

# **Hardin Jr High School 2018-2019**

*Campus Improvement Plan*

**2018-2019 School Year**

Campus Improvement Plan  
Hardin Jr High School 2018-2019

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Stein, Jennifer	Principal	Hardin Jr High School	
Scott, Ronald	Assistant Principal	Hardin Jr High School	5-2019
Henry, Betsy	Counselor	Hardin Jr High School	5-2019
Broom, Amy	ELAR Teacher	Hardin Jr High School	5-2019
Hebert, Laura	Math Teacher	Hardin Jr High School	5-2019
Irons, Vicki	Science Teacher	Hardin Jr High School	5-2019
Lowry, Debbie	Social Studies Teacher	Hardin Jr High School	5-2019
Anderson, Brent	Special Education Teacher	Hardin Jr High School	5-2019
Scott, Yvonne	Parental Involvement Aide	Hardin Jr High School	5-2019
Frewin, Carol	Community Representative	Hardin Jr High School	5-2019
Frewin, Don	Business Representative	Hardin Jr High School	5-2019
Webb, Adrienne	Parent	Hardin Jr High School	5-2019

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

Name	Title	Campus / District
Stein, Jennifer	Principal	Hardin Jr High School
Scott, Ronald	Assistant Principal	Hardin Jr High School
Scott, Ronald	Discipline Coordinator	Hardin Jr High School
Aleman, Gloria	Secretary	Hardin Jr High School
Henry, Betsy	Counselor	Hardin Jr High School
Hobson, Kayla	Nurse Aide	Hardin Jr High School
Brashear, Bryn	Library Aide	Hardin Jr High School
Henry, Betsy	Testing Coordinator	Hardin Jr High School
Henry, Betsy	Homeless Liaison	Hardin ISD
Beck, Brian	Athletic Director	Hardin Jr High School
Zamazai, Glenn	Band Director	Hardin Jr High School
Tantillo, Meagan	Band Director Assistant	Hardin Jr High School
Hamilton, Janice	UIL Coordinator	Hardin Jr High School
Anderson, Brent	Technology Teacher	Hardin Jr High School
Maness, Scott	Technology Aide	Hardin Jr High School
Anderson, Brent	Special Education Teacher	Hardin Jr High School
Broom, Amy	ESL Teacher	Hardin Jr High School
Murphy, Shawndra	Sixth Grade Teacher	Hardin Jr High School
Sexton, Annice	Sixth Grade Teacher	Hardin Jr High School
Anderson, Brent	Sixth Grade Teacher	Hardin Jr High School
Luna, Enrique	Sixth Grade Teacher	Hardin Jr High School
Lowry, Debbie	Sixth Grade Teacher	Hardin Jr High School
Weaver, Sandra	Sixth Grade Teacher	Hardin Jr High School
Naylor, Kayla	Seventh Grade Teacher	Hardin Jr High School

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**Names of People Responsible For Implementation**

Name	Title	Campus / District
Irons, Vicki	Seventh Grade Teacher	Hardin Jr High School
Hebert, Laura	Seventh Grade Teacher	Hardin Jr High School
Hamilton, Janice	Seventh Grade Teacher	Hardin Jr High School
Gears, Sara	Seventh Grade Teacher	Hardin Jr High School
Collins, Kim	Seventh Grade Teacher	Hardin Jr High School
Broom, Amy	Eighth Grade Teacher	Hardin Jr High School
Nolte, Keith	Eighth Grade Teacher	Hardin Jr High School
Day, Rochelle	Eighth Grade Teacher	Hardin Jr High School
Wools, Jana	Eighth Grade Teacher	Hardin Jr High School
Fregia, Tina	Lab Teacher	Hardin Jr High School
Dickey, J	Lab Teacher	Hardin Jr High School
Clark, Robert	Art Teacher	Hardin Jr High School
Collins, Dusty	Health Teacher	Hardin Jr High School
Beck, Brian	CTE Teacher	Hardin Jr High School
Pavliska, Kyle	Coach	Hardin Jr High School
Snell, Regina	Coach	Hardin Jr High School
Collins, Dusty	Coach	Hardin Jr High School
Schweers, Kevin	Coach	Hardin Jr High School
Clark, Robert	Coach	Hardin Jr High School
Limon, Eleazar	Maintenance	Hardin Jr High School
Glenn, Elizabeth	Maintenance	Hardin Jr High School
	Classroom Teachers	Hardin Jr High School

Campus Improvement Plan  
**Hardin Jr High School 2018-2019**

**Attendance**

**Attendance**

Goal: **97%**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
*All Students*	92.60	94.30	93.80	95.00	95.70	95.80	95.80	95.70	94.80	94.50	95.50
African American	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	98.30	98.10	95.50
Economically Disadvantaged	90.90	93.80	93.10	94.40	95.20	95.20	95.50	95.10	93.60	93.50	95.20
English Language Learners	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	98.70	97.60	0.00
Hispanic	95.60	95.30	95.10	97.60	96.20	95.40	96.20	97.00	96.00	96.60	97.40
Special Education	88.20	94.00	93.40	93.00	92.40	93.30	95.40	96.00	95.10	93.50	94.20
White	92.30	94.20	93.50	94.70	95.60	95.90	95.80	95.40	94.40	94.00	95.30

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**Dropouts**

**Dropouts**

Goal: **0%**

	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
*All Students*	0.00	0.00	0.00	0.00	0.00	0.00	0.00	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
Economically Disadvantaged	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
English Language Learners	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
Special Education	0.00	0.00	0.00	0.00	0.00	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
White	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

**STAAR**

Grade: **6th**

**All Subjects**

100%

	2017	2018	2019	2020	2021
*All Students*	68.00	69.00	79.33	89.67	100.00
Economically Disadvantaged	61.00	60.00	73.33	86.67	100.00
Hispanic	0.00	75.00	83.33	91.67	100.00
White	69.00	67.00	78.00	89.00	100.00

Grade: **6th**

**STAAR Mathematics**

100%

	2017	2018	2019	2020	2021
*All Students*	71.00	75.00	83.33	91.67	100.00
Economically Disadvantaged	0.00	65.00	76.67	88.33	100.00
Hispanic	0.00	76.00	84.00	92.00	100.00
White	73.00	73.00	82.00	91.00	100.00

