

# **Hardin Elementary School 2018-2019**

*Campus Improvement Plan*

**2018-2019 School Year**

Campus Improvement Plan  
Hardin Elementary School 2018-2019

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Jackson, Paula	Principal	Hardin Elementary School	
Dumas, Raymond	Assistant Principal	Hardin Elementary School	5-2019
Firmin, Kera	Assistant Principal	Hardin Elementary School	5-2019
Booker, Venus	Counselor	Hardin Elementary School	5-2019
Moss, Cindy	Coordinator of School Improvement	Hardin ISD	5-2019
Wells, Cristine	Special Services	Hardin Elementary School	5-2019
Jackson, Tracy	PK Teacher	Hardin Elementary School	5-2019
Weaver, Jessica	Kindergarten Teacher	Hardin Elementary School	5-2019
Lewis, Becky	First Grade Teacher	Hardin Elementary School	5-2019
Bell, Jennifer	Second Grade Teacher	Hardin Elementary School	5-2019
Barrett, Jana	Third Grade Teacher	Hardin Elementary School	5-2019
Barrier, Haylie	Fourth Grade Teacher	Hardin Elementary School	5-2019
Kaplan, Tessa	Fifth Grade Teacher	Hardin Elementary School	5-2019
Mendez, Nicole	Paraprofessional	Hardin Elementary School	5-2019
Nolan, Mary Beth	Electives	Hardin Elementary School	5-2019
Frewin, Carol	Community Representative	Hardin Elementary School	5-2018
Frewin, Don	Community Representative	Hardin Elementary School	5-2018
Crump, Marla	Business Representative	Hardin Elementary School	5-2018
Gonzalez, Gracie	Parent	Hardin Elementary School	5-2018

Campus Improvement Plan  
**Hardin Elementary School 2018-2019**

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Jackson, Paula	Principal	Hardin Elementary School
Dumas, Raymond	Assistant Principal	Hardin Elementary School
Firmin, Kira	Assistant Principal	Hardin Elementary School
Brashear, Bryn	Secretary	Hardin Elementary School
Woerner, Marcie	Secretary	Hardin Elementary School
Booker, Venus	Special Programs Coordinator	Hardin ISD
Jones, Cami	Homeless Liaison	Hardin ISD
Fairbend, Vernon	Diagnostician	Hardin ISD
Booker, Venus	Counselor	Hardin Elementary School
Rodgers, Sherita	Nurse	Hardin Elementary School
Lyons, Beth	Library Aide	Hardin Elementary School
Lazard, Holli	PK Teacher	Hardin Elementary School
Flores, Melissa	PK Teacher	Hardin Elementary School
Jackson, Tracy	PK Teacher	Hardin Elementary School
Goudeau, Penny	PK Aide	Hardin Elementary School
Campbell, Michelle	Kindergarten Teacher	Hardin Elementary School
Jackson, Tracy	Kindergarten Teacher	Hardin Elementary School
Johnson, Lori	Kindergarten Teacher	Hardin Elementary School
McGowan, Krystal	Kindergarten Teacher	Hardin Elementary School
Weaver, Jessica	Kindergarten Teacher	Hardin Elementary School
Breeden, Mary Beth	First Grade Teacher	Hardin Elementary School
Guidry, Kris	First Grade Teacher	Hardin Elementary School
Hughes, Jamie	First Grade Teacher	Hardin Elementary School
Nettles, Chelsea	First Grade Teacher	Hardin Elementary School

Campus Improvement Plan  
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**Names of People Responsible For Implementation**

Name	Title	Campus / District
Lewis, Rebecca	First Grade Teacher	Hardin Elementary School
Brown, Jessica	First Grade Teacher	Hardin Elementary School
Estep, Wendi	Second Grade Teacher	Hardin Elementary School
Bell, Jennifer	Second Grade Teacher	Hardin Elementary School
Brett, Fay	Second Grade Teacher	Hardin Elementary School
Jones, April	Second Grade Teacher	Hardin Elementary School
Strahan, Crystal	Second Grade Teacher	Hardin Elementary School
Simar, Tiffanee	Second Grade Teacher	Hardin Elementary School
Barrett, Jana	Third Grade Teacher	Hardin Elementary School
Dudley, Sheryl	Third Grade Teacher	Hardin Elementary School
West, Niki	Third Grade Teacher	Hardin Elementary School
Mason, Shirley	Third Grade Teacher	Hardin Elementary School
Murphy, Kim	Third Grade Teacher	Hardin Elementary School
Burks, Kaitlin	Third Grade Teacher	Hardin Elementary School
Hajovsky, Amy	Third Grade Teacher	Hardin Elementary School
Graves, Alice	Fourth Grade Teacher	Hardin Elementary School
Barrier, Hayli	Fourth Grade Teacher	Hardin Elementary School
Mallett, Donna	Fourth Grade Teacher	Hardin Elementary School
Nichols, Shobie	Fourth Grade Teacher	Hardin Elementary School
Wilson, Kim	Fourth Grade Teacher	Hardin Elementary School
West, Karen	Fourth Grade Teacher	Hardin Elementary School
Buffington, Tiffanie	Fifth Grade Teacher	Hardin Elementary School
Carr, Sarah	Fifth Grade Teacher	Hardin Elementary School
Collins, Kim	Fifth Grade Teacher	Hardin Elementary School

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Name	Title	Campus / District
Kaplan, Tessa	Fifth Grade Teacher	Hardin Elementary School
Marberry, Jennifer	Fifth Grade Teacher	Hardin Elementary School
Ypma, Krystal	Fifth Grade Teacher	Hardin Elementary School
Wells, Christine	Reading Specialist	Hardin Elementary School
Bolds, Milvia	Reading Specialist Aide	Hardin Elementary School
Collins, Lisa	Speech Pathologist	Hardin ISD
Caruso, Mistie	Special Education Teacher	Hardin ISD
Richardson, Mindy	Special Education Teacher	Hardin ISD
Mendez, Nicole	Special Education Aide	Hardin Elementary School
Stark, Rachel	Special Education Aide	Hardin Elementary School
Webb, Adrienne	Instructional Aide	Hardin Elementary School
Warner, Tonya	Lab Aide	Hardin Elementary School
Donahoe, Nancy	Reading/Dyslexia Interventionist	Hardin Elementary School
Rives, Juanita	IXL Computer Lab Paraprofessional	Hardin Elementary School
Rosin, Beth	Technology Teacher	Hardin Elementary School
Barrett, Julie	Fine Arts Teacher	Hardin Elementary School
Nolan, Mary Beth	PE Teacher	Hardin Elementary School
Fisher, Stephanie	PE Aide	Hardin Elementary School
Fisher, Stephanie	Character Education Paraprofessional	Hardin Elementary School
Donahoe, Nancy	Content Specialist	Hardin Elementary School
	Classroom Teachers	Hardin Elementary School

Campus Improvement Plan  
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**Attendance**

**Attendance**

Goal: **97%**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
*All Students*	94.10	94.30	94.50	94.70	95.50	95.90	94.20	95.40	95.40	94.60	94.70
African American	93.90	93.50	94.90	95.60	96.90	97.60	96.30	95.70	95.90	95.40	96.50
Economically Disadvantaged	93.60	93.90	94.00	93.90	95.10	95.10	93.70	94.40	95.00	94.00	94.30
English Language Learners	95.80	96.80	97.20	97.60	97.20	97.40	96.10	96.60	95.50	96.30	95.00
Hispanic	95.10	95.60	95.70	95.90	96.80	96.50	95.60	96.10	95.60	94.90	94.70
Special Education	92.10	91.80	93.90	93.90	95.50	96.70	94.80	95.40	94.00	92.00	91.90
Two or More Races	0.00	0.00	0.00	97.40	93.20	93.40	92.30	94.20	94.90	94.90	94.00
White	94.00	94.10	94.30	94.40	95.30	95.90	94.00	94.90	95.40	94.50	94.60

**STAAR**

Grade: **3rd-5th**

**All Subjects**

100%

	2016	2017	2018	2019	2020	2021
*All Students*	64.00	64.00	64.00	76.00	88.00	100.00
African American	69.00	64.00	0.00	76.00	88.00	100.00
Economically Disadvantaged	52.00	55.00	56.00	70.67	85.33	100.00
English Language Learners	54.00	46.00	0.00	64.00	82.00	100.00
Hispanic	66.00	53.00	55.00	70.00	85.00	100.00
Special Education	0.00	0.00	0.00	33.33	66.67	100.00
Two or More Races	71.00	52.00	59.00	72.67	86.33	100.00
White	63.00	67.00	67.00	78.00	89.00	100.00

Grade: **3rd-5th**

**STAAR Mathematics**

100%

	2016	2017	2018	2019	2020	2021
*All Students*	67.00	70.00	67.00	78.00	89.00	100.00
African American	0.00	78.00	0.00	85.33	92.67	100.00
Economically Disadvantaged	54.00	61.00	59.00	72.67	86.33	100.00
English Language Learners	56.00	0.00	0.00	70.67	85.33	100.00
Hispanic	70.00	64.00	0.00	76.00	88.00	100.00
Special Education	0.00	44.00	0.00	62.67	81.33	100.00
Two or More Races	0.00	55.00	0.00	70.00	85.00	100.00
White	66.00	72.00	70.00	80.00	90.00	100.00

