

Hardin High School 2018-2019

Campus Improvement Plan

2018-2019 School Year

Campus Improvement Plan
Hardin High School 2018-2019

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Moss, Cindy	Principal	Hardin High School	
Waller, Melissa	Counselor	Hardin High School	5-2019
Contreras, Chris	Other District Administrator	Hardin High School	5-2018
Catchings, Tom	Science Team Leader	Hardin High School	5-2018
King, Tawnia	Math Team Leader	Hardin High School	5-2018
Fielder, Kelly	English Team Leader	Hardin High School	5-2018
Moseley, Kalyn	English Teacher	Hardin High School	5-2018
Key, Amanda	Social Studies Team Leader	Hardin High School	5-2018
Taylor, Tracy	Electives Team Leader	Hardin High School	5-2018
Rives, DeAnn	Parent	Hardin High School	5-2018
Fregia, Milton	Business Representative	Hardin High School	5-2018
Davison, Marc	Community Representative	Hardin High School	5-2018

Campus Improvement Plan
Hardin High School 2018-2019

Names of People Responsible For Implementation

Name	Title	Campus / District
Moss, Cindy	Principal	Hardin High School
Roberts, Patty	Secretary	Hardin High School
Faulkenberry, Sondra	Registrar	Hardin High School
Jones, Cami	Homeless Liaison	Hardin ISD
Catchings, Tom	Attendance Coordinator	Hardin High School
Waller, Melissa	Counselor	Hardin High School
Gloria, Aleman	Counselor's Secretary	Hardin High School
Cain, Laura	Nurse	Hardin High School
Zamazal, Glenn	Band Director	Hardin ISD
Tantillo, Meagan	Band Director Assistant	Hardin High School
Haynes, Larry	Athletic Director	Hardin ISD
Gallegos, Belvia	Technology Teacher	Hardin ISD
Firman, Steven	Technology Teacher	Hardin High School
Taylor, Tracy	Content Specialist	Hardin High School
Fairbend, Vernon	Special Education Coordinator	Hardin ISD
Pickett, Deborah	Special Education Teacher	Hardin High School
Ringer, Paula	Math/Science Inclusion Specialist	Hardin High School
Going, Laura	DAEP Teacher	Hardin High School
David, Andrea	DAEP Aide	Hardin High School
Fielder, Kelly	English Team Leader	Hardin High School
Pearson, Christine	English Teacher	Hardin High School
Newkirk, Katrina	English Teacher	Hardin High School
Moseley, Kalyn	English Teacher	Hardin High School
King, Tawnia	Math Team Leader	Hardin High School

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Names of People Responsible For Implementation

Name	Title	Campus / District
Merendino, Jared	Math Teacher	Hardin High School
Tuttle, Sonja	Math Teacher	Hardin High School
Skidmore, Kenneth	Math Teacher	Hardin High School
Catchings, Tom	Science Team Leader	Hardin High School
Allen, Christina	Science Teacher	Hardin High School
Day, Rochelle	Science Teacher	Hardin High School
Key, Amanda	Social Studies Team Leader	Hardin High School
Goodwin, Christian	Social Studies Teacher	Hardin High School
Bethea, Dylan	Social Studies Teacher	Hardin High School
Mealer, Jonathan	Social Studies Teacher	Hardin High School
Gallegos, Belvia	Lab Aide	Hardin High School
Frautschi, Sondra	Lab Aide	Hardin High School
Reescano, Charlotte	Lab Aide	Hardin High School
Rhine, Kaci	Theater Teacher	Hardin High School
Bush, Tina Marie	Art Teacher	Hardin High School
Perez, Erika	Spanish Teacher	Hardin High School
Bowling, Jerry	Spanish Teacher	Hardin High School
Nichols, Eddie	Ag Teacher	Hardin High School
Bagley, Lesleigh	Ag Teacher	Hardin High School
Firmin, Steven	CTE Teacher	Hardin High School
Bailey, Michelle	CTE Teacher	Hardin High School
Goodwin, Christian	GED Teacher	Hardin High School
Mealer, Jonathan	Dual Credit Teacher	Hardin High School
Catchings, Tom	Mentor Teacher	Hardin High School

Names of People Responsible For Implementation

Name	Title	Campus / District
Balch, Danny	Coach/P.E. Teacher	Hardin High School
Reescano, Charlotte	Coach	Hardin High School
Abshier, Sheryl	Cafeteria	Hardin High School
Crouthers, Priscilla	Cafeteria	Hardin High School
Elliott, Patricia	Cafeteria	Hardin High School
Eaton, David	Cafeteria	Hardin High School
Lambert, Kim	Cafeteria	Hardin High School
Lyle, Brenda	Cafeteria	Hardin High School
Scott, Vanessa	Cafeteria	Hardin High School
Stockwell, Sally	Cafeteria	Hardin High School
Thibodeaux, Brittney	Cafeteria	Hardin High School
	Classroom Teachers	Hardin High School

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Attendance

Attendance

Goal: **97%**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
All Students	92.00	92.70	93.60	94.60	95.70	96.00	95.60	96.00	95.40	95.40	94.20
African American	94.30	93.90	95.30	94.20	95.30	94.80	96.40	97.40	95.70	96.40	96.10
Economically Disadvantaged	90.10	91.50	92.20	93.60	95.00	94.90	95.10	95.80	94.50	94.00	93.90
English Learners	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	97.60
Hispanic	92.90	92.30	92.80	95.30	95.80	96.20	95.80	96.60	96.30	95.50	95.70
Special Education	88.80	91.20	93.10	94.90	96.00	92.10	94.40	95.50	95.80	93.10	93.30
Two or More Races	0.00	0.00	0.00	0.00	0.00	0.00	91.70	92.50	0.00	94.30	0.00
White	91.80	92.60	93.60	94.60	95.70	96.10	95.60	95.90	95.20	95.30	93.80

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Dropouts

Dropouts

Goal: **0%**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
All Students	1.90	1.90	2.10	1.80	0.00	0.30	0.00	0.50	0.00	0.00	0.00
African American	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Economically Disadvantaged	1.50	0.80	1.60	0.60	0.00	0.60	0.00	0.00	0.00	0.00	0.00
English Learners	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Hispanic	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Education	7.00	8.60	0.00	0.00	0.00	4.50	0.00	0.00	0.00	0.00	0.00
Two or More Races	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
White	2.10	2.20	2.40	2.00	0.00	0.30	0.00	0.00	0.00	0.00	0.00

Campus Improvement Plan
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STAAR

Grade: **9th-12th**

All Subjects

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021
All Students	73.00	79.00	82.00	74.00	75.00	77.00	84.67	92.33	100.00
African American	69.00	68.00	68.00	53.00	48.00	0.00	65.33	82.67	100.00
American Indian	0.00	0.00	0.00	0.00	83.00	0.00	88.67	94.33	100.00
Economically Disadvantaged	68.00	74.00	77.00	69.00	68.00	71.00	80.67	90.33	100.00
English Language Learners	0.00	0.00	0.00	0.00	54.00	0.00	69.33	84.67	100.00
Hispanic	62.00	68.00	80.00	65.00	63.00	77.00	84.67	92.33	100.00
Special Education	41.00	60.00	67.00	49.00	34.00	0.00	56.00	78.00	100.00
Two or More Races	0.00	0.00	0.00	75.00	100.00	0.00	100.00	100.00	100.00
White	75.00	81.00	83.00	78.00	80.00	78.00	85.33	92.67	100.00