Grade: **6th**

**STAAR Reading**

100%

	2017	2018	2019	2020	2021
*All Students*	55.00	63.00	75.33	87.67	100.00
Economically Disadvantaged	46.00	53.00	68.67	84.33	100.00
Hispanic	0.00	67.00	78.00	89.00	100.00
White	56.00	60.00	73.33	86.67	100.00

Campus Improvement Plan  
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**STAAR**

Grade: **7th**

**STAAR Writing**

100%

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
*All Students*	74.00	70.00	62.00	74.00	77.00	67.00	66.00	77.33	88.67	100.00
Economically Disadvantaged	70.00	62.00	64.00	68.00	75.00	55.00	58.00	72.00	86.00	100.00
Hispanic	81.00	80.00	69.00	64.00	90.00	70.00	44.00	62.67	81.33	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	22.00	48.00	74.00	100.00
White	71.00	69.00	59.00	76.00	77.00	72.00	68.00	78.67	89.33	100.00

Grade: **7th-8th**

**All Subjects**

100%

	2013	2014	2015	2016	2017	2018	2019	2020	2021
*All Students*	73.00	77.00	79.00	74.00	71.00	75.00	83.33	91.67	100.00
African American	64.00	72.00	80.00	71.00	35.00	0.00	56.67	78.33	100.00
Economically Disadvantaged	68.00	73.00	75.00	71.00	62.00	68.00	78.67	89.33	100.00
Hispanic	69.00	76.00	74.00	74.00	77.00	76.00	84.00	92.00	100.00
Special Education	40.00	60.00	62.00	46.00	16.00	0.00	44.00	72.00	100.00
Two or More Races	65.00	78.00	100.00	0.00	60.00	0.00	73.33	86.67	100.00
White	75.00	77.00	80.00	75.00	74.00	76.00	84.00	92.00	100.00

Grade: **7th-8th**

**STAAR Mathematics**

100%



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**STAAR**

	2016	2017	2018	2019	2020	2021
*All Students*	72.00	75.00	79.00	86.00	93.00	100.00
African American	83.00	38.00	0.00	58.67	79.33	100.00
Economically Disadvantaged	72.00	68.00	73.00	82.00	91.00	100.00
Hispanic	80.00	79.00	0.00	86.00	93.00	100.00
Special Education	46.00	0.00	0.00	64.00	82.00	100.00
White	70.00	78.00	79.00	86.00	93.00	100.00

Grade: **7th-8th**

**STAAR Reading**

100%

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
*All Students*	75.00	87.00	82.00	87.00	65.00	76.00	78.00	85.33	92.67	100.00
African American	0.00	0.00	0.00	0.00	0.00	38.00	0.00	58.67	79.33	100.00
Economically Disadvantaged	78.00	84.00	81.00	84.00	66.00	69.00	70.00	80.00	90.00	100.00
Hispanic	75.00	88.00	81.00	74.00	69.00	84.00	63.00	75.33	87.67	100.00
Special Education	0.00	0.00	0.00	0.00	38.00	0.00	0.00	58.67	79.33	100.00
White	75.00	88.00	81.00	89.00	65.00	78.00	80.00	86.67	93.33	100.00

Grade: **8th**

**STAAR Science**

100%

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**STAAR**

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
*All Students*	70.00	87.00	90.00	82.00	90.00	74.00	82.00	88.00	94.00	100.00
Economically Disadvantaged	66.00	84.00	82.00	82.00	87.00	65.00	75.00	83.33	91.67	100.00
Hispanic	83.00	100.00	80.00	87.00	87.00	89.00	90.00	93.33	96.67	100.00
Special Education	0.00	0.00	0.00	0.00	71.00	0.00	13.00	42.00	71.00	100.00
White	66.00	85.00	91.00	80.00	90.00	75.00	84.00	89.33	94.67	100.00

Grade: 8th

**STAAR Social Studies**

100%

	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
*All Students*	52.00	43.00	69.00	66.00	69.00	52.00	64.00	76.00	88.00	100.00
Economically Disadvantaged	43.00	37.00	62.00	58.00	58.00	40.00	50.00	66.67	83.33	100.00
Hispanic	58.00	44.00	60.00	67.00	47.00	56.00	90.00	93.33	96.67	100.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00	25.00	50.00	75.00	100.00
White	49.00	43.00	69.00	64.00	72.00	54.00	63.00	75.33	87.67	100.00

## About Hardin Junior High

**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.

**Motto:**

HJH – Better than the Best, Way above the Rest!

**Vision:**

Building a Better Hardin, One Student at a Time

**Grade Span:**

6 – 8

**Enrollment:**

322

**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 Science
- Comparative Academic Growth

## Demographics

### 2017 - 2018 Enrollment:

100 - Sixth Grade  
100 – Seventh Grade  
103 – Eighth Grade

### 2017 - 2018 Ethnic Distribution:

12 (4.0%) – African American  
39 (12.9%) – Hispanic  
243 (80.2%) – White  
2 (0.7%) – American Indian  
1 (0.3%) – Asian  
0 (0.0%) – Pacific Islander  
6 (2.0%) – Two or More Races

### 2017 - 2018 Student Groups:

151 (49.8%) – Economically Disadvantaged  
8 (2.6%) – English Learners  
6 (2.0%) - Students with Disciplinary Placements  
181 (59.7%) – Students Meeting "At-Risk" Criteria

### 2017 - 2018 Students per Teacher:

15.3 - Grade 6  
16.5 – English/Language Arts  
20.0 – Foreign Languages  
15.5 – Mathematics  
16.8 – Science  
17.4 – Social Studies

### 2017 - 2018 Student Enrollment by Program:

8 (2.6%) - Bilingual/ESL Education  
0 (0.0%) - Career and Technical Education  
31 (10.2%) - Gifted and Talented Education  
23 (7.6%) - 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 Junior High School conducts a Title I Schoolwide Program on the campus. The Schoolwide Elements are addressed in the Campus Improvement Plan under the following goals.