**STAAR**

Grade:**3rd-5th**

**STAAR Reading**

100%

	2016	2017	2018	2019	2020	2021
*All Students*	66.00	62.00	66.00	77.33	88.67	100.00
African American	0.00	56.00	0.00	70.67	85.33	100.00
Economically Disadvantaged	55.00	54.00	58.00	72.00	86.00	100.00
English Language Learners	67.00	0.00	0.00	78.00	89.00	100.00
Hispanic	60.00	54.00	53.00	68.67	84.33	100.00
Special Education	0.00	31.00	0.00	54.00	77.00	100.00
Two or More Races	71.00	55.00	0.00	70.00	85.00	100.00
White	66.00	65.00	69.00	79.33	89.67	100.00

Grade:**4th**

**STAAR Writing**

100%

	2016	2017	2018	2019	2020	2021
*All Students*	53.00	55.00	53.00	68.67	84.33	100.00
Economically Disadvantaged	43.00	45.00	44.00	62.67	81.33	100.00
Hispanic	69.00	33.00	62.00	74.67	87.33	100.00
Special Education	0.00	0.00	17.00	44.67	72.33	100.00
Two or More Races	0.00	0.00	38.00	58.67	79.33	100.00
White	47.00	62.00	54.00	69.33	84.67	100.00

Grade:**5th**

**STAAR Science**

100%



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**STAAR**

	2016	2017	2018	2019	2020	2021
*All Students*	52.00	63.00	58.00	72.00	86.00	100.00
African American	0.00	0.00	67.00	78.00	89.00	100.00
Economically Disadvantaged	45.00	59.00	48.00	65.33	82.67	100.00
Hispanic	0.00	56.00	47.00	64.67	82.33	100.00
Special Education	0.00	0.00	30.00	53.33	76.67	100.00
Two or More Races	0.00	0.00	80.00	86.67	93.33	100.00
White	53.00	63.00	57.00	71.33	85.67	100.00

## About Hardin Elementary

### Mission Statement:

The Hardin Independent School District produces students who have pride in their community and are prepared to be cooperative, productive, and creative problem solvers ready to fully participate in the social, economic, and educational opportunities of their state and nation.

### Vision:

Building a Better Hardin, One Student at a Time

### Value Statement:

H.E.S. - Here Everyone Succeeds

We the students of Hardin Elementary believe that through hard work and dedication all things are possible.

We believe in honesty, respect and treating others the way we would want to be treated.

We will strive for improvement in everything that we do and vow to use our education wisely.

### Grade Span:

EE – 5

### Enrollment:

755

### State Accountability:

Overall Accountability Rating: Improvement Required

- Student Achievement Rating: Improvement Required
- School Progress Rating: Met Standard
- Academic Growth Rating: Met Standard
- Relative Performance Rating: Improvement Required
- Closing the Gaps Rating: Improvement Required

## Demographics

### 2017 - 2018 Enrollment:

0 – Early Childhood (4 years old)  
60 – Prekindergarten  
99 – Kindergarten  
97 - First Grade  
114 – Second Grade  
146 – Third Grade  
122 – Fourth Grade  
128 - Fifth Grade

### 2017 - 2018 Ethnic Distribution:

27 (3.5%) – African American  
85 (11.1%) – Hispanic  
618 (80.7%) – White  
9 (1.2%) – American Indian  
1 (0.1%) – Asian  
0 (0.0%) – Pacific Islander  
26 (3.4%) – Two or More Races

### 2017 - 2018 Student Groups:

429 (56.0%) – Economically Disadvantaged  
15 (2.0%) – English Learners  
0 (0.0%) - Students with Disciplinary Placements  
276 (36.0%) – Students Meeting "At-Risk" Criteria

### 2017 - 2018 Student Enrollment by Program:

15 (2.0%) - Bilingual/ESL Education  
0 (0.0%) - Career and Technical Education  
5 (0.7%) - Gifted and Talented Education  
52 (6.8%) - Special Education

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2017 - 2018 Students per Teacher:

19.3 – Kindergarten  
16.3 – Grade 1  
18.4 – Grade 2  
20.4 – Grade 3  
20.0 – Grade 4  
21.0 - Grade 5

### Federal Requirements - Schoolwide Program

ESSA requires three elements 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 elements:

1. Conduct a comprehensive needs assessment - (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
  - a. Includes academic achievement of students.
  - b. Needs of students who are failing, or are at-risk of failing, to meet State standards.
  - c. Barriers for educators, students and parents.
  
2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
  - a. Provide opportunities for all children to meet the challenging state academic standards.
  - b. Instructional strategies that strengthen the academic program in the school.
  - c. Increase the amount and quality of learning time.
  - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
  - e. Includes the involvement of Parents, Community members, Teachers, Principal, Other school leaders.
  - f. Regular monitoring and revision as necessary based on student needs.
  - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.
  
3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs – (SWP SPFE) School Parent and Family Engagement Requirements. (Section 1116(b-c))
  - a. School Parent and Family Engagement Policy.
  - b. Shared Responsibilities for High Student Academic Achievement.
  - c. Building Capacity for Involvement.

### Federal Requirements - Schoolwide Program Elements

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

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

\* Hardin Elementary reviewed/ revised the CNA on January 15, 2019.

- Goal #2: Campus Performance Objectives Strategy
- Goal #2: Foundation Program
- Goal #2: Accelerated Instruction Strategy
- Goal #5: Professional Development Program Strategy
- Goal #6: Technology Needs Assessment Strategy

2. Prepare a comprehensive Campus Improvement Plan (SWP CIP).

\* Hardin Elementary reviewed/ revised the CIP on January 15, 2019. The Plan was reviewed by the Campus Principal, Paula Jackson; District Coordinator of Curriculum, Cami Jones, and the District Board Members. The CIP is available on the district website and distributed in English.

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

3. Implement School Parent and Family Engagement Requirements (SWP SPFE).

\* The Parent and Family Engagement Policy was developed/ reviewed by the former Executive Director of Curriculum, Adam Hile. The Policy is available on the district website and distributed in the Student Handbook in English and Spanish. Printable versions made available upon request. Parent and Family Engagement Meetings are held during the week in the evenings at the administration office.

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

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Hardin Elementary houses grades PK-5. Enrollment is disaggregated as follows:

PK = 61

K = 100

Grade 1 = 97

Grade 2 = 115

Grade 3 = 145

Grade 4 = 123

Grade 5 = 127

Total = 768

Special Ed = 44

ELL = 17

GT = 26

Economically Disadvantaged = 412

White = 551

Hispanic = 68

African American = 21

Other = 27

The attendance rate is 95.1%.

### **Demographics Strengths**

Hardin Elementary's enrollment is increasing and becoming a more diverse campus. The number of transfers is also increasing.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Hardin Elementary has a large population of economically disadvantaged students that have limited educational opportunity. **Root Cause:** Family Background; Lack of resources; Lack of higher education opportunities; Lack of industry; Generational poverty; fewer scholarships and grant opportunities; Lack of job opportunities

**Problem Statement 2:** Hardin Elementary has an increase in population. **Root Cause:** New school building; Reputation of district and administration; Expansion of Houston due to Grand Parkway; Low population



# School Processes & Programs

## School Processes & Programs Summary

Hardin Elementary is a close-knit campus. Many of the staff are Hardin natives. There is good rapport between staff and parents and community. One campus for these grade levels achieves a cohesive culture.

Hardin Elementary staff is 100% highly qualified. Retention of staff is high due to the lifelong residency of most staff. Hardin Elementary teachers use TEKS Resource System as a guide for curriculum. State adopted resources are available for all content areas. Students are given benchmark assessments and student achievement data in Eduphoria to monitor achievement and curriculum implementation.

Hardin Elementary has a good partnership with parents and community. Staff is supported in all efforts to help students. Events are well-attended and fund-raising is a success. The Campus Educational Improvement Committee is comprised of teachers, parents, and community members.

## School Processes & Programs Strengths

Most Hardin Elementary staff are lifelong Hardin residents and have relationships with parents and community members outside of school. Staff is dedicated to student achievement and passionate about their profession. The principal and assistant principals are strong leaders who demonstrate compassion and encouragement for staff and students.

Retention of staff is high due to community feel and the lifelong residence of most staff.

The TEKS Resource System and state-adopted resources provide a good foundation for curriculum. Eduphoria provides valuable data for guiding instruction. Benchmark assessments provide formative and summative assessment data.

Staffing at Hardin Elementary is aligned with enrollment. PK has 3 teachers; K has 5 teachers; Grade 1 has 6 teachers; Grade 2 has 6 teachers; Grade 3 has 7 teachers; Grade 4 has 8 teachers and Grade 5 had 6 teachers. In addition, there are rotation teachers: 2 PE teachers, 1 librarian paraprofessional, 1 fine arts teacher, 1 PE aide, 1 Life Skills teacher, 3 Life Skills aides, 1 PPCD/Pre-K teacher, 1 Resource teacher, 4 inclusion aides, 3 Pre-K aides-1 being PPCD, and 2 Special Education aides. There is also a Dyslexia Specialist, Speech Pathologist, Principal, 2 Assistant Principals, and a Counselor, Nurse, and 3 office secretaries.

The new campus has enhanced the student learning environment with child-centered spaces and areas to address special needs.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Elementary students need more opportunity for extracurricular activities. **Root Cause:** Distance students travel to and from home; Lack of teacher involvement; Long day; Lack of time and scheduling; Lack of transportation;

# Perceptions

## Perceptions Summary

Hardin Elementary is a close-knit campus. Many of the staff are Hardin natives. There is good rapport between staff and parents and community. One campus for these grade levels achieves a cohesive culture.