Grade: **9th-12th**

STAAR Mathematics

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021
All Students	76.00	84.00	84.00	72.00	77.00	88.00	92.00	96.00	100.00
Economically Disadvantaged	74.00	83.00	78.00	70.00	69.00	85.00	90.00	95.00	100.00
English Language Learners	0.00	0.00	0.00	0.00	71.00	0.00	80.67	90.33	100.00
Hispanic	70.00	81.00	83.00	67.00	72.00	92.00	94.67	97.33	100.00
Special Education	0.00	0.00	0.00	56.00	0.00	46.00	64.00	82.00	100.00
White	78.00	85.00	85.00	74.00	77.00	88.00	92.00	96.00	100.00

Campus Improvement Plan
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STAAR

Grade: **9th-12th**

STAAR Reading

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021
All Students	82.00	64.00	76.00	64.00	66.00	65.00	76.67	88.33	100.00
African American	81.00	55.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Economically Disadvantaged	76.00	56.00	72.00	55.00	58.00	0.00	72.00	86.00	100.00
English Language Learners	0.00	0.00	0.00	0.00	45.00	0.00	63.33	81.67	100.00
Hispanic	63.00	52.00	73.00	50.00	55.00	0.00	70.00	85.00	100.00
Special Education	55.00	0.00	60.00	35.00	19.00	0.00	46.00	73.00	100.00
White	55.00	66.00	78.00	69.00	72.00	66.00	77.33	88.67	100.00

Grade: **9th-12th**

STAAR Science

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021
All Students	80.00	91.00	91.00	86.00	82.00	73.00	82.00	91.00	100.00
Economically Disadvantaged	78.00	88.00	90.00	81.00	77.00	70.00	80.00	90.00	100.00
Hispanic	67.00	79.00	92.00	76.00	59.00	90.00	93.33	96.67	100.00
Special Education	0.00	0.00	0.00	0.00	55.00	46.00	64.00	82.00	100.00
White	81.00	93.00	92.00	89.00	88.00	74.00	82.67	91.33	100.00

Grade: **9th-12th**

STAAR Social Studies

100%

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STAAR

	2013	2014	2015	2016	2017	2018	2019	2020	2021
All Students	73.00	87.00	88.00	93.00	94.00	99.00	99.33	99.67	100.00
Economically Disadvantaged	69.00	84.00	80.00	93.00	88.00	97.00	98.00	99.00	100.00
Hispanic	63.00	79.00	100.00	92.00	85.00	100.00	100.00	100.00	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	100.00	100.00	100.00	100.00
White	75.00	89.00	82.00	95.00	97.00	100.00	100.00	100.00	100.00

About Hardin High School

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:

Navigating your course to the future.

Value Statement:

Hardin High School believes in offering a legacy of preparation so that all students have an excitement for learning. We believe in an appreciation of education. We believe in the ability to become future leaders of our community, state, and nation.

Grade Span:

9 – 12

Enrollment:

353

Accountability Ratings:

2018 State Accountability Rating:

Overall Accountability Rating: Met Standard

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

*** Distinction Designations:**

- Academic Achievement in Mathematics

Demographics

2017 - 2018 Enrollment:

82 – Ninth Grade
107 – Tenth Grade
75 - Eleventh Grade
73 – Twelfth Grade

2017 - 2018 Ethnic Distribution:

7 (2.1%) – African American
53 (15.7%) – Hispanic
269 (79.8%) - White
3 (0.9%) – American Indian
2 (0.6%) – Asian
0 (0.0%) – Pacific Islander
3 (0.9%) – Two or More Races

2017 - 2018 Student Groups:

145 (43.0%) – Economically Disadvantaged
5 (1.5%) – English Learners
6 (1.4%) – Students with Disciplinary Placements
197 (58.5%) – Students Meeting "At-Risk" Criteria

2017 - 2018 Students per Teacher:

12.3 – English/Language Arts
17.2 – Foreign Languages
12.6 – Mathematics
15.9 – Science
14.9 – Social Studies

2017 - 2018 Student Enrollment by Program:

5 (1.5%) - Bilingual/ESL Education
325 (96.4%) - Career and Technical Education
3 (0.9%) - Gifted and Talented Education
22 (6.5%) - Special Education

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

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

* Hardin High School 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 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.

- Goal #2: Foundation Program
- Goal #2: Accelerated Instruction Strategy
- Goal #3: Dropout Prevention Program Strategy
- Goal #4: Career Guidance and Counseling Strategy
- Goal #4: Career and Technical Education 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

Revised/Approved: September 06, 2018

Demographics

Demographics Summary

Hardin High School, established in 1941, is a rural 3A traditional campus in Liberty County serving roughly 370, ninth through twelfth-grade students.

2018-2019 (Current Enrollment)

Total number of students: 375

9th Grade: 114 students

10 Grade: 88 students

11th Grade: 97 students

12th Grade: 76 students

Campus Demographics

Percent Economically Disadvantaged: 42.9; Percent Identified as At-Risk: 45; Percent English Language Learners: 2.6; Percent served by Special Education: 7.1; Mobility Rate: 17.1

Ethnic Distribution:

African American: 4.4%; Hispanic 18%, Caucasian/White 71%, American Indian 0.3%, Asian 1.4%, and Two or More Races 4%.

Demographics Strengths

Hardin High School rests in a very close knit family oriented community where students and parents all know one another very well, get along very well, and want what is best for all kids. The community is very rich in pride, tradition, and places a tremendous value you on supporting the Hardin Independent School District and its academic and extra-curricular programs. Parents, often work in partnership in the best interest of students, and are always willing to support the school within the district.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The Mobility Rate at Hardin High School is excessively high in comparison to the state average. **Root Cause:** Hardin High School is positioned between several other schools (Liberty HS, West Hardin HS, Hull Daisetta HS, Tarkington HS, etc.) where students often transfer between districts.

Student Achievement

Student Achievement Summary

Overall, Hardin High School students have consistently performed fairly well on the State of Texas Assessments of Academic Readiness (STAAR) EOCs whereas over the course of the past three years (2015-2016, 2016-2017, and 2017-2018) they have received an accountability rating of Met Standard, and achieved and or surpassed the targeted scores for all performance indexes. During the 2016-2017 school year, Hardin High School earned a Distinction Designation in the area of Post-Secondary Readiness. During the 2017-2018 school year, Hardin High School earned a Distinction Designation in Algebra I for Academic Achievement Mathematics.

2016-2017

Performance Indexes: 1: Student Performance, 2: Student Progress, 3: Closing Performance Gaps, 4: Post-Secondary Readiness

2016-2017 Accountability Rating: Met Standard

2016-2017 Accountability Results: Algebra I: 77%, English I: 63%, English II: 60%, Biology: 83%, U.S. History: 92%

2017-2018

Performance Indexes: 1: Student Achievement, 2: School Progress, 3: Closing the Gaps

2017-2018 Accountability Rating: Met Standard

2017-2018 Accountability Results: (At Approaches): Algebra I: 87%, English I: 55%, English II: 71%, Biology: 73%, U.S. History: 100%

Student Achievement Strengths

The STAAR EOC accountability data indicates that our students are highly capable of successfully meeting the academic standards on the STAAR EOC Assessments.

On the Algebra I EOC Assessment, there has been a steady increase in the overall percentage of students meeting the passing standard (2015-2016 72% to 2016-2017 77% to 2017-2018 87%) at the approaches grade level performance standard. This year we will be targeting the MEETS student performance standard versus the APPROACHES performance standards as MEETS is the targeted performance standard in order for students to be successful in subsequent grade level courses/course work. Thus, we expect to have a 71% passing percentage at the MEETS performance standard. In addition, we are currently providing accelerated instruction via Algebra Lab/Study Skills classes to students who were unsuccessful on the Algebra I STAAR EOC and or 8th Grade Math STAAR last year. In addition, teachers will continue to provide high-quality instruction centered around critical thinking/problem solving, and

incorporate student-centered/research-based 21st-century instructional practices into their classrooms, every day, in order to meet students' individual learning needs.