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

\* Hardin Junior High 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 Junior High reviewed/ revised the CIP on January 15, 2019. The Plan was reviewed by the Campus Principal, Jennifer Stein; 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 #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 23, 2018

## Demographics

### Demographics Summary

The demographic trends at Hardin Junior High School have remained consistent over the course of the last 3-5 years with the majority of the student body being classified as White (Non-Hispanic), followed by Hispanic and the African American student groups. Overall, the district/campus has seen a steady increase in enrollment throughout the past several years.

### 2018-2019 Enrollment:

Sixth Grade: 122

Seventh Grade: 102

Eighth Grade: 107

Total: 331

### Ethnicity Distribution:

13 (6.3%) – African American

18 (8.7%) – Hispanic

188 (91.7%) – White

0 (0.0%) – American Indian

3 (1.4%) – Asian

0 (0.0%) – Pacific Islander

4 (1.9%) – Two or More Races

### **Student Groups:**

100 (48.8%) – Economically Disadvantaged

2 (0.9%) – English Language Learners

0 (0.0%) - Students with Disciplinary Placements

118 (57.6%) – Students Meeting "At-Risk" Criteria

20 (9.7%) - Gifted and Talented

17 (8.1%) - Special Education

### **Demographics Strengths**

Considering Hardin Junior High School has a small student body consisting of about 331 students, the average class size is roughly 12 students per teacher which is below the state average. Moreover, this puts teachers at an advantage as they can strategically place students in small instructional groups/rotations, utilize learning centers, and provide one-to-one instruction to personalize learning experiences in order to remediate and differentiate instruction based upon students' individual needs. Hardin Junior High's enrollment has increased over the past two school years and is expected to continue to increase in the years to come. Students' individual needs are assessed each school year and targeted interventions and enrichment activities are implemented to support their needs. Gifted and Talented students are grouped in all core classes. Students in all special populations are monitored regularly for attendance and grades.



## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 118 (57.6%) of Hardin Junior High School students are considered at risk of dropping out of high school and may need additional resources, such as mentoring, guidance counseling, and social services to provide necessary support to ensure their academic progress. **Root Cause:** Hardin Junior High is located in a rural area which presents a challenge in finding adequate resources for students and families, but we must be diligent in our efforts to search for outside resources that may be available to students in our region.

# Student Achievement

## Student Achievement Summary

Overall, Hardin Junior High School students have consistently performed fairly well on the State of Texas Assessments of Academic Readiness 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 met the targeted scores for all performance indexes. During the 2016-2017 and 2017-2018 school years, Hardin Junior High School also received a distinction designation in the area of Science which are awarded for outstanding student achievement.

### STAAR Scores

Test	2016-2017			2017-2018		
	6th Grade	7th Grade	8th Grade	6th Grade	7th Grade	8th Grade
Reading	70	70	83	62	69	84
Math	55	72	83	73	75	77
Writing		67			66	
Science			73			80
Social Studies			52			61

### Performance Indices

Index	2016-2017		2017-2018	
	Target	Rating	Target	Rating
<b>1 Student Achievement</b>	60	71	will be entered when TAPR received	
<b>2 Student Progress</b>	30	38		
<b>3 Closing Performance Gaps</b>	26	34		
<b>4 Postsecondary Readiness</b>	13	43		

## Student Achievement Strengths

The data indicates that during the 2016-2017 school year, the 8th-

grade students performed exceptionally well as they demonstrated growth in performance from the previous year as 7th graders in Math and Reading. To lend support to the transition from 6th grade to 7th grade, an ELA block has been added to the master schedule. This should also provide support to help with the 7th Writing STAAR test. Advisory classes have been added to provide instruction to 6th, 7th & 8th Grade students who were unsuccessful on the STAAR test the previous year.

2016-2017 Distinction Designations: Science; 2017-2018 Distinction Designations: Science

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** 8th grade student math performance indicates an area of need. Math scores are increasing from 6th to 8th grade, 8th grade math scores are the lowest of the content areas. Reading and science demonstrated growth across grade levels. **Root Cause:** A cause could be a lack of vertical alignment in the math department OR the honors 8th graders take Algebra I EOC and not 8th grade math STAAR.

**Problem Statement 2:** 8th grade Social Studies is also an area of concern as the overall passing percentage has remained low for the past few years. **Root Cause:** Social studies is not taught before seventh grade. Seventh grade is Texas history but eighth grade is US history. To provide assistance to our Social Studies curriculum, we have implemented a rotation during advisory class in which small groups can get extra direct instruction from our Social Studies teacher. ELA is also helping by providing reading material with a Social Studies focus.

# School Culture and Climate

## School Culture and Climate Summary

As a school community, Hardin Junior High School proactively monitors each student's progress throughout the school year by looking at student progress report/report card grades, analyzing their STAAR scores from the previous school year, and tracking their performance on all benchmarks administered during the school year. Thus, interventions will be made via meeting with students, parents, and teachers to address academic and/or behavioral concerns. In order to ensure student success, teachers will work in partnership with parents, encourage students to attend tutorials before or after-school, and utilize advisory time to complete/turn in missing assignments (work completion) as well as a source of remediation and strategically plan accelerated instruction to target areas of weakness, and address learning gaps/deficits in preparation for the STAAR test that will be administered in the spring of 2019. A thorough analysis of student performance data at Hardin Junior High School reveals that the curriculum and quality of instruction provided to students is adequately preparing them for success on the state assessment (STAAR). However, as a school community, staff must become more accustomed to the district's curriculum roadmap/resources, local assessments, and increase the instructional rigor incorporated into all assignments/assessments. As a professional learning community, the staff must use team meetings as a platform to have ongoing open discussions in regards to 21st Century Best Teaching Practices, instructional resources & professional development, and promote instructional practices that require students to collaborate, think critically, and problem solve.

The teacher turnover rate at Hardin Junior High is very low. All classroom teachers and instructional support staff members are highly qualified in their content areas.

## School Culture and Climate Strengths

As a school community, Hardin Junior High is focused on heightening student achievement through providing them with high-quality instruction, everyday, to meet the individual learning needs of students. Student assessment data will be monitored on a regular basis to adequately monitor student progress, ensure student growth, and enhance learning outcomes. The CEIC also provides teachers with an opportunity to share their invaluable insight, provide input, and play an active role in the decision-making process in addressing the needs of the campus.