What HES puts in focus, we achieve.

## Perceptions Strengths

Staff have a vested interest in students and student achievement at Hardin Elementary School. They are open to learning and building their instructional skills.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data

# Student Academic Achievement

## Student Academic Achievement Summary

Hardin Elementary is rated Improvement Required for the state and federal accountability system. Student achievement was underperforming across grade levels and contents. Economically disadvantaged students scored lowest overall and scored lower than other student groups. Hardin Elementary has created a Targeted Improvement Plan with the help of the Campus Leadership Team, District Coordinator of School Improvement, and the Professional Service Provider.

## Student Academic Achievement Strengths

Students performed best in the content areas of math (67%) and reading (66%). The campus Met Standard in Domain 2 (School Progress).

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Hardin Elementary rated Improvement Required in Student Achievement and Closing the Gaps. **Root Cause:** Lack of training and implementation of research-based , high yield instructional practices, as well as implementation of common formative assessments.

# School Processes & Programs

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- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
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- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Other additional data

## Needs Assessment Summary

Hardin Elementary received a State Accountability Rating of Improvement Required from TEA in 2018. A Met Standard Rating requires that the campus met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps. Improvement Required indicates that the performance targets for overall performance and performance in each domain were not met.

### Student Strengths and Needs:

Reading: 66% of All Students met or exceeded the Approaches Grade Level standard in Reading. Percentages for other subgroups ranged from 69% for White students to 53% for Hispanic students.

Math: 67% of All Students met or exceeded the Approaches Grade Level standard in Math. Percentages for other subgroups ranged from 70% for White students to 59% for Economically Disadvantaged students.

Writing: 53% of All Students met or exceeded the Approaches Grade Level standard in Writing. Percentages for other subgroups ranged from 62% for White students to 17% for Special Education students.

Science: 58% of All Students met or exceeded the Approaches Grade Level standard in Science. Percentages for other subgroups ranged from 80% for students of Two or More Races to 30% for Special Education students.

Hardin Elementary has several programs in place to address the identified needs of its students. Students who need additional support or have difficulty passing the STAAR tests will qualify to receive additional assistance through the following programs:

- \* Prekindergarten Program for eligible students
- \* Tutorials for grades K - 5
- \* Reading Pullout Program for grades PK - 4
- \* Counseling Services for grades PK - 5

### 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 professional development services.

### Attendance:

Attendance rate at Hardin Elementary slightly increased from 94.6% in 2015-2016 to 94.7% in 2016-2017. The staff designed several activities to encourage attendance. These include attendance incentives, parent notifications, and counseling services.



# Targeted Improvement Plan

<b>District Name:</b> Hardin ISD	<b>County District Number:</b> 146904	<b>Superintendent Name:</b> Gerald Nixon
<b>Campus Name:</b> Hardin Elementary School	<b>Campus Number:</b> 102	<b>District Coordinator of School Improvement:</b> Cindy Moss
<b>PSP:</b> Brian Hayman	<b>Educational Service Center:</b> Select	<b>School Principal:</b> Paula Jackson

**Vision:** Our vision for Hardin Elementary School is to provide a safe and supportive learning environment that will ensure student growth and success. We will form partnerships with parents and the community to empower our students to become creative thinkers and life-long learners.

**Problem Statement #1:** The Domain I raw score for the 2017-2018 school year was 34 (64% Approaches GL, 29% Meets GL, and 9% Masters GL) . **Annual Goal #1:** The Domain I raw score for the 2018-2019 school year will be 42 (74% Approaches GL, 39% Meets GL, and 12% Masters GL) .

**Root Cause #1:** There is a lack of consistent implementation of research-based instructional strategies across the campus. **Strategy #1:** Implement research-based instructional strategies/techniques with coordinated monitoring and support.

Goal #1:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
<b>Short-Term:</b> <i>(training, acquisition of new skills)</i>	Conduct initial training with teachers and administrators on The Fundamental 5.	September-October	The Fundamental 5 book, reference sheet for each classroom	Campus Principal	Familiarize all teachers and administrators with Fundamental 5 techniques.		Select	
	Practice walkthroughs with administrative team to ensure consistency and validity of observation data.	September-October	Power walk template	Campus Principal, Administrative Team, DCSI, and PSP	Ensure reliable and consistent data.		Select	
	Create walkthrough schedule with administrative team.	October	Academic Calendar & Master Schedule	Campus Principal	Ensure scheduled walkthroughs occur with consistency.		Select	
<b>Intermediate:</b> <i>(Implementation)</i>	Implementation of the Fundamental 5 strategies in every classroom.	October-May	Strategies taught in training, The Fundamental 5 book	Classroom Teachers	All classroom teachers will be using the 5 strategies in The Fundamental Five.		Select	
	Administrative team will conduct walkthroughs and provide feedback.	October-May	Walkthrough schedule, walkthrough form	Campus Principal, Administrative Team, DCSI, and PSP	Each administrator will conduct 5 walkthroughs daily (3-5 minutes each) and provide written feedback.		Select	
	Provide teachers with campus walkthrough data monthly regarding the frequency of The Fundamental 5 techniques observed.	Monthly	Walkthrough data	Campus Principal	Campus staff is aware of their progress toward The Fundamental 5 implementation.		Select	
<b>Long-Term:</b> <i>(Results)</i>	Campus administrators will analyze observation data.	May	Data bank of observation information	Campus Principal, Administrative Team, DCSI, and PSP	Teachers are implementing The Fundamental 5 strategies at the following frequency: LF-85%, PZ-60%, SGPT-20%, RR-20%, CW-15%		Select	
							Select	

**Vision Status** **Vision Metrics**

**End of Year Report**

Is the root cause resolved? Why or why not?

**Problem Statement #2:** The Domain I performance level average for Economically Disadvantaged students for the 2017-2018 school year was 28 (56% Approaches GL, 23% Meets GL, and 5% Masters GL). **Annual Goal #2:** The Domain I performance level average Economically Disadvantaged students in the 2018-2019 school year will be 36 (67% Approaches GL, 33% Meets GL, and 9% Masters GL).

**Root Cause #2:** There is a lack of consistent implementation of common formative assessments and data-driven instruction across the campus. **Strategy #2:** Implement research-based systems that will support a common scope and sequence and classroom instruction aligned to formative and summative assessment data.

Vision:		Our vision for Hardin Elementary School is to provide a safe and supportive learning environment that will ensure student growth and success. We will form partnerships with parents and the community to empower our students to become creative thinkers and life-long learners.						
Goal #2:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
<b>Short-Term:</b> (training, acquisition of new skills)	Create TEKS-aligned common assessments for grades 3-5 in reading, math, writing, and science.	September-May	TEKS Resource Management System, Eduphoria,	Campus Principal, Assistant Principal, District Curriculum Coordinator, DCSI, classroom teachers	Ensure that grades 3-5 (reading, math, writing, and science) have valid common assessments.		Select	
	Conduct initial training on the TEKS Resource Management System components.	October	Region 4 Service Center	District Curriculum Coordinator	100% of the staff will receive TEKS Resource Management System training.		Select	
	Conduct training on the development of common assessments in Eduphoria	October	Eduphoria, TEKS Resource Management System	Campus Principal, Assistant Principal	100% of the staff will receive training on the development of common assessments using Eduphoria.		Select	
	Conduct training on data analysis protocols that will be used after each common assessment.	October	Eduphoria, Data Analysis Protocol resources	Campus Principal, Assistant Principal	100% of the staff will receive training on data analysis protocols that will be used after each common assessment.		Select	
<b>Intermediate:</b> (Implementation)	Administer common assessments each 6 weeks in grades 3-5 (reading, math, writing, and science).	October-May	Developed common assessments, Eduphoria	Campus Principal, Assistant Principal, Teachers	100% of students in grades 3-5 will take common assessments in reading, math, writing, and science.		Select	
	Analyze common assessment data using data analysis protocol.	October-May	Common assessment data, data analysis protocol	Campus Principal, Assistant Principal, Teachers, DCSI, PSP	100% of teachers will complete and submit data analysis protocol worksheets.		Select	
	Utilize common assessment data to monitor the effectiveness of classroom instruction and to design appropriate remediation.	October-May	Common assessment data, lesson plans	Campus Principal, Assistant Principal, Teachers, DCSI, PSP	33% of economically disadvantaged will perform at meets GL or higher on each common assessment.		Select	
<b>Long-Term:</b> (Results)	Compare common assessment data results of Economically Disadvantaged students to STAAR results in reading, math, writing, and science.	June	Common assessment data, STAAR data	Campus Principal, Assistant Principal, Campus Leadership Team, DCSI, PSP	Evaluate the alignment between common assessment data and STAAR data in reading, math, writing, and science.		Select	
	Utilize data comparison to make necessary adjustments to common assessment bank.	Summer 2019	Common assessment data, STAAR data, common assessments, Eduphoria	Campus Principal, Assistant Principal, Teachers	Common assessment bank will be aligned with TEKS.		Select	

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<b>End of Year Report</b>
Did you meet the annual goal? Why or why not?
Is the root cause resolved? Why or why not?