On the Biology EOC Assessment, there has been a decrease in the overall percentage of students meeting the performance standard over the course of the past three years (2015-2016 86%, 2016-2017 83%, 2017-2018 73%). Thus, this will be an area of focus for our campus for the 2018-2019 school year as our students are capable of doing much better, and we want to consistently perform well/make steady progress. This year, we have a new teacher, and I am certain that our scores will increase (back into the 80s range) during the 2018-2019 school year. This year we will be targeting the MEETS student performance standard versus the APPROACHES performance standards as MEETS is the targeted performance standard in order for students to be successful in subsequent grade level courses/course work. Thus, we expect to have a 64% passing percentage at the MEETS performance standard. Teachers will continue to provide high-quality instruction centered around critical thinking/problem solving, and incorporate student-centered/research-based 21st-century instructional practices into their classrooms, every day, in order to meet students' individual learning needs.

On the U.S. History EOC Assessment, the data indicates that our students perform exceedingly well based upon the percentage of students meeting the passing standard over the course of the past three years (2015-2016 93%, 2016-2017 92%, 2017-2018 100%). As a campus, this is our strongest area as primarily all students continuously demonstrate success in regards to meeting the passing standard. This year, we expect to have a 95% passing percentage through providing high-quality research-based 21st-century instruction to students every day. This year we will be targeting the MEETS student performance standard versus the APPROACHES performance standards as MEETS is the targeted performance standard in order for students to be successful in subsequent grade level courses/course work. Thus, we expect to have a 74% passing percentage at the MEETS performance standard.

The English I STAAR EOC will continue to be the main area of focus for the campus. Moreover, this is the hardest STAAR EOC Test as you can see from the regional/state passing percentage. The campus average scale score was 144 points off from the regional average. However, the approaches student performance percentage was just 5 points lower than the regional/state average, the meets student performance percentage (which is the targeted area of student performance) was 9 points lower than the regional average, and the masters student performance percentage was 6 points shy of the regional average. Although we saw academic growth in most students, our overall campus passing percentage goal for the 2017-2018 school year was not met. For the 2018-2019 school year, we have developed a strategic instructional plan to address academic deficits, and will utilize more teacher made assessments/benchmarks to gauge student achievement, close student performance gaps, and address/target areas of weakness (specific TEKS) to ensure that students are prepared for the STAAR English I EOC in the spring. Accelerated Instruction (AI) English I courses have been embedded into the 2018-2019 master schedule. Teachers will also receive ongoing/meaningful professional development and instructional resources will be purchased to heighten student learning success on the English I. This year we will be targeting the MEETS student performance standard versus the APPROACHES performance standards as MEETS is the targeted performance standard in order for students to be successful in subsequent grade level courses/course work. Thus, we expect to have a 45% passing percentage at the MEETS performance standard. In addition, we are currently providing accelerated instruction via Practical Writing classes to students who were unsuccessful on the English I STAAR EOC and or 8th Grade Reading STAAR last year.

The English II STAAR EOC will continue to be an area of focus for the campus as well. However, in comparison to all other Region IV campuses, Hardin High School performed exceedingly well as the campus average scale score was 28 points higher than regional average. In addition, the approaches student performance passing percentage was 6 points higher than the regional average, the MEETS student performance percentage (which is the targeted area of student performance) was 4 points higher than the regional average, and the MASTERS student performance percentage was 4 points shy of the regional

average. Thus, tremendous progress was made in student growth overall as our campus passing percentage goal for the 2017-2018 school year was met. For the 2018-2019 school year, we have developed a strategic instructional plan to address academic deficits, and will utilize more teacher made assessments/benchmarks to gauge student achievement, close student performance gaps, and address/target areas of weakness (specific TEKS) to ensure that students are prepared for the STAAR English I EOC in the spring. Accelerated Instruction (AI) English II courses have been embedded into the 2018-2019 master schedule. Teachers will also receive ongoing/meaningful professional development and instructional resources will be purchased to heighten student learning success on the English I. This year we will be targeting the MEETS student performance standard versus the APPROACHES performance standard as MEETS is the targeted performance standard in order for students to be successful in subsequent grade level courses/course work. Thus, we expect to have a 60% passing percentage at the MEETS performance standard. In addition, we are currently providing accelerated instruction via Practical Writing classes to students who were unsuccessful on the English II STAAR EOC last year.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Hardin High School students are not performing as well on the English I & II STAAR EOC. **Root Cause:** Students writing skills are diminishing due to the continuous evolution of text terminology as students lack basic writing mechanics/skills, vocabulary, and overall foundational academic writing skills. Students are also not spending enough time daily, reading, therefore their stamina is very low. Students also need more access/exposure to complex informational text, etc. that will critical think

School Culture and Climate

School Culture and Climate Summary

The climate and culture amongst students and staff at Hardin High School is very positive. Teachers support one another and work in partnership as a collaborative/unified teams. The students at Hardin High School are well behaved, respectful, and take pride in their school. As the principal of the campus, I have worked with teachers to establish more student organizations (every year) in order to increase student involvement and ensure that they have several ways to get involved. As the principal of Hardin high School, I also make sure that I maintain open lines of communication with all school stakeholders via the campus website, Remind, and Facebook by regularly posting pictures of student activities, campus events, extra-curricular games/competitions etc., and all other pertinent campus information. I also maintain an open door policy in regards to parental input, and always welcome their involvement in campus affairs.

School Culture and Climate Strengths

The teachers and staff at Hardin High are very dedicated to their craft and love the students that they serve. They are also very supportive of each other as they all work in close partnership, openly communicate, and collaborate with each other to ensure the success of all students. The students at Hardin High are highly disciplined (academically & behaviorally), very respectful, and take pride in their school/community. Academic & behavioral expectations and school policies & procedures were reviewed and discussed (via an assembly) with students at the start of school to establish a school culture of high standards for behavior and academic achievement.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Clear and consistent consequences for discipline referrals should be equitable across classrooms and campuses. **Root Cause:** Principals were not given an opportunity to review, discuss, and update the Student Code of Conduct Book, annually.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The teacher turnover rate at Hardin High School is very low. All classroom teachers and instructional support staff members are highly qualified in their content area(s).

Staff Quality, Recruitment, and Retention Strengths

Professional development is available at the district level, the local educational service center, and at the campus level. Summer/Fall PD workshops include CPI, CRASE, The Writing Academy, Gifted & Talented, 21st Century Learning, Decoding the TEKs, and Fundamental 5.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: More access to instructional resources to heighten student learning, better instructional technology **Root Cause:** Lack of funding and or budget deficit.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers at Hardin High School utilize TEKS Resource System as a guide in making curricular decisions. Ongoing lesson planning and monitoring of formative assessment data assists teachers in meeting the individual needs of student. Lesson plans must be completed each week and input into the respective folder via Google Drive. State-adopted curriculum resources are provided to all teachers and implemented in all courses in order to provide teachers and students with all current TEKS-aligned resources. Supplemental resources are provided for most courses in order to provide students with additional skills and application practice

Curriculum, Instruction, and Assessment Strengths

Teachers and students have direct access to a variety of supplemental instructional materials available both in print (via the curriculum tab in their campus binder) and online which are provided by the campus principal. Teachers also have access to student data in Eduphoria: Aware in order to monitor/track student progress, remediate instruction, and guide instructional decisions in order to heighten student achievement. Campus-based benchmarks are created and utilized in order to provide formative and summative student assessment data.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Rigorous/curriculum sequenced/aligned benchmarks must be created for all tested grade level subjects. **Root Cause:** A curriculum audit has not been conducted in the district to ensure alignment with the grade level/course TEKS.