The Hardin Junior High School core area teachers are all very strong/well versed with the curriculum for their subject areas with the exception of areas of weakness and ensure student learning, growth, and academic progress. Teachers are required to upload their Lesson Plans into the TI Management System which is/are easily accessible/viewed by the principal on a weekly/daily basis. The TEKS Resource

Management System is very user friendly and provides an instructional focus document, vertical alignment document, year-at-a-glance, TEKS/updates, and so much more.

Professional development is available at the district level, the local educational service center, and at the campus level. Summer PD courses include ESL, Gifted & Talented, Classroom Management, RTI, TEKS Resource Management, and understanding children from poverty.

Hardin Junior High staff members work closely with our parents communicating with them on a regular basis regarding their student's success and area of needs. Two tools that are used are: Skyward Family Access, and Remind in which staff members send notifications of grades, upcoming daily assignments and test reminders.

Our 6th grade Science department hosts an after school Science Club each year in which our students experience new science concepts related to the real world through presenters and group experiments. The Science Club also hosts 3 school dances each year to build positive student relations. Our campus also hosts Red Ribbon Week activities each year to educate students in the area of health and safety. We also work closely with our Sheriff's Department at the end of the year hosting a Just Say No Day. This day incorporates guest speakers from our Sheriff's Department in the area of drugs and alcohol. Campus staff members educate students in the area of cyber bullying and Internet safety.

To encourage parent involvement our campus initiated a Family Fun Night during the 2015 - 2016 school year with over 300 family members present. The Campus Instructional Education Committee agreed to make this an annual event due to the success of the night.

### **Problem Statements Identifying School Culture and Climate Needs**

**Problem Statement 1:** Parent Involvement and extra curricular activities is an area the Hardin Junior High School wishes to increase. We would like to have additional after school club opportunities for our students to participate. We would also like to see an increase in parent attendance during Back to School Parent Nights and we would like to begin hosting information instructional nights.

**Problem Statement 2:** More professional development is needed in the areas of differentiated instruction and instructional rigor. **Root Cause:** Honors classes were added in August of the 2016-2017 school year, with very little support in the area of professional development. We will work towards providing more opportunities for teachers to have the PD needed to meet the rigor of these courses.

**Problem Statement 3:** Teachers have expressed a need for advisory times to be utilized constructively. **Root Cause:** In the past, students have been allowed to attend various advisory classes to work on completing assignments. As a result, students were not using advisory times constructively. We have implemented a rotation through advisory classes in which students receive STAAR practice, character education, and reading time.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The teacher turnover rate at Hardin Junior High is very low. All classroom teachers and instructional support staff members are highly qualified in their content areas.

## 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 PD courses included areas ESL, Gifted & Talented, Classroom Management, RTI, TEKS Resource Management, and understanding children from poverty.

- All teachers are highly qualified in their teacher areas
- Teachers are well versed in their content areas
- To strengthen teachers' chosen craft - teachers are provided opportunities to attend area workshops and state conferences to collaborate with other in their teaching fields. CAST, CAMT, Regional IV STEM Conference, Region IV Social Studies Conference, Region VI Math Collaboration, Region IV Counselor Advisory Committee, Campus In-services: Accountability/Data Analysis, ADHD/LD Classroom Strategies, Web page Development, TEKS Resource Management Designing Unit Assessments, Purposeful Planning - lesson cycle and alignment of TEKS, and Student Engagement Strategies (Teach Like a Champion) Mentoring Program for new teachers, Buddy system for veteran teachers new to the district, and lesson planning workshops. More professional development is needed in the areas of differentiated instruction and instructional rigor as Honors Courses were added to the academic program in all core subject areas. The district will send all ELA teachers to the Reading/Writing Academy in the fall of 2018. This professional development session will allow teachers to acquire instructional/differentiation strategies for advanced courses. The principal will continuously consult with the CEIC in regards to the professional development needs of the campus and availability/purchase of instructional resources.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** As with all districts across the state, Hardin JH has difficulty recruiting teachers in high need areas. **Root Cause:** This is a statewide issue and the rural location of Hardin makes recruitment more difficult.

**Problem Statement 2:** As Hardin Junior High School enrollment increases we will need to recruit additional highly qualified teachers and continue to train staff members on the ever changing student instructional needs. Continue to train teachers in the areas of Gifted and Talented. Provide training in the area of rigor to help increase student progress in all student populations.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Hardin Intermediate staff members utilize the TEKS Resource System as a curriculum guide each six weeks. Teachers submit lesson plans weekly based upon the scope and sequence in the TEKS Resource System. Lesson plans are reviewed weekly by campus administration and feedback is given on a regular basis. Teachers also participate in bi-weekly grade level meetings to discuss students in need of instructional support. Content area teachers will begin meeting this school year once a month to review student benchmark assessments, alignment of instruct and plan together to increase depth and complexity to instructional lessons.

A thorough analysis of student performance data at Hardin Junior High School reveals that the curriculum and quality of instruction provided to students is adequately preparing them for success on the state assessment (STAAR). However, as a school community, we must become more accustomed to the district's curriculum roadmap/resources, local assessments, and increase the instructional rigor incorporated into all assignments/assessments. As a professional learning community, we must use PLC/Grade Level meetings as a platform to have ongoing open discussions in regards to 21st Century (Best Teaching Practices), instructional resources & professional development, and promote instructional practices that require students to collaborate, think critically, and problem solve.

## Curriculum, Instruction, and Assessment Strengths

The Hardin Junior High School core area teachers are all very strong/well versed with the curriculum for their subject areas with the exception of one teacher who is fairly new to her content area. Overall, the veteran teachers know the curriculum very well, analyze student data to drive/tailor instruction to target areas of weakness and ensure student learning, growth, and academic progress. Teachers are required to upload their Lesson Plans into the TEKS Resources Management System which is/are easily accessible/viewed by the principal on a weekly/daily basis. The TEKS Resource Management System is very user-friendly and provides an instructional focus document, vertical alignment document, year-at-a- glance, TEKS/updates, and so much more.