Problem Statement #3:								
Root Cause #3:				Annual Goal #3:				
Strategy #3:								
Goal #3:	Activity (Actions/Processes)	Activities Timeline	Resources	Person(s) Responsible	Goal for this Activity	Results for this Activity	Status	Next Steps
<b>Short-Term:</b> (training, acquisition of new skills)							Select	
							Select	
							Select	
							Select	
<b>Intermediate:</b> (Implementation)							Select	
							Select	
							Select	
<b>Long-Term:</b> (Results)						Select		
							Select	
<b>Vision Status</b>					<b>Vision Metrics</b>			

Campus Improvement Plan  
Hardin Elementary School 2018-2019

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

Objective(s): PK - 5      Hardin Elementary will provide a variety of opportunities for parents and community members to be active, collaborative partners.

<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: 1 Parents and community members will be full partners with educators in the education of Hardin Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>						
Objective(s): PK - 5 Hardin Elementary will provide a variety of opportunities for parents and community members to be active, collaborative partners.						
<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>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Hardin ISD will jointly develop with, and distribute to, parents and family members of participating children, a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.</p> <p>The Parent and Family Engagement Policy was developed/reviewed by the former Executive Director of Curriculum, Adam Hile. The Policy is available on the district website and distributed in the Student Handbook in English and Spanish. Printable versions made available upon request. Parent and Family Engagement Meetings are held during the week in the evenings at the administration office.</p> <p>Stakeholders are notified through the Hardin Elementary Homepage on the Hardin ISD website, District Calendar, marquee postings, conferences, PTO meetings, Parental Involvement Newsletter, Family Access, folders/letters sent home, calling system and Facebook.</p> <p>The campus will inform parents of the school's participation in a Schoolwide Program and of their right to be involved in planning, reviewing and improvement of programs. The campus will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient</p>	8/2018 - 5/2019	Principal - Paula Jackson	Local Funds - Time Contributions of Staff, Parents, and Community		Increased number of parents and community members participating in events.	Documents :Parent Involvement Records - 05/19: 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.



<b>Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>						
Objective(s): PK - 5 Hardin Elementary will provide a variety of opportunities for parents and community members to be active, collaborative partners.						
<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>time and location. Parents will be invited to come and a Public Notice will be posted.</p> <p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (SEC 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.</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. All compacts will be reviewed and signed. Copies of the compact will be distributed at the PTO meetings and in the Student Handbook.</p>	8/2018 - 5/2019	Principal - Paula Jackson	Local Funds - Time Contributions of Parents and Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - 05/19: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.

Campus Improvement Plan  
Hardin Elementary School 2018-2019

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>						
Objective(s): PK - 5 Hardin Elementary will provide a variety of opportunities for parents and community members to be active, collaborative partners.						
<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: Conferences, School Visits, Phone Calls, and Home Visits - Parent/Teacher conferences will be scheduled throughout the year at the parent's convenience as needed. Teachers will contact each student's parent at least once a year, with parents of struggling students contacted more frequently.  A parent may request a conference at any time with the Principal or classroom teacher(s) as they deem necessary.	8/2018 - 5/2019	Principal - Paula Jackson	Local Funds - Time Contributions of Teachers	Documents :School Records - - 12/18: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s) or guardian(s).	Increased student performance as a result of increased parent participation.	Documents :School Records - - 05/19: Campus records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.
Activity: Parent and Community Support Organizations - Hardin Elementary conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include: * Meet the Teacher Night * Bingo * Open House * Grandparents' Day * Hardin Heroes Parent Group * Award Assemblies * Volunteer Opportunities such as assisting with Book Fairs and in the classroom, and participating in Teacher Appreciation Week activities, Red Ribbon Week activities, and Busy Bee Group.	8/2018 - 5/2019	Principal - Paula Jackson	Local Funds - Time Contributions of Staff	Documents :Parent Involvement Records - - 12/18: Increase in the participation of parents and community members in the educational system of Hardin Elementary.	Parents as full partners in the education of Hardin Elementary students.	Documents :Parent Involvement Records - - 05/19: Increase in the participation of parents and community members in the educational system of Hardin Elementary.

Campus Improvement Plan  
Hardin Elementary School 2018-2019

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>						
Objective(s): PK - 5 Hardin Elementary will provide a variety of opportunities for parents and community members to be active, collaborative partners.						
<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>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> <li>- what the State academic standards are,</li> <li>- what state and local assessments are required,</li> <li>- how to monitor their child's progress and improve their achievement, and</li> <li>- literacy training.</li> </ul> <p>Teachers, support personnel, principals, and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> <li>* Qualifications of staff,</li> <li>* Parental Information Resource Centers,</li> <li>* Student Progress Reports,</li> <li>* ESSA School Report Cards,</li> <li>* Application of technology,</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>	8/2018 - 5/2019	Principal - Paula Jackson	Local Funds - Time Contributions of Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - 05/19: 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.

Campus Improvement Plan  
Hardin Elementary School 2018-2019

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>						
Objective(s): PK - 5 Hardin Elementary will provide a variety of opportunities for parents and community members to be active, collaborative partners.						
<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>Strategy:</p> <p>Site-Based Decision Making Committee (SBDMC) - The SBDMC is made up of members of the Hardin High School staff, parent representatives, business representatives and community members. Parents are selected to be members by campus administrators for two year terms. The SBDMC meets regularly to discuss plans, progress and ideas for improving the education and environment at Hardin High School. [TEC 11.251 (b)]</p> <p>The SBDMC will review the Campus Improvement Plan (CIP) several times a year. Based on continuously updated student achievement data and support data, revisions will be made to the CIP as needed and recommended by the committee.</p> <p>Hardin High School reviewed/ revised the CIP on January 15, 2019. The Plan was reviewed by the Campus Principal, Cindy Moss; District Coordinator of Curriculum, Cami Jones, and the District Board Members. The CIP is available on the district website and distributed in English.</p>	8/2018 - 5/2019	Principal - Paula Jackson	Local Funds - Time Contributions of Community Members	Documents :Agenda, Minutes, Sign-In Sheets - 12/18: SBDMC agendas and minutes will reflect that staff, parents, and committee members have participated in the planning and development of the educational system of Hardin Elementary.	Increased student achievement with the support of Hardin Elementary School parents.	Documents :School Records - 02/19: A current CIP has been approved by the Hardin ISD Board of Trustees.

Campus Improvement Plan  
Hardin Elementary School 2018-2019

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Elementary students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>						
Objective(s): PK - 5 Hardin Elementary will provide a variety of opportunities for parents and community members to be active, collaborative partners.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the DPDMC, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMCs are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the Hardin Elementary 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 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>	7/2018 - 6/2019	Principal - Paula Jackson	<p>Federal - Title I, Part A - SECCA, Inc Consulting Services <b>\$6,526.00</b></p> <p>Federal - Title II, Part A - SECCA, Inc Consulting Services <b>\$938.00</b></p> <p>Federal - Title IV, Part A SSAEP - SECCA, Inc Consulting Services <b>\$600.00</b></p> <p>State - State Compensatory Education (SCE) - SECCA, Inc Consulting Services <b>\$13,621.00</b></p>	<p>Documents :Agenda, Minutes, Sign-In Sheets - - 12/18: Hardin Elementary SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>Hardin Elementary will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.</p>	<p>Documents :School Records - - 05/19: Hardin Elementary will receive the State Accountability Rating of Met Standard.</p>

Campus Improvement Plan  
Hardin Elementary School 2018-2019

<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. (SWP CNA, CIP)</b> <b>[TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - 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>Campus performance objectives are based on data available through the comprehensive needs assessment process.</p>	8/2018 - 7/2019	Principal - Paula Jackson	Local Funds - Time Contributions of Committee Members		The campus performance objectives will support the needs of the district and the immediate needs of the campus.	Documents :Agenda, Minutes, Sign-In Sheets - Quarterly: The SBDMC's agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program Hardin Elementary participates in the State-Developed Testing Program that is consistent with the regulations of ESSA. The program includes the administration of the State of Texas Assessments of Academic Readiness (STAAR) in Reading (grades 3 - 5), Math (grades 3 - 5), Writing (grade 4), and Science (grade 5).</p> <p>The STAAR 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>	1/2019 - 6/2019	Principal - Paula Jackson	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - 12/18: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increased student achievement.	<p>Criterion-Referenced Test :STAAR Tests - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.</p> <p>The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.</p> <p>The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.</p>

Campus Improvement Plan  
Hardin Elementary School 2018-2019

<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. (SWP CNA, CIP)</b> <b>[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>Foundation Program (SWP CNA, CIP) - The Hardin Elementary PK – 5 curriculum (TRMS) is based on the TEKS. Teachers will utilize the 5-E Model and include both hands on and higher level thinking skills. Effective instructional strategies, activities and initiatives that increase the amount and quality of learning time, promoting accelerated instruction and providing educational enrichment – these provide opportunities for all students to succeed, the foremost focus of Hardin Elementary.</p> <p>Hardin Elementary will monitor lesson plans and student benchmark data to ensure consistency of the curriculum, and ensure the consistency of the curriculum with grade levels and subject areas with horizontal and vertical alignment.</p>	8/2018 - 5/2019	Principal - Paula Jackson	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - Instructional Resources</p>	<p>Informal Assessment :Classroom Assessments - 12/18: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.</p>	<p>All students and all student groups academically successful as the educational system meets the needs of all.</p>	<p>Informal Assessment :Classroom Assessments - 05/19: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.</p> <p>The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.</p> <p>The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.</p>