Parent and Community Engagement

Parent and Community Engagement Summary

Hardin High School has an actively engaged and involved school community. As a family oriented school community, the opportunities for parental involvement on the high school campus are endless: Fish Camp, Project Graduation, Homecoming Hall Decorating, Trunk of Treat, Powder Puff Football, and extracurricular events/activities keeps the district very involved/engaged. The use of social media allows the campus principal to build a brand of excellence in the classroom as well as on the field/court, etc. at Hardin High School.

Parent and Community Engagement Strengths

There are numerous parent/guardian volunteers, especially at the elementary level. Each campus hosts a number of campus events throughout the school year. After-school activity buses have given students opportunities to participate in tutoring or extracurricular activities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: More parental involvement is needed at the secondary level. **Root Cause:** Parental involvement, especially for economically disadvantaged/at-risk students, tends to dwindle as students transition from elementary to secondary school settings.

School Context and Organization

School Context and Organization Summary

Hardin High School is focused on student achievement and ensuring that every graduate is college and or career ready upon graduation. Through data-driven decision making, teaching excellence, recruiting and retaining high quality we strive to make Hardin the district of choice in Liberty County. As a school community, our goal is to profoundly shape the lives of all the students we serve by providing them with a rigorous academic program in a safe and welcoming learning environment designed to nurture their intellectual, social, emotional, and physical growth & development to ensure they are college ready upon graduation. Therefore, we must all work in partnership to make sure that our students are provided with high-quality learning experiences, every day. This type of learning environment is only established and sustained when faculty & staff members, students, and parents understand the purpose and importance of school structure, and where the day-to-day operations of the school run exceedingly well.

School Context and Organization Strengths

The Hardin ISD School Board is a positive voice in the schools and neighborhood, providing guidance and accountability for the work of the various departments and campuses. Teachers, community members, and parents/guardians are involved in the decision-making as part of the DEIC and CEIC committees.

Central administration is fully staffed and works collaboratively with/supports campus administrators to plan and focus on data-driven improvement.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Long-range planning is needed with regards to facilities as the district continues to grow and the overall enrollment surges. **Root Cause:** More citizens are moving into the community/attendance boundaries, and the campuses were not accommodate large increases in enrollment.

Technology

Technology Summary

Hardin ISD provides a technology-rich environment on all of the campuses in order to support instruction. The 1:1 Chromebook program for grades 7-12 has assisted with moving to online resources and provides more equitable access for students at school and home. Additional opportunities may need to be explored to ensure all students have access at home to the instructional resources needed. A plan for the future of technology and the inventory of technology equipment needs to be put in place.

Technology Strengths

Hardin ISD continues to provide a 1:1 Chromebook environment to students in grades 7-12. Chromebook carts are available for students to use during school at the elementary and intermediate level. Online resources are available for teachers and students to use both at school and at home to supplement instruction.

Problem Statements Identifying Technology Needs

Problem Statement 1: The variety of technology available may not be equitable among campuses or classrooms. **Root Cause:** Funding and budget deficit...

Comprehensive Needs Assessment Data Documentation

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

Needs Assessment Summary

Hardin High School received a State Accountability Rating of Met Standard from TEA in 2018. The 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.

Hardin High School also received Distinction Designation for Academic Achievement in Mathematics.

Student Strengths and Needs:

Reading:

65% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Reading tests.

55% of All Students met or exceeded the Approaches Grade Level standard on the STAAR EOC English I exam. Percentages for other subgroups ranged from 62% for Hispanic students to 21% for Special Education students.

71% of All Students met or exceeded the Approaches Grade Level standard on the STAAR EOC English II exam. Percentages for other subgroups ranged from 100% for African American students to 17% for Special Education students.

Math:

88% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Math test. Percentages for other students groups ranged from 92% for Hispanic students to 46% for Special Education students.

Science:

73% of All Students met the passing standard on the STAAR Science test. Percentages for other student groups ranged from 90% for Hispanic students to 46% for Special Education students.

Social Studies:

99% of All Students met or exceeded the Approaches Grade Level standard on the STAAR Social Studies test. Percentages for other student groups ranged from 100% for White students to 97% for Economically Disadvantaged students.

Interventions:

Hardin High School has several programs in place to address identified needs. Students who need additional support in mastering core subjects or have difficulty with any of the STAAR EOC tests will qualify to receive additional assistance through the following programs:

- * Reading/Writing, Math, and Science Labs for grades 9 - 12
- * Tutorial Program for grades 9 - 12
- * English Learners (EL) are supported by the ESL Program, which includes intensive Inclusion Support
- * Support for Dual Credit classes in grades 9 - 12

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Faculty and Staff:

The district encourages professional development for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences and participating in Region IV professional development services.

Attendance:

Attendance rates at Hardin High School decreased from 95.4% in 2015-2016 to 94.2% in 2016-2017. The staff designed several activities to encourage attendance. These include attendance incentives, parent notifications, and counseling services.

Dropout Rate:

The dropout rate for ninth through twelfth grade remained at 0% for the 2016-2017 year. Several programs including parental involvement activities and counseling programs are in place to maintain a dropout rate of 0% for all students and all student groups.

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

Objective(s): 9th-12th Hardin High School will maintain open communication with all school stakeholders.

<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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<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 High School Homepage on the Hardin ISD website, District Calendar, phone calls, the bi-monthly Campus Newsletters, Family Access, School Reach, letters sent home in English and Spanish, Facebook, and Remind.</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 - Cindy Moss	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.

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time and location. Parents will be invited to come and a Public Notice will be posted. Strategy: 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. 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.	8/2018 - 5/2019	Principal - Cindy Moss	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 - 06/19: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
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 - Cindy Moss	Local Funds - Time Contributions of Faculty and Staff	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 High School conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include: * Open House * Student Orientation * Parent/Teacher Conferences * Award Assemblies * Athletic events * Banquets	8/2018 - 5/2019	Principal - Cindy Moss	Local Funds - Time Contributions of Faculty and Staff	Documents :Parent Involvement Records - - 12/18: Increase in the participation of parents and community members in the educational system of Hardin High School.	Parents as full partners in the education of Hardin High School students.	Documents :Parent Involvement Records - - 05/19: Increase in the participation of parents and community members in the educational system of Hardin High School.