Teachers and students have a variety of instructional materials to support student learning. Materials include printed and on-line resources that meet the Texas standards. Teachers also have on-line resources to create student assessments at the level and rigor required by the state. Also, provided by the state are online reading and math progress tools to monitor students gains in reading and math. Teachers also have access to student STAAR data in Eduphoria to review and make adjustments to curriculum.

## **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** The teachers at Hardin Junior High have expressed an interest in participating in more meaningful professional development in the areas of instructional rigor. **Root Cause:** Teachers plan independently, but will meet for PLC/Grade Level meeting every six weeks.

**Problem Statement 2:** The campus administration and teachers need to continue to seek out appropriate supplemental materials to support the State TEKS. The campus needs to continue to evaluate resources being used in the classroom to assure rigor and differentiated resources are being used to increase student performance. Content area teachers need to work closely together to align curriculum vertically and evaluate

# Parent and Community Engagement

## Parent and Community Engagement Summary

The parents and or guardians of students at Hardin Junior High School are very supportive, actively involved, and connected to the school. However, the parents of students who often time struggle in school are not involved enough or at all.

Hardin Junior High communicates to parents in a variety of avenues:

- Personal phone calls/emails
- Weekly progress forms
- Skyward Family Access Messages
- Remind
- Facebook event posts
- Website postings
- Newsletters

We also host the following campus events throughout the school year:

- Locker Night
- Back to School Parent Night
- Family Game/Movie Night
- School Book Fair - Family Night Book Fair

Each of these events have shown an increase of attendance due to the numerous avenues of communication listed above.

## Parent and Community Engagement Strengths

The school community is very small and family oriented. Thus, the teachers at Hardin Junior High know a lot of the parents through having taught their older children, attending school together in Hardin ISD, and or being neighbors within the community.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** The campus website has been as effective and maintained with accurate information. Parents play an intricate role in the decision-

making process but have not been given opportunities to provide the campus with valuable constructive feedback on things such as academic programming, campus activities, and channels for continued communication to strengthen school-community relations.

# School Context and Organization

## School Context and Organization Summary

As a school community, Hardin Junior High School will proactively monitor each student's progress throughout the school year by looking at their progress report/report card grades, analyzing their STAAR scores from the previous school year, and tracking their performance on all benchmarks and curriculum-based assessments administered during the school year. Thus, interventions will be made via meeting with students, parents, and teachers to address academic and or behavioral concerns. In order to ensure student success, we will work in partnership with parents, encourage students to attend tutorials (before or after-school, and utilize advisory time to complete/turn in missing assignments (work completion), and strategically plan to provide students with accelerated instruction to target areas of weakness, and address learning gaps/deficits in preparation for the STAAR test that will be administered in the spring of 2019.

Hardin Junior High campus members are a close knit and supportive staff. Teachers volunteer to lead in various areas and additional teachers seek out opportunities to support their co-workers to achieve success in the various committees and campus events.

## School Context and Organization Strengths

As a school community, Hardin Junior High is focused on heightening student achievement through providing them with high-quality instruction, every day, to meet the individual learning needs of students. Student assessment data will be monitored on a regular basis and discussed in PLC/Grade Levels to adequately monitor student progress, ensure student growth, and enhance learning outcomes. The CEIC also provides teachers with an opportunity to share their invaluable insight, provide input, and play in active role in the decision-making process in addressing the needs of the campus.

Areas of strength:

- Dedicated staff members
- Supportive staff team spirit
- Staff involved in the campus decisions by participating in SHAC and CEIC committee

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** To assist in future planning as a campus all staff members need to be involved in: Planning for student growth, Elective opportunities for students, Parent involvement activities, Master Schedule Development **Root Cause:** There is a need to find creative ways for staff to have time to plan together since a large portion of the staff are coaches and/or bus drivers.

# Technology

## Technology Summary

The mission of the 1:1 program in the Hardin Independent School District is to create a personalized learning environment that fosters collaboration, creativity, communication, and critical thinking for all learners. It supports anytime access to online resources for learning at school and at home. This ensures that students can access what they need from wherever they are – school, home, anywhere with an internet connection. This learning environment enables and supports students and teachers to:

- prepare for the opportunities of tomorrow
- enhance and enrich engagement
- promote self-directed lifelong learning

Students then transition from consumers of information to creative producers and owners of knowledge. Technology does not diminish the vital role of the teacher. Instead, it transforms the teacher from a director of learning to a facilitator of learning.

While Hardin Junior High 6th Grade does not yet have 1:1 technology, they do have a rich environment of technology resources. Each teacher is assigned a laptop to utilize at school and home. Each classroom also has an Elmo and wireless Internet connection to utilize for instructional purposes. Our campus also has 4 Chrome book carts and 2 technology labs with desktop computers. Teachers and students also have access to several on-line learning programs and have the opportunity to learn the basic functions of the computer and Internet Safety.

## Technology Strengths

Hardin Junior High's 7th and 8th grades have one-to-one technology as each student is provided with a Chrome book as a part of the district's initiative to heighten student learning, increase engagement, strengthen instructional effectiveness, and provide students with personalized learning experiences through the use of computers.

Hardin Junior High School's 6th grade utilizes technology in the following avenues:

- Each grade level has access to two chrome book carts with a total of 4 chrome book carts on campus.
- Teachers and students have access to on-line curriculum and intervention resources at school and at home.
- Students are instructed each year through our technology elective class on the various technology resources being used on campus: Google Classroom, Typing Pal and additional Google Applications.

### **Problem Statements Identifying Technology Needs**

**Problem Statement 1:** More training and professional development in the areas of incorporating technology into the classroom: Blended Learning & Flipped Classroom. Students should be provided with webinars and other means for using their devices appropriately for instructional purposes in regards to maintenance, applications, digital citizenship, downloading, and Google classroom etc. **Root Cause:** Technology is still developing in Hardin ISD.

**Problem Statement 2:** Two main areas of need: Replacement equipment for our out dated teacher laptops and chrome books; the one-to-one district initiative needs to be continued with chrome books for all 6th graders. **Root Cause:** Budgetary restraints demand that the chrome books are bought a few at a time.



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

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

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

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

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

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

## Needs Assessment Summary

Hardin Junior High 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 Junior High received Distinction Designations in Academic Achievement in Science and Comparative Academic Growth.

