Compliance	All	Annual	Online: Vector Solutions	NLT 8/11/26
Mental Health Recognition and Support	All	New employee orientation	Online: Vector Solutions	NLT 8/11/26

School Resource Officer

Strategies	Resources	Staff Responsible	Evaluation
FSHISD will enter a MOU with JBSA- FSH for 2 full-time SROs. Duties will be outlined in the MOU and will not include administrative responsibilities.	MOU	Superintendent, Assistant Superintendent for Finance & Operations	MOU in place, Duties listed in Student/Parent Handbook

Student Achievement and Drop Out Prevention

Strategies	Resources	Staff Responsible	Evaluation
All students will have a graduation pathway plan developed in grade 8 and will be monitored to ensure progress towards graduation with their cohort as expected	Campus counselors	Campus counselors	Plans in place for 8 th graders

State and Federal Requirements Addendum FSHISD
District Improvement Plan for SY 2026-2027

Services will be provided for at-risk students to increase academic achievement and reduce the dropout rate for these students	State Comp Ed funds	Student and Academic services staff, campus administration and counselors	State Comp Ed reports, annual district report and agenda to Board
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Title I, Part A Fort Sam Houston Program Plan
Statutory Required Descriptions

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, the LEA plan shall include the following 13 descriptions:

Description 1:

How the LEA will monitor students' progress in meeting the challenging State academic standards by [Section 1112(b)(1)] –

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning

FSHISD uses local and state data at the macro and student levels to analyze academic areas of strength and weakness. Students are targeted for intervention through progress monitoring, the use of screeners, and MTSS referral procedures. Professional learning is centered on Specially Designed Instruction and high yield instructional strategies for all groups, but specifically Gifted and Talented and Special Education students. PLC time is spent reinforcing these professional learning days, analyzing data, and supporting the implementation of others strategies used in reading & math instruction.

Description 2:

How the LEA will identify and address any disparities that results in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers

FSHISD does not place out of field teachers in classrooms. We are exempt from an Talent Plan and CAD because we have single campus grade spans.

Description 3:

How the LEA will carry out its School Support and Improvement activities responsibilities under Section 1111(d)(1) and (2)

FSHISD does not have any campuses targeted for improvement.

Description 4:

The poverty criteria that will be used to select school attendance areas under Section 1113 (i.e., Within LEA Allocations Procedures)

FSHISD uses the Free and Reduced Lunch Program forms.

Description 5:

The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

FSHISD uses Title I monies to pay the salaries of Reading and Math interventionists. The intervention program serves students in RtI and HB4545/1416 Accelerated Instruction. Students are served as part of their Math or RLA block, as well as during I&E as needed.

Description 6:

The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (i.e., Homeless LEA Reservation)

The district does not have any homeless students currently. When we do have homeless students enrolled, we offer the following services: Help with housing, counseling, Title 1 parent programs, agency referrals, nutrition/school lunch programs, transportation, school supplies, medical and dental referrals, and school and birth records, etc.

Description 7:

The strategy the LEA will use to implement effective parent and family engagement under Section 1116 (i.e., LEA Written PFE Policy)

FSHISD and our Title 1 campus, Ft Sam Houston Elementary use the same PFE policy and compact since there is only one campus served by Title 1. The Teaching & Learning Coordinator and campus principal serve in the PFE roles to assure compliance with all requirements.

Description 8:

If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs (i.e., LEA Reservation for Preschool)

FSHISD does not use Title 1 money for Early Childhood service.

Description 9:

How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in school's operating a

Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A (i.e., Multiple, educationally related, objective criteria)

FSHISD does not have a Targeted Assistance Program.

Description 10:

How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)]

1. Coordination with institutions of higher education, employers, and other local partners; and
2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

FSHISD has special counselor-led programs to transition from 5th to 6th grades. There are also special programs to prepare 8th graders transitioning to 9th grade.

Description 11:

How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students

A district wide team has created a behavioral MTSS program that integrates with the academic MTSS program and follows the same referral process. The program outlines processes and levels of infractions so teachers understand what is handled at the classroom and office levels.

Description 12:

If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit

FSHISD has used grant and local funds to support robotics teams, STEM education and the implementing of the Imaginasium all at the elementary campus. Title IVa monies support the Career and Technology Program growth.

Description 13:

Any other information on how the LEA proposes to use funds to meet the purposes of this grant and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]

1. Assist schools in identifying and serving gifted and talented students; and

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

All Title 1 money is used in payroll. We do not use the money for G/T or library programs.