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Objective(s): 9th-12th Hardin High School will maintain open communication with all school stakeholders.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: 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. The district will assist parents and family members by providing materials and training on - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - literacy training. 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. Parent notifications activities include, but are not limited to the following information: * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, * School Choice Options. Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.	8/2018 - 5/2019	Principal - Cindy Moss	Local Funds - Time Contributions of Faculty 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 an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Site-Based and 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 - Cindy Moss	Local Funds - Time Contributions of Community Members	Documents :Agenda Minutes, Sign-in Sheets - 01/19: SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed.	A CIP that is a living document that provides guidance to the implementation of the educational system and support components of Hardin High School.	Documents :Agendas, Meeting Notes - 02/19: A current CIP approved by the Hardin ISD Board of Trustees

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<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 High School CIP.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A 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 - Cindy Moss	<p>Federal - Title I, Part A - SECCA, Inc Consulting Services \$6,526.00</p> <p>Federal - Title II, Part A - SECCA, Inc Consulting Services \$938.00</p> <p>Federal - Title IV, Part A SSAEP - SECCA, Inc Consulting Services \$600.00</p> <p>State - State Compensatory Education (SCE) - SECCA, Inc Consulting Services \$13,621.00</p>	<p>Documents :Agendas, Meeting Notes -- 12/18: Hardin High School SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>Hardin High School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.</p>	<p>Documents :School Records -- 05/19: Hardin High School will receive the State Accountability Rating of Met Standard.</p>

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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) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: 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. Campus performance objectives are based on data available through the comprehensive needs assessment process.	6/2018 - 6/2019	Principal - Cindy Moss	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.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Hardin High School 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 Assessment of Academic Readiness (STAAR).</p> <p>The STAAR program for high school will measure English Language Arts (ELA), Math, Science, and Social Studies through the 5 End-Of-Course (EOC) assessments: Algebra I, English I, English II, Biology, and US History. The STAAR EOC assessments will be administered to students in grades 9 - 12.</p> <p>The STAAR is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate subject-area STAAR EOC Exams in line with the State issued Student Assessment Calendar.</p>	1/2019 - 6/2019	Principal - Cindy Moss	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.	Criterion-Referenced Test :STAAR EOC Exams - 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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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) [TEC §4.001 (b)(2)(4)] Objective(s):						
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Strategy: Foundation Program (SWP CNA, CIP) - The Hardin High School 9 – 12 curriculum (TEKS Resource Management) 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 High School.	8/2018 - 5/2019	Principal - Cindy Moss	Local Funds - Time Contributions of Classroom Teachers Local Funds - Instructional Resources	Informal Assessment :Classroom Assessments - 12/18: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	All students and all student groups academically successful as the educational system meets the needs of all.	Criterion-Referenced Test :STAAR EOC Exams - 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. Documents :School Records - 05/19: 90% of students in grade 12 will receive on-time credit accrual.

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Activity: TEKS Resource Management - The Hardin High School curriculum for grades 9 – 12 is TEKS based and vertically aligned through the TEKS, offering a scope and sequence continuum that lends itself to individualized instruction as students' strengths and deficiencies are identified through informal and formal assessments. Special supplemental programs and services can be prescribed for the deficiencies with Special Populations staff leveling the playing field for students experiencing difficulties.	8/2018 - 5/2019	Principal - Cindy Moss	Local Funds - Time Contributions of Faculty and Staff Local Funds - Instructional Resources	Informal Assessment :Classroom Assessments - - 12/18: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	All students and all student groups are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and State student performance standards that all students are expected to meet.	Criterion-Referenced Test :STAAR EOC Exams - - 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. Documents :School Records - - 05/19: 90% of students in grade 12 will receive on-time credit accrual.

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Activity: 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 High School. Students in grades 9-12 will be administered grade level assessments periodically throughout the school year to determine specific strengths and weaknesses in the development of reading and math skills and to identify students meeting the State-adopted at-risk criteria. Students meeting the at-risk criteria are those scoring below 60%.	8/2018 - 5/2019	Principal - Cindy Moss	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/18: 80% of students will receive passing six week grades in core subject areas.	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	Criterion-Referenced Test :STAAR EOC Exams - - 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. Documents :School Records - - 05/19: 90% of students in grade 12 will receive on-time credit accrual.

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Activity: Evaluation of Foundation Program - Through the use of Eduphoria, faculty and staff analyze (disaggregate) test data from the previous year's State-adopted assessment instruments, benchmark tests and unit assessments. This data is used to identify student strengths and weaknesses so that teachers can design an educational system that is data driven for each individual student. In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An ongoing monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need.	8/2018 - 5/2019	Principal - Cindy Moss	Local Funds - Time Contributions of Faculty and Staff Local Funds - Eduphoria	Informal Assessment :Classroom Assessments - - 12/18: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Program improvements are implemented. All targeted student groups show improvement on STAAR EOC Exams. Increased student achievement.	Criterion-Referenced Test :STAAR EOC Exams - - 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. Documents :School Records - - 05/19: 90% of students in grade 12 will receive on-time credit accrual.

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<p>Strategy:</p> <p>Accelerated Instruction (SWP CNA, CIP) - Hardin ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2013 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state's academic achievement standards. Targeted Assistance programs serve only those students identified as having the greatest need for assistance. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p>	8/2018 - 5/2019	Content Specialist - Tracy Taylor Counselor - Melissa Waller	Local Funds - Time Contributions of Content Specialist State - State Compensatory Education (SCE) - District-wide Supplemental Instructional Resources <p style="text-align: right;">\$10,000.00</p>		Increased academic performance by all students and all student groups. Students meeting the State-adopted "at-risk" criteria 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.	Documents :School Records - 05/19: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented.

Campus Improvement Plan
Hardin High School 2018-2019

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) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Tutorial Support - Tutorials are available to students who meet the State-adopted "at-risk" criteria in grades 9 – 12 in core subject areas to increase academic achievement and reduce drop-out rates. Between February and May, students will participate in after-school tutorials for 3 hours a week.	8/2018 - 5/2019	Principal - Cindy Moss	State - State Compensatory Education (SCE) - Time Contributions of Tutorial Staff \$1,341.09	Informal Assessment :Classroom Assessments - - 12/18: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR EOC Exams - - 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. Documents :School Records - - 05/19: 90% of students in grade 12 will receive on-time credit accrual.

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[TEC §4.001 (b)(2)(4)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Reading/Writing, Algebra I, and Biology Labs - Students in grades 9 – 12 who have not met the minimum expectations on the STAAR EOC Algebra I, English I or English II, and/or Biology Exams, or who have failed a Math, Reading/ELA, and/or Science class will be provided daily supplemental instruction. All 9th grade students will also receive instruction to help prepare them for success in Math, English, and Science courses and increase achievement on EOC exams.</p> <p>These Labs are designed to assist students who need additional assistance in mastering reading and math concepts. These labs will have a small pupil to teacher ratio that enables the teachers to address individual needs and promote small group and one-on-one instruction.</p>	8/2018 - 5/2019	Content Specialist - Tracy Taylor English Team Leader - Kelly Fielder Math Teacher - Jared Merendino Lab Aide - Charlotte Reescano	Federal - Title I, Part A - Time Contributions of Math Lab Instructor FTE: 0.25 <p style="text-align: right;">\$15,937.21</p> Federal - Title I, Part A - Technology Resources <p style="text-align: right;">\$14,375.60</p> State - State Compensatory Education (SCE) - Time Contributions of Reading/Writing Staff FTE: 1.26 <p style="text-align: right;">\$33,820.50</p> State - State Compensatory Education (SCE) - Time Contributions of Science Lab Instructor FTE: 0.14 <p style="text-align: right;">\$3,363.36</p>	Informal Assessment :Classroom Assessments - 12/18: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Criterion-Referenced Test :STAAR EOC Exams - 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. Documents :School Records - 05/19: 90% of students in grade 12 will receive on-time credit accrual.
<p>Strategy:</p> <p>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).</p>	8/2018 - 5/2019	Special Education Coordinator - Vernon Fairbend Content Specialist - Tracy Taylor	State - Special Education Block Grant - Special Education Adjusted Allotment <p style="text-align: right;">\$587,254.00</p>	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 - 5/2019	Special Education Coordinator - Vernon Fairbend Counselor - Melissa Waller	State - 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. 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Special Education Modifications - Hardin High School provides a range of educational programs and different instructional arrangements for students with disabilities. For students in grades 9 – 12 several different instructional arrangements are available. These include a Resource pullout class and Inclusion in the regular classroom. An Adaptive Behavior setting is available to provide a structured intervention program for students with a pattern of persistent misbehavior. The appropriate instructional setting will be determined for each student by ARD committees.</p> <p>Hardin High School ensures that students with disabilities are educated with non-disabled peers in the least restrictive environment.</p> <p>Activity:</p> <p>Related Services - Hardin High School 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>	<p>8/2018 - 5/2019</p>	<p>Special Education Teacher - Tracy Taylor Special Education Teacher - Deborah Pickett</p>	<p>State and Local Funds - Time Contributions of Special Education Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.</p>	<p>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.</p>
<p>Activity:</p> <p>Related Services - Hardin High School 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>	<p>8/2018 - 5/2019</p>	<p>Special Education Coordinator - Vernon Fairbend</p>	<p>Local Funds - Time Contributions of ARD Committee</p> <p>State and Local Funds - Related Services</p>	<p>Informal Assessment :Classroom Assessments - - 12/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>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.</p>	<p>Documents :School Records - - 05/19: 100% of the students with disabilities are receiving Related Services, as dictated in their IEP.</p>