### Student Strengths and Needs:

#### Reading:

63% of All Students in grade 6 met or exceeded the Approaches Grade Level standard in Reading. Percentages for other subgroups ranged from 67% for Hispanic students to 53% for Economically Disadvantaged students.

78% of All Students in grades 7 and 8 met or exceeded the Approaches Grade Level standard in Reading. Percentages for other subgroups ranged from 80% for White students to 63% for Hispanic students.

#### Math:

75% of All Students in grade 6 met or exceeded the Approaches Grade Level standard in Math. Percentages for other subgroups ranged from 76% for Hispanic students to 65% for Economically Disadvantaged students.

79% of All Students in grades 7 and 8 met or exceeded the Approaches Grade Level standard in Math. Percentages for other subgroups ranged from 79% for White students to 73% for Economically Disadvantaged students.

#### Writing:

7th grade students participated in the STAAR Writing test. 66% of All Students met or exceeded the Approaches Grade Level standard in Writing. Percentages for other subgroups ranged from 68% for White students to 22% for Special Education students.

#### Science:

8th grade students participated in the STAAR Science test. 82% of All Students met or exceeded the Approaches Grade Level standard in Science. Percentages for other subgroups ranged from 90% for Hispanic students to 13% for Special Education students.

#### Social Studies:

8th grade students participated in the STAAR Social Studies test. 64% of All Students met or exceeded the Approaches Grade Level standard in Social Studies. Percentages for other subgroups ranged from 90% for Hispanic students to 25% for Special Education students.

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

- \* Double Blocked ELA Classes for grades 6 - 7
- \* Tutorials for grades 6 - 8
- \* Supplemental Math for grade 6
- \* STAAR Lab for grades 6 - 8
- \* Credit Recovery for grades 6 - 8

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**Faculty and Staff:**

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

**Attendance:**

Attendance rate at Hardin Junior High for grade 6 decreased from 95.2% in 2015-2016 to 94.7% in 2016-2017. The attendance rate for grades 7 and 8 increased from 94.5% in 2015-2016 to 95.5% in 2016-2017. The staff designed several activities to encourage attendance including attendance incentives, parent notifications, and counseling services.

**Dropout Rate:**

The dropout rate at Hardin Junior High for grades 7 and 8 remains at 0%. Several programs including parental involvement activities and counseling programs are in place to ensure the campus maintains the 0% dropout rate.

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

Objective(s): 6th-8th Hardin Junior High will provide a variety of opportunities for parents and community members to be active, collaborative partners.

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

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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 Junior High Homepage on the Hardin ISD website, District Calendar, phone calls, bimonthly campus newsletters, weekly staff bulletins, Facebook, Remind, Skyward, and letters sent home in English and Spanish.</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 - Jennifer Stein	Local Funds - Time Contributions of Staff, Parents, and Community		Increased number of parents and community members participating in events.	Documents :Parent Involvement Records - 05/19: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

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

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<b>Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Junior High students. (SWP SPFE) [TEC §4.001 (b)(1)]</b>						
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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 - Jennifer Stein	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 Junior High 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	8/2018 - 5/2019	Principal - Jennifer Stein	Local Funds - Time Contributions of Staff	Documents :Parent Involvement Records - - 12/18: Increase in the participation of parents and community members in the educational system of Hardin Junior High.	Parents as full partners in the education of Hardin Junior High students.	Documents :Parent Involvement Records - - 05/19: Increase in the participation of parents and community members in the educational system of Hardin Junior High.



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

Campus Improvement Plan  
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<p>Strategy:</p> <p>Site-Based and Decision-Making Committee (SBDMC) - The SBDMC is made up of members of the Hardin Junior High 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 Junior High reviewed/revised the CIP on January 15, 2019. The Plan was reviewed by the Campus Principal, Jennifer Stein; 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 - Jennifer Stein	Local Funds - Time Contributions of Community Members	Documents :Agendas, Meeting Notes - 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 Junior High.	Documents :School Records - 05/19: A current CIP approved by the Hardin ISD Board of Trustees.

Campus Improvement Plan  
Hardin Jr High School 2018-2019

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Objective(s): 6th-8th Hardin Junior High will provide a variety of opportunities for parents and community members to be active, collaborative partners.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: 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 Junior High CIP.  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.	7/2018 - 6/2019	Principal - Jennifer Stein	Federal - Title I, Part A - SECCA, Inc Consulting Services <p style="text-align: right;"><b>\$6,526.00</b></p> Federal - Title II, Part A - SECCA, Inc Consulting Services <p style="text-align: right;"><b>\$938.00</b></p> Federal - Title IV, Part A SSAEP - SECCA, Inc Consulting Services <p style="text-align: right;"><b>\$600.00</b></p> State - State Compensatory Education (SCE) - SECCA, Inc Consulting Services <p style="text-align: right;"><b>\$13,621.00</b></p>	Documents :Agendas, Meeting Notes -- 12/18: Hardin Junior High SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Hardin Junior High will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Documents :School Records -- 05/19: Hardin Junior High will receive the State Accountability Rating of Met Standard.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)</b> <b>[TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The SBDMC meets quarterly to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness, reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program, and reviewing the professional and paraprofessional staff available.</p> <p>Campus performance objectives are based on data available through the comprehensive needs assessment process.</p>	6/2018 - 6/2019	Principal - Jennifer Stein	Local Funds - Time Contributions of Committee Members		The campus performance objectives will support the needs of the district and the immediate needs of the campus.	Documents :Agenda Minutes, Sign-in Sheets - Quarterly: The SBDMC's agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Hardin Junior High 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) in Reading (grades 6 - 8), Math (grades 6 - 8), Writing (grade 7), Science (grade 8), and Social Studies (grade 8).</p> <p>The STAAR is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the State issued Student Assessment Calendar.</p>	1/2019 - 6/2019	Testing Coordinator - Betsy Henry	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 Tests - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.

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<p>Strategy:</p> <p>Foundation Program (SWP CNA, CIP) - The Hardin Junior High 6 – 8 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.</p> <p>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 Junior High.</p> <p>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 Junior High.</p>	8/2018 - 5/2019	Principal - Jennifer Stein Classroom Teachers -	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 Tests - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.