Campus Improvement Plan  
Hardin Elementary School 2018-2019

<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. (SWP CNA, CIP)</b> <b>[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>Foundation Assessments - 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 Hardin Elementary.</p> <p>Students in PK will be administered I-station to assess each student's overall reading ability including phonemic awareness, alphabetic knowledge, vocabulary, comprehension and fluency.</p> <p>Students in K - 2 will be administered Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 3 times a year to determine specific strengths and weaknesses in the development of reading skills, and the Texas Early Math Inventories (TEMI) at the beginning of the year.</p> <p>Students in grades K - 5 will be administered DIBELS to assess the acquisition of early literacy skills and monitor the development of early literacy and early reading skills.</p> <p>Students in grades 1 - 5 will be administered the STAR diagnostic tests in Reading and students in grades 3 - 5 will be administered IXL Math and Think Through Math assessments throughout the school year to determine specific skill deficiencies and to identify students meeting the state-adopted at-risk criteria. Students meeting the at-risk criteria are those scoring below grade level.</p>	8/2018 - 5/2019	Principal - Paula Jackson	Local Funds - Assessment Instruments	<p>Informal Assessment :Classroom Assessments - - 12/18: 80% of PK students will master appropriate developmental skills, as indicated by teacher records.</p> <p>Informal Assessment :Classroom Assessments - - 12/18: 80% of students will receive passing six week grades in core subject areas.</p>	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	<p>Informal Assessment :Classroom Assessments - - 05/19: 90% of PK students will master the State's Prekindergarten goals.</p> <p>Informal Assessment :Classroom Assessments - - 05/19: 90% of students will be reading at, or above grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.</p> <p>The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.</p> <p>The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.</p>



<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. (SWP CNA, CIP)</b> <b>[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>Early Intervention Program (SWP CIP) - A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being eligible for participation in the National Free and Reduced-priced School Lunch program, English Learners, child of an active duty member of the military, is or ever has been in the conservatorship of the Department of Family and Protective Services (DFPS) and/or homeless.</p> <p>Hardin Elementary conducts a full-day Prekindergarten program, conducted by Highly Qualified PK teachers, with emphasis on language acquisition skills for special population groups. Instruction is provided through an experiential and multi-sensory approach with developmentally appropriate and scientifically research-based activities. The PK curriculum is based on the state-adopted PK goals and vertically aligned with Head Start.</p>	8/2018 - 5/2019	PK Teacher - Holli Lazard PK Teacher - Melissa Flores PK Teacher - Tracy Jackson	Federal - Title I, Part A - Time Contributions of PK Staff FTE:            1.00  <p style="text-align: right;"><b>\$54,737.56</b></p>	Informal Assessment :Classroom Assessments - 12/18: 80% of PK students will master appropriate developmental skills, as indicated by teacher records.	Students with prerequisite early school readiness skills for success in Kindergarten.  Decrease in number of students identified as being in an at-risk situation as students gain prerequisite developmental skills for entrance into Kindergarten.	Informal Assessment :Classroom Assessments - 05/19: 90% of PK students will master the State's Prekindergarten goals.

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Activity: Prekindergarten Transition - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Hardin Elementary.  Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits and parent meetings.  Prekindergarten teachers will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.  The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.	8/2018 - 5/2019	PK Teacher - Holli Lazard PK Teacher - Melissa Flores PK Teacher - Tracy Jackson	Coordinated Funding - Time Contributions of PK Staff	Informal Assessment :Classroom Assessments - - 6 Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.	Students and parents familiarized with the Kindergarten program.  Students' with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.	Informal Assessment :Classroom Assessments - - 05/19: 90% of PK students will master the State's Prekindergarten goals.



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Activity:  Tutorial Program - After school tutorial assistance is available to students in grades K - 5 who are experiencing difficulty in core subject areas.	8/2018 - 5/2019	Principal - Paula Jackson	State - State Compensatory Education (SCE) - Extra Duty Pay for ES Tutorial Teachers  <b>\$1,341.09</b>	Informal Assessment :Classroom Assessments - - 12/18: 80% of students will pass campus benchmark tests.	Increased student achievement	Informal Assessment :Classroom Assessments - - 05/19: 90% of students in grades K - 2 will pass all assessments given to continue on grade level.  Criterion-Referenced Test :STAAR Tests - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.
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).	8/2018 - 5/2019	Special Programs Coordinator - Venus Booker Speech Pathologist - Lisa Collins	State - Special Education Block Grant - Special Education Adjusted Allotment  <b>\$587,254.00</b>	Informal Assessment :Classroom Assessments - 12/18: 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 - 05/19: 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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<p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student is an English Learner, 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>	8/2018 - 8/2019	Special Programs Coordinator - Venus Booker	State - Special Education Block Grant - Assessment Instruments	Documents :School Records - - 12/18: 100% of all referrals for Special Education services have proceeded through the process in compliance with federal regulation and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.	Informal Assessment :Classroom Assessments - - 05/19: 100% of the students with disabilities will pass the appropriate mandated assessment instrument(s), as prescribed by individual student's ARDs.

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<p>Activity:</p> <p>Special Education Resource and Mainstream Settings - As dictated by their ARD Evaluations, teachers serve special education students in self-contained or departmentalize resource settings and/or mainstream into the general population for instruction. Some students only leave the Special Education Resource Class to participate in Science, Social Studies, Fine Arts and Physical Education, while the ARD Committee admits others into a Special Education class for English Language Arts and/or Math.</p> <p>Mainstreamed students are monitored by the Special Education teachers, and the regular education teacher is given a copy of the IEP.</p> <p>Hardin Elementary ensures that students with disabilities are educated with non-disabled peers in the least restrictive environment.</p> <p>Activity:</p> <p>Related Services - Hardin Elementary ensures that students with disabilities who require related services receive the kind and amount necessary to assist the child to benefit from Special Education services, as well as general education activities and classes.</p> <p>Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Psychological Services, Social Work Services and Counseling Services.</p>	8/2018 - 5/2019	Special Programs Coordinator - Venus Booker Special Education Teacher - Mindy Richardson	State and Local Funds - Time Contributions of SPED Staff	Informal Assessment :Classroom Assessments - - 12/18: 100% of the student's 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 - - 05/19: 100% of the student's 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.
<p>Activity:</p> <p>Related Services - Hardin Elementary ensures that students with disabilities who require related services receive the kind and amount necessary to assist the child to benefit from Special Education services, as well as general education activities and classes.</p> <p>Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Psychological Services, Social Work Services and Counseling Services.</p>	8/2018 - 5/2019	Special Programs Coordinator - Venus Booker Speech Pathologist - Lisa Collins	State - Special Education Block Grant - Time Contributions of ARD Committee and Related Services	Informal Assessment :Classroom Assessments - - 12/18: 100% of the students with disabilities are receiving Related Services, as dictated in their IEP.	Students with disabilities involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	Informal Assessment :Classroom Assessments - - 05/19: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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<p>Strategy:</p> <p>English as a Second Language (ESL) Program - Hardin Elementary School offers an ESL Program whose goal is to enable English Learners (EL) to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable EL to participate equitably in school.</p> <p>Hardin ISD will provide services for EL and their families through a Shared Service Arrangement (SSA) with Region IV Educational Service Center (ESC).</p>	8/2018 - 5/2019	Principal - Paula Jackson	State - Bilingual Supplement Block Grant - Bilingual Education Allotment <p style="text-align: right;"><b>\$25,954.00</b></p> Federal - Title III, Part A - ELA - Region IV SSA <p style="text-align: right;"><b>\$2,711.00</b></p>	See Activities below.	Students exiting EL designation by LPAC.  Narrowing the achievement gap between EL and non-EL.	See Activities below.

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Activity:  English Learner Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of EL.  The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to EL in grades K – 5 . This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.  The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2018 - 5/2019	Counselor - Venus Booker	State and Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/18: 80% of students served in the ESL Program have met LPAC expectations based on results of an oral language proficiency test.	Significant increase in EL' oral, verbal and written language proficiency, as assessment results help LPAC determine appropriate ESL placement.	Criterion-Referenced Test :STAAR Reading Test - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.



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Activity:  Programs and Services for EL - Based on LPAC prescription, EL in grades K - 5 participate in an intensive ESL pullout program with the purpose of developing competence in English. The program provides a developmental sequence of English instruction in listening and comprehending, speaking, reading and writing, using an appropriate ESL program curriculum. Technology is used to accelerate the development of all four language skills.  The classroom teachers use appropriate instruction for EL, including modification methods and strategies for instruction of the core curriculum.  The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement.	8/2018 - 5/2019	Principal - Paula Jackson	Local Funds - Time Contributions of ESL Teacher	Informal Assessment :Classroom Assessments - - 12/18: ESL students are progressing at the rate set by the LPAC.	Students exiting EL designation by LPAC.  Narrowing the achievement gap between EL and non-EL.	Criterion-Referenced Test :STAAR Tests - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.

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<p>Activity:</p> <p>Program Exit Criteria - Students in grades Prekindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but EL cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Exit criteria are applicable to students in grades 1 – 5 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 an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> <li>* the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and</li> <li>* the student has passing grades in all core academic subjects and courses taken.</li> </ul> <p>The LPAC will monitor students who exit the ESL 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</p>	8/2018 - 5/2019	Principal - Paula Jackson	Local Funds - Time Contributions of ESL Staff and LPAC	Informal Assessment :Classroom Assessments - - 12/18: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Increase in number of students eligible to exit the ESL Program.	Criterion-Referenced Test :STAAR Tests - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.