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Activity: Transition Services - Hardin High School provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111; TAC §89.1055. 1) Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program). 2) Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school. When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.	8/2018 - 5/2019	Special Education Coordinator - Vernon Fairbend	State - Special Education Block Grant - Time Contributions of Special Education Staff		Students with disabilities receive the transition services required for success in and out of school, within school and within the world of work.	Documents :School Records - - 05/19: Transition activities are 100% in line with students' IEPs.

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<p>Strategy:</p> <p>English as a Second Language (ESL) Program - Hardin High 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	Content Specialist - Tracy Taylor Counselor - Melissa Waller	State - Bilingual Supplement Block Grant - Bilingual Education Allotment <p style="text-align: right;">\$25,954.00</p> Federal - Title III, Part A - ELA - Region IV SSA <p style="text-align: right;">\$2,711.00</p>	See Activities below.	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 9 – 12. 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 - Melissa Waller	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 oral, verbal and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	Criterion-Referenced Test :STAAR EOC Exams - - 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>Activity:</p> <p>English Learner Modifications - Based on LPAC prescription, EL participate in an intensive ESL pullout program and Content-based ESL, with the purpose of developing competence in English. Students will receive 1 period of pullout instruction daily. Technology is used to accelerate the development of all four language skills.</p> <p>Student's progress through levels is based on performance and placement criteria, not on class hours of instruction.</p> <p>The ESL Teacher and classroom teachers collaborate regarding appropriate instruction for the EL, including modification methods and strategies for instruction of the core curriculum.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement.</p>	8/2018 - 5/2019	Content Specialist - Tracy Taylor	State and Local Funds - Time Contributions of ESL Staff	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.	Informal Assessment :Classroom Assessments - - 05/19: Individual students meeting LPAC's expectations based on results of an oral language proficiency test. Criterion-Referenced Test :STAAR EOC Exams - - 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>Activity:</p> <p>Program Exit Criteria - Exit criteria are applicable to students in grades 9 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from 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"> * 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 * the student has passing grades in all core academic subjects and courses taken. <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 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</p>	8/2018 - 5/2019	Content Specialist - Tracy Taylor	State and 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 EOC Exams - - 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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[TEC §4.001 (b)(2)(4)]
 Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Dyslexia Modifications - The Dyslexia program serves students in all grades at Hardin High School. Students are provided individualized assistance as prescribed by the appropriate assessment, 504, or ARD committee.</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>	<p>8/2018 - 5/2019</p>	<p>Content Specialist - Tracy Taylor Counselor - Melissa Waller</p>	<p>Local Funds - Time Contributions of Dyslexia Teacher</p>	<p>Informal Assessment :Classroom Assessments - - 12/18: 100% of students will improve their reading skills and comprehension rates at least one grade level from their starting level.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Test :STAAR EOC Exams - - 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>

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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	Content Specialist - Tracy Taylor Counselor - Melissa Waller	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 High School 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	Content Specialist - Tracy Taylor	State - State Gifted and Talented Block Grant - G/T Adjusted Allotment \$43,154.00	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 9 – 12 are eligible to participate in the G/T Program of Hardin High School. 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 * Content Skill * Creativity * Motivation	8/2018 - 5/2019	Content Specialist - Tracy Taylor Counselor - Melissa Waller	State - State Gifted and Talented Block Grant - 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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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<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 through TEKS Resource Management. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas.</p>	8/2018 - 5/2019	Content Specialist - Tracy Taylor	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 High School 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 - Cindy Moss	Local Funds - 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 EOC Exams - 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> <p>Documents :School Records - 05/19: 90% of students in grade 12 will receive on-time credit accrual.</p>

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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 - Cindy Moss Homeless Liaison - Cami Jones	Federal - Title I, Part A - Homeless Resources \$250.00	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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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)]						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Procedures to promote student attendance will include perfect attendance rewards and exemptions</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	<p>Principal - Cindy Moss</p> <p>Secretary - Patty Roberts</p> <p>Attendance Coordinator - Tom Catchings</p>	Local Funds - Time Contributions of Principal and Staff	<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 Agendas and Logs - 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 High School 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 Agendas and Logs - 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 and continue in Hardin High School. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p>	8/2018 - 5/2019	Principal - Cindy Moss	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.	Documents :School Records - 05/19: 90% of students will be promoted to the next grade level.

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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)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Credit Recovery Program - Hardin High School offers a summer credit recovery program allowing students 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 EOC Exam 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>	6/2018 - 7/2019	Principal - Cindy Moss	State - State Compensatory Education (SCE) - Time Contributions of Teachers \$10,316.11		Increased student achievement. Students will continue to attend school and earn the required credits necessary to graduate in four years.	Documents :School Records - - 07/19: 95% of students in the program will have regained lost credits.
<p>Strategy:</p> <p>Extracurricular Activities - Hardin High School encourages student participation in UIL academic, band, colorguard, cheerleading, 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 may also participate in the National Honor Society, FFA, Drama, Art, and Student Council.</p>	8/2018 - 5/2019	Principal - Cindy Moss Athletic Director - Larry Haynes Band Director - Glenn Zamazal	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)

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)]

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>

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)] 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 and *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.); 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56; 3) The need for students to make informed curriculum choices to be prepared for success beyond high school; 4) Source of information on higher education; and 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.	8/2018 - 5/2019	Counselor - Melissa Waller	Local Funds - Time Contributions of Counselor	Documents :School Records - 12/18: The High School College and Career Center will be kept current with information regarding various careers.	Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments. All students motivated to enter a field of work to their liking.	Documents :School Records - 05/19: An increase in the percentage of graduating seniors enrolling in college as compared to the previous year.