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Activity: TEKS Resource Management System - The Hardin Junior High curriculum for grades 6 – 8 utilizes the TEKS Resource Management System, My Access, STEM Scopes (Science), and Texas Write Sources. The curriculum 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 such as UIL Rotation, Career Day, STAAR Review, and Educational Support Tutorials (foldables and Chromebooks) can be prescribed for the deficiencies with Special Populations staff leveling the playing field for students experiencing difficulties.  Activity: Foundation Assessments - Students in grades 6 - 8 will be administered curriculum 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 70%.	8/2018 - 5/2019	Principal - Jennifer Stein	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 Tests - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.
Activity: Foundation Assessments - Students in grades 6 - 8 will be administered curriculum 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 70%.	8/2018 - 5/2019	Testing Coordinator - Betsy Henry	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 Tests - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.

Campus Improvement Plan  
Hardin Jr High School 2018-2019

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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 - Jennifer Stein	Local Funds - Time Contributions of Faculty and Staff  Local Funds - Eduphoria Services	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 tests.  Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.

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<p>Strategy:</p> <p>Accelerated Instruction (SWP CNA, CIP) - Hardin Junior High 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	Principal - Jennifer Stein Counselor - Betsy Henry	Local Funds - Time Contributions of Staff  State - State Compensatory Education (SCE) - District-wide Instructional Resources <b style="text-align: right;">\$10,000.00</b>		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 Jr High School 2018-2019

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Activity: Tutorial Program - Tutorials are available to students who meet the State-adopted "at-risk" criteria in grades 6 – 8 in core subject areas for 30 minutes a day 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 - Jennifer Stein	State - State Compensatory Education (SCE) - Time Contributions of Tutorial Teachers FTE:            0.90  <b>\$46,678.95</b>  State - State Compensatory Education (SCE) - Extra-Duty Pay for After School Tutorials  <b>\$1,341.09</b>	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 Tests - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.
Activity: ELA Instruction - In order to ensure that each student is receiving the individualized instruction and personal attention that he or she needs, Hardin Junior High will provide double-blocked ELA classes to allow students to receive more individualized and intensive instruction.	8/2018 - 5/2019	Sixth Grade Teacher - Shawndra Murphy Sixth Grade Teacher - Annice Sexton Seventh Grade Teacher - Janice Hamilton Seventh Grade Teacher - Sara Gears	Federal - Title I, Part A - Time Contributions of ELA Teachers FTE:            0.74  <b>\$41,103.15</b>  Federal - Title II, Part A - Time Contributions of ELA Teachers FTE:            0.62  <b>\$36,528.45</b>	Informal Assessment :Classroom Assessments - - 12/18: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.

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Hardin Jr High School 2018-2019

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<p>Activity:</p> <p>Math Intervention - Hardin Junior High will provide individualized instruction to students in grade 6 who have experienced difficulty in passing the STAAR Math test, or who have demonstrated difficulty in the acquisition of basic or advanced math skills and need supplemental assistance prior to the next administration of the STAAR tests.</p> <p>The teacher will use myriad re-teaching strategies, follow-up activities, reinforcement activities, including a multi-sensory approach and applying math to a variety of practical skills in preparation for the STAAR Math tests.</p> <p>Activity:</p> <p>Lab Intervention - Hardin Junior High will provided additional instructional time for students who are at risk of dropping out of school to assist them in the acquisition of the TEKS and the STAAR objectives.</p> <p>An Advisory Period will be provided for 30 minutes during the school day to students in grade 6. A STAAR Lab will be provided for 50 - 55 minutes during the day to students in grades 6 - 8.</p>	8/2018 - 5/2019	Principal - Jennifer Stein Sixth Grade Teacher - Brent Anderson	State - State Compensatory Education (SCE) - Time Contributions of Math Teacher FTE:      0.13 <p style="text-align: right;"><b>\$6,623.64</b></p> Federal - Title I, Part A - Technology Resources <p style="text-align: right;"><b>\$14,375.60</b></p>	Informal Assessment :Classroom Assessments - - 12/18: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/19: 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>Activity:</p> <p>Lab Intervention - Hardin Junior High will provided additional instructional time for students who are at risk of dropping out of school to assist them in the acquisition of the TEKS and the STAAR objectives.</p> <p>An Advisory Period will be provided for 30 minutes during the school day to students in grade 6. A STAAR Lab will be provided for 50 - 55 minutes during the day to students in grades 6 - 8.</p>	8/2018 - 5/2019	Principal - Jennifer Stein	State - State Compensatory Education (SCE) - Time Contributions of STAAR Lab Teachers FTE:      1.19 <p style="text-align: right;"><b>\$59,642.47</b></p> State - State Compensatory Education (SCE) - Time Contributions of Advisory Teachers FTE:      0.64 <p style="text-align: right;"><b>\$33,796.74</b></p>	Informal Assessment :Classroom Assessments - - 12/18: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.



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Activity: Special Education Modifications - Hardin Junior High provides a range of educational programs and different instructional arrangements for students with disabilities. For students in grades 6 – 8 several different instructional arrangements are available. These include Inclusion in the regular classroom and Life Skills. The appropriate instructional setting will be determined for each student by ARD committees.  Hardin Junior High ensures that students with disabilities are educated with non-disabled peers in the least restrictive environment.	8/2018 - 5/2019	Special Education Teacher - Brent Anderson Counselor - Betsy Henry	State and Local Funds - Time Contributions of Special Education Staff	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 in the least restrictive environment.	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.
Activity: Related Services - Hardin Junior High 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.  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.	8/2018 - 5/2019	Special Education Teacher - Brent Anderson	State and Local Funds - Time Contributions of ARD Committee		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.	Documents :School Records - - 05/19: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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Activity: Transition Services - Hardin Junior High 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 Teacher - Brent Anderson	State and Local Funds - 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 Junior 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	ESL Teacher - Amy Broom	State - Bilingual Supplement Block Grant - Bilingual Education Allotment <div style="text-align: right;"><b>\$25,954.00</b></div> Federal - Title III, Part A - ELA - Region IV SSA <div style="text-align: right;"><b>\$2,711.00</b></div>	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 6 – 8. 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 - Betsy Henry	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 ESL placement.	Criterion-Referenced Test :STAAR Reading Test - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.