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<p>proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p> <p>Strategy: Dyslexia Program - Hardin Elementary 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 imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.</p>	8/2018 - 5/2019	Principal - Paula Jackson Content Specialist - Nancy Donahoe	Local Funds - Time Contributions of Dyslexia Staff	See activities below.	Increased student achievement.	See activities below.

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Activity: Dyslexia and Related Disorders Assessment - Hardin Elementary assesses students for Dyslexia and related disorders beginning with Kindergarten. Students are given the Comprehensive Test of Phonological Processing (CTOPP) to measure their level of phonological awareness, their knowledge of letter names and sound, their ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.  The results of the evaluation are reviewed, the most appropriate instruction program for the child is determined and an individual education plan for him/her is developed that will include any modifications or accommodations that may be needed.	8/2018 - 5/2019	Special Programs Coordinator - Venus Booker	Local Funds - Assessment Instruments		Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of the needs of each student.	Documents :Counseling Records - - 05/19: 100% of the students identified have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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<p>Activity:</p> <p>Programs and Services for Students with Dyslexia and Related Disorders - The Dyslexia program serves students in all grades at Hardin Elementary. Students are provided individualized assistance as prescribed by the appropriate assessment, 504, or ARD committee.</p> <p>Hardin Elementary's intervention program (Neuhaus) is designed to provide students with strategies to help them to become successful readers. Trained instructors coordinate with classroom teachers to use alternative teaching methods and strategies for these students.</p> <p>The Dyslexia teacher will implement explicit, individualized and multisensory instruction that includes phonemic awareness, instant letter recognition, explicit instruction in decoding, extended reading in connected text (helps to gain fluency), explicit instruction of spelling, extended writing, oral language development and listening/reading development. Students will meet with a certified Dyslexia Teacher for pullout instruction for 45 minutes/day.</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>Students who have exited the Dyslexia program are monitored by the Counselor.</p>	8/2018 - 5/2019	Principal - Paula Jackson Content Specialist - Nancy Donahoe	Local Funds - Time Contributions of Dyslexia Staff	Informal Assessment :Classroom Assessments - - 12/18: 90% of all students will improve their reading skills and comprehension rates at least one grade level from their starting level.	Increased student achievement.	Criterion-Referenced Test :STAAR Reading Test - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.

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<p>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include changing student's seating as needed for the situation, adapting environment to avoid distractions, providing notebooks for organization, and providing lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.</p>	8/2018 - 5/2019	Principal - Paula Jackson  Content Specialist - Nancy Donahoe Special Programs Coordinator - Venus Booker	Local Funds - Time Contributions of Faculty and Staff		504 students receiving an equitable education compared to their non-504 peers.	Documents :Counseling Records - 05/19: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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Strategy: Gifted and Talented (G/T) Program - Hardin Elementary 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.	8/2018 - 5/2019	Principal - Paula Jackson	State - Gifted and Talented Block Grant - G/T Adjusted Allotment  <b>\$43,154.00</b>	See Activities below.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	See Activities below.
Activity: G/T Assessment - Students in grades 1 - 5 are eligible to participate in the G/T Program of Hardin Elementary. Students go through a nomination and assessment process for G/T identification in December that includes at least 3 criteria, which include both qualitative and quantitative measures, gathered by the Identification Committee. The Identification Committee is composed of at least three (3) district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).  Assessment instruments include: * Parent/Teacher Nominations * ITBS — Iowa Tests of Basic Skills * CogAT — Cognitive Abilities Test	8/2018 - 5/2019	Principal - Paula Jackson Special Programs Coordinator - Venus Booker	State and Local Funds - Assessment Instruments	Documents :School Records - - 12/18: Students have been identified, nominated and assessed for participation in the G/T Program.	Students who meet the criteria for the G/T Program have been identified.	Documents :School Records - - 05/19: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.

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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. (SWP CNA, CIP)</b> <b>[TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>G/T Modifications - G/T students are clustered within their regular foundation classroom and are provided a differentiated instructional program by a certified G/T teacher. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas. Students who have met the district criteria for gifted and talented participate in pullout classes designed for special projects.</p>	8/2018 - 5/2019	Special Programs Coordinator - Venus Booker Classroom Teachers -	State - State Gifted and Talented Block Grant - Time Contributions of G/T Staff	Informal Assessment :Classroom Assessments - - 12/18: 80% of all students will pass campus benchmark assessments.	The educational needs of the G/T students will have been met.	Informal Assessment :Classroom Assessments - - 05/19: 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.
<p>Strategy:</p> <p>Ancillary Services - Hardin Elementary provides Ancillary Services or "related services" to students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.</p>	8/2018 - 5/2019	Principal - Paula Jackson	Coordinated Funding - Time Contributions of Ancillary Staff	Documents :School Records - 12/18: 70% of students referred for Ancillary Services will have been served as indicated in campus records.	All students and all student groups are involved in an equitable education, with Ancillary Services available to help level the playing field.	<p>Criterion-Referenced Test :STAAR Tests - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.</p> <p>The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.</p> <p>The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.</p>



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Activity: Counseling Services - The School Counselor's responsibilities include:  * 1:1 review of STAAR scores with students scoring below district expectations;  * 1:1 and small group counseling sessions;  * Focused informal groups - behavior and attendance;  * Assistance with testing coordination;  * STAAR presentations and  * Individual student planning.  The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to:  * Diagnostic/Prescriptive Services;  * Coordination of Services - Academic and Related Services;  * Child Find Activities;  * ARDs;  * Parent Training;  * Student Planning and Transition Services and  * Training Hardin Elementary Foundation Staff on Modifications for Special Education Students.	8/2018 - 5/2019	Counselor - Venus Booker	State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE:        1.00  <div style="text-align: right;"><b>\$64,377.50</b></div>	Documents :Counseling Records - - 12/18: 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.	Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.	Criterion-Referenced Test :STAAR Tests - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.

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Activity: Library Services - A Certified Librarian and Library Aide conduct the Library-Media Services. Available resources include: * Full-scale Library facilities available to students; * Accelerated Reader Books and Tests; * Computers with internet access; * Electronic encyclopedias and references; and * Interactive Language Arts, Math, Science and Social Studies Software.	8/2018 - 5/2019	Library Aide - Beth Lyons	Local Funds - Time Contributions of Librarian FTE:            1.00	Documents :School Records - - 12/18: All Hardin Elementary 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 Hardin Elementary 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 :School Records - - 05/19: Librarian and teacher records indicate that 100% of the students have participated in Library activities.
Activity: Homeless Services - The Hardin ISD Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.  The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Hardin ISD will be in compliance with federal Homeless regulations.	8/2018 - 5/2019	Principal - Paula Jackson Homeless Liaison - Cami Jones	Federal - Title I, Part A - Homeless Resources <span style="float: right;"><b>\$250.00</b></span>	Documents :Agenda, Minutes, Sign-In Sheets - - 12/18: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	No student will suffer an interruption in his/her education because of homelessness.  Homeless students are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Informal Assessment :Classroom Assessments - - 05/19: 100% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.

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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. (SWP CIP) [TEC §4.001 (b)(3)]</b>						
Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Procedures to promote student attendance will include rewards, extra privileges and field trips.</p> <p>Parents of students who are chronically absent will be notified through phone calls, notes, home visits and/or conferences. Truancy charges will be filed against parents/guardians of students with poor attendance.</p>	8/2018 - 5/2019	Principal - Paula Jackson	Local Funds - Awards	<p>Documents :School Records - 08/18: 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 Log - 12/18: 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>	Through the use of positive reinforcements, Hardin Elementary faculty will encourage academic growth and increased student attendance.	<p>Documents :Attendance Records - 05/19: Attendance rate at 97% or above.</p> <p>Documents :Parent Contact Log - 05/19: Contact with 100% of parents/guardians of students who have excessive absences.</p>
<p>Strategy:</p> <p>Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten in Hardin Elementary. 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 Tutorials and Individualized Assistance to assist them in their academic success.</p>	8/2018 - 5/2019	Principal - Paula Jackson	Local Funds - Time Contributions of Faculty and Staff	Documents :Attendance Records - 12/18: Attendance rate at 97% or above.	Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems when these students reach intermediate, junior high, and high school.	Documents :School Records - 05/19: 90% of students will be promoted to the next grade level.

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<p>Activity:</p> <p>Credit Recovery Program - Hardin Elementary offers a summer credit recovery program allowing students in grade 5 the opportunity to regain failed credits.</p> <p>Web-based programs are used for credit recovery for students who have failed a class and/or STAAR test and serves as a tool to reduce dropout rates. Students who are having difficulty mastering the TEKS in core subject areas will be able to use these programs to receive targeted interventions that extend and support the classroom lessons.</p> <p>These programs will also accommodate students with different learning styles by providing multi-dimensional learning opportunities and allow students to work at their own pace outside of the foundation classroom.</p>	6/2019 - 7/2019	Principal - Paula Jackson	State - State Compensatory Education (SCE) - Time Contributions of Teachers <b>\$10,316.11</b>		Increased student achievement.	Documents :School Records -- 07/18: 95% of students in grade 5 will have regained lost credits.
<p>Strategy:</p> <p>Extracurricular Activities - Hardin Elementary encourages student participation in UIL academic and athletic competitions to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p> <p>Students in 4th and 5th grade are also eligible for the National Elementary Honor Society. Students may also participate in the Science STEM Club.</p>	8/2018 - 5/2019	Principal - Paula Jackson	Local Funds - Time Contributions of Extracurricular Staff	Informal Assessment :Report Card Grades - 12/18: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)	All students have an opportunity to participate in UIL competitions.  Students will become more diversified, goal-oriented and well-rounded individuals.	Informal Assessment :Report Card Grades - 05/19: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)

<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. (SWP CIP) [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 (SWP CIP) - 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;  *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.  Schoolwide assemblies and/or activities will be scheduled throughout the school year to highlight and honor our state and national heritage including observing Constitution Week.	8/2018 - 5/2019	Counselor - Venus Booker	State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE: 1.00		Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documents :Student Records - 05/19: All students complete elementary school with ideas of potential careers and goals to prepare themselves with successful junior high and high school studies.