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

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>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.</p> <p>Classroom instruction is also integrated with activities that emphasize career opportunities and staff members will spend time with individual students discussing careers and career paths. Career Studies is offered through classroom instruction by means of interdisciplinary, thematic or other appropriate instructional modules or arrangements. Advisory teachers will schedule conferences with parents as needed.</p>						

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)]

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>College Preparation - Students in grades 9–12 have opportunities to earn college credit through the following methods:</p> <ul style="list-style-type: none"> * Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB); * Enrollment in an AP or dual credit course through the Texas Virtual School Network; * Enrollment in courses taught in conjunction and in partnership with Lee College; * Enrollment in courses taught at the Lee College Liberty Center and * Certain CTE courses. <p>High School juniors and seniors are offered dual credit opportunities through Lee College. Available Dual Credit Courses include:</p> <ul style="list-style-type: none"> * English 4A (ENGL 1301) * English 4B (ENGL 1302) * Government A (GOVT 2301) * Government B (GOVT 2302) * US History A (HIST 1301) * US History B (HIST 1302) * Psychology (PSYCH 2301) * Sociology (SOCL 1301) 	<p>8/2018 - 5/2019</p>	<p>Dual Credit Teacher - Jonathan Mealer</p>	<p>Federal - Title I, Part A - Time Contributions of Dual Credit Teacher FTE: 0.13 \$7,555.46</p> <p>State - High School Allotment - High School Allotment \$97,625.00</p>	<p>Documents :School Records - 12/18: Campus records indicate increased enrollment in dual credit courses and work force academy as compared to the previous year.</p>	<p>Students exhibiting college readiness and earning both high school and college credit.</p>	<p>Documents :School Records - 05/19: All students participating in concurrent and dual credit courses will earn high school and college credits.</p>

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)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Career and Technical Education (SWP CIP) - Hardin High School offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.</p> <p>Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p> <p>Students and parents are given the opportunity to explore career opportunities in the following areas:</p> <ul style="list-style-type: none"> * Arts and Technology * Agriculture * Business Management <p>Hardin ISD is in a Shared Service Arrangement (SSA) with East Chambers ISD.</p>	8/2018 - 5/2019	Ag Teacher - Lesleigh Bagley CTE Teacher - Michelle Bailey Technology Teacher - Steven Firman	State - State Career and Technology Education Block Grant - Time Contributions of CTE Staff <p style="text-align: right;">\$875,853.00</p> Federal - Carl D. Perkins Vocational & Applied Technology - CTE Resources <p style="text-align: right;">\$14,932.00</p>	Informal Assessment :Classroom Assessments- 12/18: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.	Students will be exposed to the career opportunities available so that they, along with their parents may make informed decisions regarding their course of study.	Documents :School Records- 05/19: 20% of students will graduate with multiple endorsements.

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): 9th-12th Hardin High School will recruit, develop, retain, and support teachers through servant leadership practices to lower teacher turnover rate.

<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>

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): 9th-12th Hardin High School will recruit, develop, retain, and support teachers through servant leadership practices to lower teacher turnover rate.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Professional Development Program (SWP CNA, CIP) - The Hardin ISD Professional Development (PD) Coordinator, DPDMC, Principal and SBDMC of Hardin High School 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 technology; * Professional development in curriculum areas such as reading, math and writing; * Training in discipline strategies; * Training in accelerated education;	8/2018 - 5/2019	Principal - Cindy Moss	Federal - Title II, Part A - Contracted Professional Development \$3,451.00	Documents :Agenda Minutes, Sign-in Sheets - 12/18: A professional development program will have been designed that meets the needs of Hardin High School.	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 :Professional Development 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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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): 9th-12th Hardin High School will recruit, develop, retain, and support teachers through servant leadership practices to lower teacher turnover rate.						
<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>
* 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 High School Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	May 2019	Principal - Cindy Moss	Local Funds - Time Contributions of Staff		Increased student achievement.	Criterion-Referenced Test :STAAR EOC Exams- 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.

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): 9th-12th Hardin High School will recruit, develop, retain, and support teachers through servant leadership practices to lower teacher turnover rate.						
<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 High School has 100% certified and highly effective faculty in each teaching position, as defined by state law.</p> <p>Hardin High School will implement peer/coaching techniques and a "Buddy Teacher" Program for their faculty members and monitor the teaching and learning process through effective walk-throughs and one period of mentoring conducted by a certified teacher.</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 the state certification requirements.</p> <p>Professional Development opportunities will be provided for maintaining and enhancing highly effective instruction in the classroom.</p> <p>Deficiency Plans are completed for Summer fulfillment of certification needs.</p>	8/2018 - 5/2019	Principal - Cindy Moss Mentor Teacher - Tom Catchings	Local Funds - Region IV and Region V Membership Fees		100% Certified Faculty.	Documents :School Records - 05/19: Recruitment strategies and activities have resulted in the employment of additional certified professionals, minority professionals and trained paraprofessionals.

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<p>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP) [TEC §4.001 (b)(10)]</p> <p>Objective(s): 9th-12th Hardin High School will be encouraged to explore the available technology, teaching techniques and technology designed to foster student learning. 9th-12th Hardin High School will work with teachers to integrate and leverage technology in the classroom by providing them with research-based tools and instructional websites to use a resource to enhance student learning.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Technology Needs Assessment (SWP CNA) - As part of the Comprehensive Needs Assessment, Hardin High School reviews the following areas:</p> <ul style="list-style-type: none"> - the amount, quality and availability of equipment, - the types of computer systems available, - how current the hardware and software systems being used are, - any barriers that exist that are preventing the effective use of technology and - technology professional development opportunities. <p>Hardin High School has classroom teachers 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> <p>As the need arises, Special Population students such as ESL students will use portable electronic devices to expand knowledge and language skills, as well as narrow the achievement gap between EL and non-EL.</p>	8/2018 - 5/2019	Principal - Cindy Moss Technology Teacher - Belvia Gallegos Technology Teacher - Steven Firman	Local Funds - Time Contributions of Technology Staff		The educational system of Hardin High School 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.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP) [TEC §4.001 (b)(10)]						
Objective(s): 9th-12th Hardin High School will be encouraged to explore the available technology, teaching techniques and technology designed to foster student learning. 9th-12th Hardin High School will work with teachers to integrate and leverage technology in the classroom by providing them with research-based tools and instructional websites to use a resource to enhance 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>
Strategy: Technology Integrated Curriculum (SWP CIP) - Hardin High School classroom teachers are using technology as an alternative instructional tool. Activities include: 1) Using instructional software programs such as Math XL support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) 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. 3) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements. 4) 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.	8/2018 - 5/2019	Technology Teacher - Belvia Gallegos Technology Teacher - Steven Firman	Federal - Title I, Part A - District-wide Site Licenses \$44,310.00 Federal - Title I, Part A - Technology Resources \$2,410.00	Documents :Teacher Lesson Plans- 12/18: Teacher Lesson Plans will indicate that 100% of the classroom teachers are integrating technology into instruction.	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 EOC Exams- 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. Documents :School Records- 05/19: 90% of students in grade 12 will receive on-time credit accrual.

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Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP) [TEC §4.001 (b)(10)]						
Objective(s): 9th-12th Hardin High School will be encouraged to explore the available technology, teaching techniques and technology designed to foster student learning. 9th-12th Hardin High School will work with teachers to integrate and leverage technology in the classroom by providing them with research-based tools and instructional websites to use a resource to enhance 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>
Strategy: Technology Policies - Every Hardin High School faculty member, student and parent having access to Hardin High School 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. Hardin High School is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Hardin High School 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).	8/2018 - 5/2019	Principal - Cindy Moss	Local Funds - Technology Policies	Documents :School Records - 08/18: 100% of the students at Hardin High School 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.
Strategy: 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.	Annually	Principal - Cindy Moss	Coordinated Funding - 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 High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]
 Objective(s): 9th-12th Hardin High School will implement and consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.

<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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Goal: 7 **Hardin High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**
 Objective(s): 9th-12th Hardin High School will implement and consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.

<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: 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"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and 	8/2018 - 5/2019	Principal - Cindy Moss Nurse - Laura Cain	Local Funds - Time Contributions of Faculty and Staff	<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>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	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.

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

Objective(s): 9th-12th Hardin High School will implement and consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.

<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>social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p>						

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Goal: 7 **Hardin High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**
 Objective(s): 9th-12th Hardin High School will implement and consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.

<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>Safe School Initiatives (SWP CIP) - The health and safety of Hardin High School students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State, and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools", Hardin High School will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * Campus Dress and Discipline Codes * Regularly scheduled fire and tornado drills * Security Audits * Video Camera Security System * Professional Development for staff in the following: <ul style="list-style-type: none"> * Crisis Prevention/Intervention, which provides training on how to safely manage disruptive and assaultive behavior. * Cyber Bullying and Bullying through Cyber Bullying Hotline. * Campus Safety and Security through the Principal. * Positive Behavioral Support through Region IV. <p>Hardin High School will limit points of entry into the learning environment by making sure that doors are secure, the security system is</p>	<p>8/2018 - 5/2019</p>	<p>Principal - Cindy Moss Counselor - Melissa Waller</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Federal - Title IV, Part A SSAEP - Contracted SRO Services</p> <p style="text-align: right;">\$15,155.00</p>	<p>Documents :School Records - 12/18: A log for emergency drill and safety inspections has been established and updated on a regular basis.</p>	<p>Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.</p>	<p>Documents :Discipline Referrals - 05/19: Improved discipline in the classroom and reduced number of referrals per year.</p>

Campus Improvement Plan
Hardin High School 2018-2019

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<p>working properly, and the building is secure at all times.</p> <p>Activity: Emergency and Security Operations - Hardin High School 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 High School will make any necessary changes to improve safety and security for their students.</p>	8/2018 - 5/2019	Principal - Cindy Moss	Local Funds - Time Contributions of Faculty and Staff Local Funds - Security Audit Reports		Hardin High School 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 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.</p>	8/2018 - 5/2019	Principal - Cindy Moss	Local Funds - Time Contribution of DAEP Staff	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: 75% reduction in infractions of the Student Code of Conduct, as reflected on the Principal's records. Documents :School Records - - 05/19: Fewer incidences of illegal and/or disorderly activities.

Campus Improvement Plan
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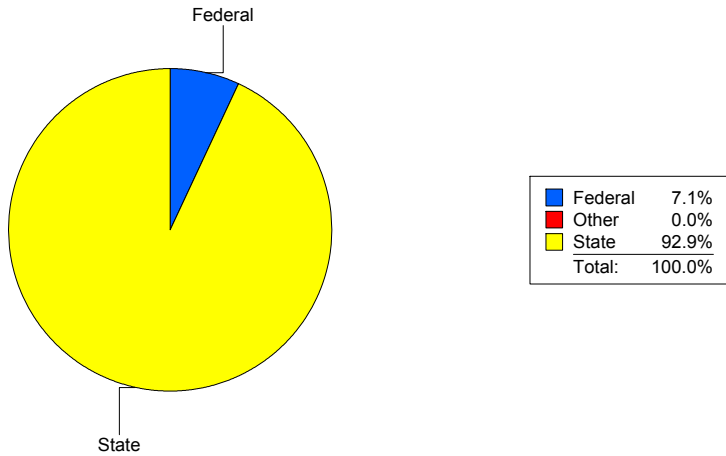
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Hardin High School recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselor and Principal, using the data to plan specific programs and activities. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * National Red Ribbon Week * Student Assemblies to enhance Drug/Alcohol Awareness * Drug Dogs * Dating Violence Policy (see Board Policy FFH-Local) * Random Drug Testing for qualifying students 	8/2018 - 5/2019	Principal - Cindy Moss	Local Funds - Time Contributions of Faculty and Staff	<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>

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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: 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"> * Self-Esteem Development; * Good Character; * Emotion Managements; * Motivation to Achieve; * Decision-making, Goal Setting, Planning and Problem-Solving; * Interpersonal Effectiveness; * Communication Skills; and * Responsible Behavior. <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"> * Academic concerns * School-related concerns such as misbehavior, excessive absences and tardiness * Dropout prevention * Physical, sexual or emotional abuse * Coping with stress * Discipline management, * Health and wellness, * Drug and Alcohol abuse prevention, * Bullying, * Suicide prevention * Conflict resolution * Violence prevention * Parent education, * Teacher/Administrator consultation, * Staff development, and * School improvement planning for special populations students. 	<p>8/2018 - 5/2019</p>	<p>Counselor - Melissa Waller</p>	<p>Local Funds - Time Contributions of Counselor</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 peer 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 High School 2018-2019

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Carl D. Perkins Vocational & Applied Technology		
CTE Resources	0.00	\$14932.00
Title I, Part A		
Time Contributions of Math Lab Instructor	0.25	\$15937.21
SECCA, Inc Consulting Services	0.00	\$6526.00
Technology Resources	0.00	\$14375.60
Homeless Resources	0.00	\$250.00
Time Contributions of Dual Credit Teacher	0.13	\$7555.46
District-wide Site Licenses	0.00	\$44310.00
Technology Resources	0.00	\$2410.00
Title II, Part A		
Contracted Professional Development	0.00	\$3451.00

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title II, Part A		
SECCA, Inc Consulting Services	0.00	\$938.00
Title III, Part A - ELA		
Region IV SSA	0.00	\$2711.00
Title IV, Part A SSAEP		
Contracted SRO Services	0.00	\$15155.00
SECCA, Inc Consulting Services	0.00	\$600.00
		<hr/> \$129,151.27 <hr/>
 Other		
	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funding		
Time Contributions of Faculty and Staff	0.00	\$0.00
Local Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Counselor	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 Staff	0.00	\$0.00
Technology Policies	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 Ancillary Staff	0.00	\$0.00
Time Contributions of Principal and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00

Campus Improvement Plan
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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Community Members	0.00	\$0.00
Time Contributions of Staff, Parents, and Community	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Classroom Teachers	0.00	\$0.00
Instructional Resources	0.00	\$0.00
Time Contributions of Content Specialist	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 Faculty and Staff	0.00	\$0.00
Instructional Resources	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Eduphoria	0.00	\$0.00
Time Contributions of ARD Committee	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Dyslexia Teacher	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Counselor's Secretary	0.00	\$0.00
Time Contributions of Librarian	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Security Audit Reports	0.00	\$0.00

Campus Improvement Plan
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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contribution of DAEP Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
State and Local Funds		
Assessment Instruments	0.00	\$0.00
Time Contributions of ESL Staff	0.00	\$0.00
Time Contributions of ESL Staff and LPAC	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Related Services	0.00	\$0.00
		\$0.00
State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Supplement Block Grant		
Bilingual Education Allotment	0.00	\$25954.00
Gifted and Talented Block Grant		
Time Contributions of G/T Staff	0.00	\$0.00
High School Allotment		
High School Allotment	0.00	\$97625.00
Special Education Block Grant		
Special Education Adjusted Allotment	0.00	\$587254.00
Time Contributions of Special Education Staff	0.00	\$0.00
State Career and Technology Education Block Grant		
Time Contributions of CTE Staff	0.00	\$875853.00

Campus Improvement Plan
Hardin High School 2018-2019

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Compensatory Education (SCE)		
District-wide Supplemental Instructional Resources	0.00	\$10000.00
SECCA, Inc Consulting Services	0.00	\$13621.00
Time Contributions of Teachers	0.00	\$10316.11
Time Contributions of Science Lab Instructor	0.14	\$3363.36
Time Contributions of Reading/Writing Staff	1.26	\$33820.50
Time Contributions of Tutorial Staff	0.00	\$1341.09
State Gifted and Talented Block Grant		
Assessment Instruments	0.00	\$0.00
G/T Adjusted Allotment	0.00	\$43154.00
State Special Education Block Grant		
Assessment Instruments	0.00	\$0.00
		<u>\$1,702,302.06</u>
Grand Total:		\$1,831,453.33