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

Objective(s): PK - 5      Hardin Elementary will recruit and retain the highest quality employees.

<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: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]</b> Objective(s): PK - 5 Hardin Elementary will recruit and retain the highest quality employees.						
<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>
Strategy: Professional Development Program (SWP CNA, CIP) - The Hardin ISD Professional Development (PD) Coordinator, DPDMC, Principal and SBDMC of Hardin Elementary design and support professional development programs and activities that:  * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods;  * will be intense and sustained;  * will relate to the TEKS;  * 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 and  * will apply research to meet the learning needs of all students.  Annual needs assessment results indicate a need for:  * Training and mentorships for new teachers;  * Professional development in specialized areas, i.e., teaching EL, G/T students, students meeting the state-adopted at-risk criteria and students with disabilities;  * Professional development in reaching economically disadvantage students - The Fundamental 5;  * Professional development in technology;  * Professional development in curriculum areas such as reading, math and writing;	8/2018 - 5/2019	Principal - Paula Jackson	Federal - Title II, Part A - Contracted Professional Development <p style="text-align: right;"><b>\$3,451.00</b></p> State - State Compensatory Education (SCE) - Substitutes for PD <p style="text-align: right;"><b>\$179.22</b></p>	Documents :Agenda, Minutes, Sign-In Sheets - 12/18: A professional development program will have been designed that meets the needs of Hardin Elementary.	A Professional Development Program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Documents :PD Records - 05/19: The principal and the SBDMC will have reviewed the list of PD activities determining that 100% of the teachers and paraprofessionals have participated in activities that support their individual needs.

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* Professional development in effective writing techniques workshop, The Writing Academy;  * Training in discipline strategies;  * Training in accelerated education;  * Staff development in the interpretation and use of assessment data, and  * Training in effective strategies for dropout prevention and credit recovery.  Strategy: Evaluation of Professional Development Program - The Hardin Elementary Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	May 2019	Principal - Paula Jackson	Local Funds - Time Contributions of Staff		Increased student achievement.	Criterion-Referenced Test :STAAR Tests- 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.



<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. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]</b> Objective(s): PK - 5      Hardin Elementary will recruit and retain the highest quality employees.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Recruitment and Retention Initiatives - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job postings through the district's website, Region IV and Region V. All applicants are screened prior to the interview process. Recruiting activities will ensure that Hardin Elementary has 100% certified faculty in each teaching position, as defined by the state.</p> <p>Human Resources and the SBDMC analyze data from all teachers' certifications, testing, staff development history and service records to ensure that all meet state certifications.</p> <p>Professional development opportunities will be provided for maintaining and enhancing highly effective instruction in the classroom. Based on identified needs, PD programs and activities are available to both professionals and paraprofessionals.</p> <p>Deficiency Plans are completed for Summer fulfillment of certification needs.</p>	8/2018 - 5/2019	Principal - Paula Jackson	Local Funds - Region IV and Region V Membership Fees	Documents :HQ Records - 08/18: 100% certified faculty and staff for the beginning of school.	100% Certified faculty.	Documents :School Records - 05/19: 100% certified faculty and staff for the current school year.

<b>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP)</b> <b>[TEC §4.001 (b)(10)]</b> Objective(s): PK - 5 Hardin Elementary will use effective technology to enhance and support student learning.						
<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 Needs Assessment (SWP CNA) - As part of the Comprehensive Needs Assessment, Hardin Elementary reviews the following areas:</p> <ul style="list-style-type: none"> <li>- the amount, quality and availability of equipment,</li> <li>- the types of computer systems available,</li> <li>- how current the hardware and software systems being used are,</li> <li>- any barriers that exist that are preventing the effective use of technology and</li> <li>- technology professional development opportunities.</li> </ul> <p>Hardin Elementary has classroom teachers and the school librarian provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and federal-facilitated to name just a few.</p> <p>Priority needs in technology include the need to expand the use of technology and increase professional development opportunities in using technological tools. The campus will address these needs by purchasing updated software and hardware and funding a wide variety of professional development activities.</p>	August 2018	Principal - Paula Jackson Technology Teacher - Beth Rosin	Local Funds - Time Contributions of Technology Director		The educational system of Hardin Elementary will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Documents :Agenda, Minutes, Sign-In Sheets - 08/18: A technology CNA has been conducted and the results have been made available to the appropriate staff.

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<p>Strategy:</p> <p>Technology Integrated Curriculum (SWP CIP) - Hardin Elementary classroom teachers are using technology as an alternative instructional tool. Activities include:</p> <p>1) Using instructional software programs such as SussessMaker 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) Using computer software and Internet access to support instruction, teachers' access websites to introduce lessons, extend lessons, and provide demonstrations to teach or support a lesson.</p> <p>3) Internet access provides students access to an unlimited number of websites for research projects - material unavailable through traditional library access.</p> <p>4) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements.</p> <p>5) Instructional management software tools such as Class Assessments and IEPs 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>Hardin Elementary will provide technology resources for 1:1 student access. The campus will also provide technology in common area such as the gym, cafeteria, and library.</p>	8/2018 - 5/2019	Principal - Paula Jackson Technology Teacher - Beth Rosin	Federal - Title I, Part A - District-wide Supplemental Site Licenses  <p style="text-align: right;"><b>\$44,310.00</b></p>	Documents :Teacher Lesson Plans- 12/18: Teacher Lesson Plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	Increasing numbers of teachers using the Internet and software systems to integrate technology into instruction.  Special Populations students, like Special Education students and G/T students, benefiting from the differentiation of instruction and enrichment activities that meet their specific needs.  An educational system that is strengthened by utilizing technology as an integral component.	Criterion-Referenced Test :STAAR Tests- 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.

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<p>Strategy:</p> <p>Technology Policies - Every Hardin Elementary faculty member, student and parent having access to Hardin Elementary 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>Hardin Elementary is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Hardin Elementary 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 Hardin ISD School Board Policy CQ (Local).</p>	8/2018 - 5/2019	Principal - Paula Jackson	Local Funds - Technology Policies	Documents :School Records - 08/18: 100% of the students at Hardin Elementary that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documents :School Records - 06/19: No incidents of students breaking the Acceptable Use Policy.
<p>Strategy:</p> <p>Evaluation of Technology Program - At least once a year the technology program will be evaluated for effectiveness and to ensure that students and teachers are utilizing the program with the frequency and purpose intended. Modifications and adjustments will be made as needed in order to improve student achievement.</p>	Annually	Principal - Paula Jackson	Local Funds - Time Contributions of Faculty and Staff		All staff and students using technology appropriately and efficiently.	Documents :Principal Observation Report - 05/19: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.

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

Objective(s): PK - 5     Hardin Elementary will create a culture that supports staff and student learning and safety.  
 PK - 5     Hardin Elementary will implement sound discipline practices across campus.

<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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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> <li>1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy;</li> <li>2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care;</li> <li>3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being;</li> <li>4. Counseling services designed to improve the mental, emotional and social health of students;</li> <li>5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities;</li> <li>6. School, parent and community involvement in the health and well-being of students;</li> <li>7. A physical education curriculum that integrates mental and physical learning experiences to promote</li> </ol>	<p>8/2018 - 5/2019</p>	<p>Principal - Paula Jackson Assistant Principal - Raymond Dumas Counselor - Venus Booker Character Education Paraprofessional - Stephanie Fisher</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Informal Assessment :Health and Fitness Assessments - 12/18: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.</p> <p>Documents :Discipline Referrals - 12/18: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Informal Assessment :Health and Fitness Assessments - 05/19: 90% of all students will meet minimum expectations on health-related and fitness assessments.</p> <p>Documents :Discipline Referrals - 05/19: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental, and emotional health.</p>

<p><b>Goal: 7</b>     <b>Hardin Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b></p> <p>Objective(s):    PK - 5     Hardin Elementary will create a culture that supports staff and student learning and safety.                                     PK - 5     Hardin Elementary will implement sound discipline practices across campus.</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>In addition, students and families receive food bags from the Houston Food Bank.</p>						

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<p>Strategy:</p> <p>Safe School Initiatives (SWP CIP) - The health and safety of Hardin Elementary 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", Hardin Elementary will promote special initiatives and activities that support Safe Schools. Activities include:</p> <ul style="list-style-type: none"> <li>* Campus Safety Rules</li> <li>* Campus Dress and Discipline Codes</li> <li>* Regularly scheduled fire and tornado drills</li> <li>* Campus Lockdowns</li> <li>* Security Audits</li> <li>* Hornet Incentive Program (H.I.P.)</li> <li>* Character Education: Core Essentials Always Program for 4th graders</li> <li>* 7 Mindsets: Conflict resolution and dropout prevention program</li> <li>* Professional Development:             <ul style="list-style-type: none"> <li>- Crisis Prevention and Intervention, which provides training on how to safely manage disruptive and assaultive behavior.</li> <li>- Recognizing and reporting sexual abuse and other maltreatment of children.</li> <li>- Classroom management strategies.</li> </ul> </li> </ul>	8/2018 - 5/2019	Principal - Paula Jackson Assistant Principal - Raymond Dumas	Federal - Title IV, Part A SSAEP - Contracted School Resource Officer  <b>\$15,155.00</b>	Documents :School Records - 12/18: A log for emergency drill and safety inspections has been established and updated on a regular basis.	Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.	Documents :Discipline Referrals - 05/19: Improved discipline in the classroom and reduced number of referrals per year.



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Objective(s): PK - 5 Hardin Elementary will create a culture that supports staff and student learning and safety.  
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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: Emergency and Security Operations - Hardin Elementary will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills and periodic security audits of the campus facilities with coordination with local emergency management agencies, law enforcement and fire departments.</p> <p>The purpose of the Emergency Operations Plan is to establish and organize response protocol should an actual emergency occur on campus. Hardin Elementary will make any necessary changes to improve safety and security for their students.</p>	8/2018 - 5/2019	Principal - Paula Jackson Assistant Principal - Raymond Dumas	Local Funds - Time Contributions of Faculty and Staff  Local Funds - Security Audit Reports		Hardin Elementary will maintain a safe and disciplined school environment for all students, staff and community members.	Documents :School Records - - 05/19: An Emergency and Security Operations Plan has been designed and implemented.
<p>Activity: Disciplinary Alternative Education Program (DAEP) - The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same.</p> <p>Students who have violated the district code of conduct will be placed in DAEP. Computer assisted instruction and counseling services will be provided for any student who is at risk of dropping out of school. The DAEP is offered through a shared service arrangement with Liberty ISD.</p>	8/2018 - 5/2019	Principal - Paula Jackson	Local Funds - Code of Conduct Policy	Documents :School Records - - 12/18: 50% reduction in infractions of the Student Code of Conduct, as reflected on the Principal's records.	Reduction in discipline referrals to the DAEP.  Dropout rate remains at 0%.	Documents :School Records - - 05/19: Fewer incidences of illegal and/or disorderly activities.  Documents :School Records - - 05/19: 75% reductions in infractions of the Student Code of Conduct, as reflected on the Principal's records.

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<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Hardin Elementary recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselor and Principal, using the data to plan specific programs and activities. Activities include, but are not limited to:</p> <p>* National Red Ribbon Week</p> <p>* Student Assemblies to enhance Drug/Alcohol Awareness</p>	<p>8/2018 - 5/2019</p>	<p>Principal - Paula Jackson Counselor - Venus Booker</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :Agenda, Minutes, Sign-In Sheets - - 08/18: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.</p> <p>Documents :Counseling Records - - 12/18: Counselor's Summary Report will indicate that 80% of students have a heightened awareness of the dangers of substance use and abuse.</p>	<p>A drug-free student body, faculty and staff.</p> <p>Reduction in PEIMS 425 Incidents.</p>	<p>Documents :Counseling Records - - 05/19: Counselor's Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.</p>

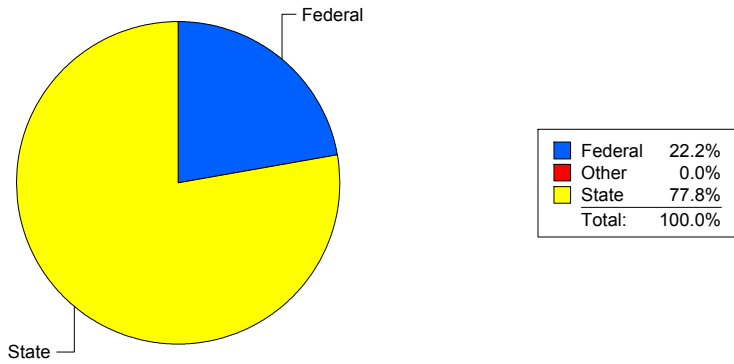
Campus Improvement Plan  
Hardin Elementary School 2018-2019

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<p>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> <li>* Self-Esteem Development;</li> <li>* Good Character;</li> <li>* Emotion Managements;</li> <li>* Motivation to Achieve;</li> <li>* Decision-making, Goal Setting, Planning and Problem-Solving;</li> <li>* Interpersonal Effectiveness;</li> <li>* Communication Skills and</li> <li>* Responsible Behavior.</li> </ul> <p>The campus Counselor is available to speak with students, parents, staff and community members in both individual and group settings. The counselor will provide the following activities and services and any other issues impacting students' physical, mental, social and emotional well-being:</p> <ul style="list-style-type: none"> <li>* Academic concerns;</li> <li>* School-related concerns such as misbehavior, excessive absences and tardiness;</li> <li>* Dropout prevention;</li> <li>* Physical, sexual or emotional abuse;</li> <li>* Coping with stress;</li> <li>* Discipline management;</li> <li>* Health and wellness;</li> <li>* Drug and Alcohol abuse prevention;</li> <li>* Bullying;</li> <li>* Suicide prevention;</li> <li>* Conflict resolution;</li> <li>* Violence prevention;</li> <li>* Parent education;</li> <li>* Teacher/Administrator consultation;</li> <li>* Staff development and</li> <li>* School improvement planning for special populations students.</li> </ul>	<p>8/2018 - 5/2019</p>	<p>Principal - Paula Jackson Assistant Principal - Raymond Dumas Counselor - Venus Booker Character Education Paraprofessional - Stephanie Fisher</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of Counselor FTE: 1.00</p>	<p>Documents :Agenda, Minutes, Sign-In Sheets - 12/18: Scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p>	<p>All students get along with their peers with a healthy outlook toward life.</p> <p>Reduction in retention and dropout rates.</p>	<p>Documents :Counseling Records - 05/19: Referrals to counselor have decreased as compared to the previous year.</p>

# Funding Values By Program



Campus Improvement Plan  
**Hardin Elementary School 2018-2019**

### Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
<b>Federal</b>		
<b>Title I, Part A</b>		
Time Contributions of PK Staff	1.00	\$54737.56
District-wide Supplemental Site Licenses	0.00	\$44310.00
SECCA, Inc Consulting Services	0.00	\$6526.00
Time Contributions of Reading Staff	2.00	\$87108.83
Homeless Resources	0.00	\$250.00
<b>Title II, Part A</b>		
Contracted Professional Development	0.00	\$3451.00
SECCA, Inc Consulting Services	0.00	\$938.00
<b>Title III, Part A - ELA</b>		
Region IV SSA	0.00	\$2711.00
<b>Title IV, Part A SSAEP</b>		
SECCA, Inc Consulting Services	0.00	\$600.00

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**Funding Values By Program**

<b>Federal</b>	<u>FTE</u>	<u>DollarValue</u>
<b>Title IV, Part A SSAEP</b>		
Contracted School Resource Officer	0.00	\$15155.00
		<b>\$215,787.39</b>
<b>Other</b>	<u>FTE</u>	<u>DollarValue</u>
<b>Coordinated Funding</b>		
Time Contributions of PK Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
<b>Local Funds</b>		
Awards	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
Time Contributions of Dyslexia Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff, Parents, and Community	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Community Members	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Instructional Resources	0.00	\$0.00
Time Contributions of Teachers	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00

Campus Improvement Plan  
**Hardin Elementary School 2018-2019**

**Funding Values By Program**

<b>Other</b>	<u>FTE</u>	<u>DollarValue</u>
<b>Local Funds</b>		
Time Contributions of ESL Teacher	0.00	\$0.00
Time Contributions of ESL Staff and LPAC	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Dyslexia Staff	0.00	\$0.00
Time Contributions of Librarian	1.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Security Audit Reports	0.00	\$0.00
Code of Conduct Policy	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Technology Policies	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	0.00	\$0.00
Region IV and Region V Membership Fees	0.00	\$0.00
Time Contributions of Technology Director	0.00	\$0.00
<b>State and Local Funds</b>		
Assessment Instruments	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of SPED Staff	0.00	\$0.00
		<b>\$0.00</b>
<b>State</b>	<u>FTE</u>	<u>DollarValue</u>
<b>Bilingual Supplement</b>		
<b>Block Grant</b>		
Bilingual Education Allotment	0.00	\$25954.00

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**Funding Values By Program**

<b>State</b>	<u><b>FTE</b></u>	<u><b>DollarValue</b></u>
<b>Gifted and Talented Block Grant</b>		
G/T Adjusted Allotment	0.00	\$43154.00
 <b>Special Education Block Grant</b>		
Assessment Instruments	0.00	\$0.00
Time Contributions of ARD Committee and Related Services	0.00	\$0.00
Special Education Adjusted Allotment	0.00	\$587254.00
 <b>State Compensatory Education (SCE)</b>		
Substitutes for PD	0.00	\$179.22
Time Contributions of Counselor	1.00	\$0.00
District-wide Supplemental Instructional Resources	0.00	\$10000.00
Time Contributions of Counselor	1.00	\$0.00
Time Contributions of Counselor	1.00	\$64377.50
Time Contributions of Teachers	0.00	\$10316.11
Extra Duty Pay for ES Tutorial Teachers	0.00	\$1341.09
SECCA, Inc Consulting Services	0.00	\$13621.00
 <b>State Gifted and Talented Block Grant</b>		
Time Contributions of G/T Staff	0.00	\$0.00
		<hr/> <b>\$756,196.92</b> <hr/>
<b>Grand Total:</b>		<b>\$971,984.31</b>