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Activity:  English Learner Modifications - Based on LPAC prescription, EL participate in an intensive ESL pullout program with the purpose of developing competence in English. The program provides a developmental sequence of English instruction in listening and comprehending, speaking, reading and writing, using an appropriate ESL program curriculum. Students will receive 30 minutes of pullout instruction daily. Technology such as portable electronic devices will be used to accelerate the development of all four language skills and narrow the achievement gap between EL and other students.  The ESL Teacher and classroom teachers collaborate regarding appropriate instruction for the EL, including modification methods and strategies for instruction of the core curriculum.  The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement.	8/2018 - 5/2019	Counselor - Betsy Henry	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 Tests - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.



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<p>Activity:</p> <p>Program Exit Criteria - Exit criteria are applicable to students in grades 6 – 8 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> <li>* the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and</li> <li>* the student has passing grades in all core academic subjects and courses taken.</li> </ul> <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English 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	Counselor - Betsy Henry	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 Tests - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p> <p>Strategy:</p> <p>Dyslexia Program - Hardin Junior High will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write or spell, despite conventional instruction, adequate intelligence and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p> <p>Activity:</p> <p>Dyslexia and Related Disorders Assessment - Hardin Junior High students are given several assessments that measure their level of phonological awareness, their knowledge of letter names and sound, their ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.</p> <p>The results of the evaluation are reviewed, the most appropriate instruction program for the child is determined and an individual education plan for him/her is developed that will include any modifications or accommodations that may be needed.</p>	<p>8/2018 - 5/2019</p>	<p>Counselor - Betsy Henry Classroom Teachers -</p>	<p>Local Funds - Time Contributions of Dyslexia Staff</p>	<p>See activities below.</p>	<p>Increased student achievement.</p>	<p>See activities below.</p>
<p>Dyslexia and Related Disorders Assessment - Hardin Junior High students are given several assessments that measure their level of phonological awareness, their knowledge of letter names and sound, their ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.</p> <p>The results of the evaluation are reviewed, the most appropriate instruction program for the child is determined and an individual education plan for him/her is developed that will include any modifications or accommodations that may be needed.</p>	<p>8/2018 - 5/2019</p>	<p>Counselor - Betsy Henry</p>	<p>Local Funds - Assessment Instruments</p>		<p>Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of the needs of each student.</p>	<p>Documents :Counselor's Records - - 05/19: 100% of the students identified have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.</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>Activity:</p> <p>Dyslexia Modifications - The Dyslexia program serves students in all grades at Hardin Junior High. Students are provided individualized assistance as prescribed by the appropriate assessment, 504, or ARD committee.</p> <p>Hardin Junior High's intervention program (Neuhaus) is designed to provide students with strategies to help them to become successful readers. Trained instructors coordinate with classroom teachers to use alternative teaching methods and strategies for these students.</p> <p>The Dyslexia teacher will implement explicit, individualized and multisensory instruction that includes phonemic awareness, instant letter recognition, explicit instruction in decoding, extended reading in connected text (helps to gain fluency), explicit instruction of spelling, extended writing, oral language development and listening/reading development. Students will meet with a certified Dyslexia Teacher for 45 minutes/day.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary, a more intensive specialized program will be prescribed.</p> <p>Students who have exited the Dyslexia program are monitored by the Counselor.</p>	8/2018 - 5/2019	Principal - Jennifer Stein Counselor - Betsy Henry	Local Funds - Time Contributions of Dyslexia Staff	Informal Assessment :Classroom Assessments - - 12/18: 100% of all students will improve their reading skills and comprehension rates at least one grade level from their starting level.	Increased student achievement.	Criterion-Referenced Test :STAAR Reading Test - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)</b> <b>[TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<i><b>Implementation: Reform Methodologies, Strategies and Activities</b></i>	<i><b>TimeLine</b></i>	<i><b>Person(s) Responsible</b></i>	<i><b>Resources / Allocation</b></i>	<i><b>Formative Evaluation</b></i>	<i><b>Expected Outcome</b></i>	<i><b>Summative Evaluation</b></i>
Strategy: 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.  The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.  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.  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).  STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.	8/2018 - 5/2019	Counselor - Betsy Henry	Local Funds - Time Contributions of Faculty and Staff		504 students receiving an equitable education compared to their non-504 peers.	Documents :Counselor's 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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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Gifted and Talented (G/T) Program - Hardin Junior High has adopted a process for identifying and serving gifted and talented 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	Counselor - Betsy Henry	State - Gifted and Talented Block Grant - G/T Adjusted Allotment  <b>\$43,154.00</b>	See Activities below.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	See Activities below.
Activity: G/T Assessment - Students in grades 6 - 8 are eligible to participate in the G/T Program of Hardin Junior High. 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 * IQ Scores * Academic Grades	8/2018 - 5/2019	Counselor - Betsy Henry	State and Local Funds - Assessment Instruments	Documents :School Records - - 12/18: Students have been identified, nominated and assessed for participation in the G/T Program.	Students who meet the criteria for the G/T Program have been identified.	Documents :School Records - - 05/19: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: G/T Modifications - 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.	8/2018 - 5/2019	Principal - Jennifer Stein	State and Local Funds - 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.
Strategy: Ancillary Services - Hardin Junior High 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.	8/2018 - 5/2019	Principal - Jennifer Stein	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".	Criterion-Referenced Test :STAAR Tests - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)</b> <b>[TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Counseling Services - The School Counselor's responsibilities include:  * 1:1 review of STAAR scores with students scoring below district expectations;  * 1:1 and small group Counseling sessions;  * Focused informal groups - behavior and attendance;  * Assistance with testing coordination;  * STAAR presentations and  * Individual student planning.  The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to:  * Diagnostic/Prescriptive Services;  * Coordination of Services - Academic and Related Services;  * Child Find Activities;  * ARDs;  * Parent Training;  * Student Planning and Transition Services and  * Training Hardin Junior High Foundation Staff on Modifications for Special Education Students.	8/2018 - 5/2019	Counselor - Betsy Henry	Local Funds - Time Contributions of Counselor	Documents :Counselor's Records - - 12/18: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.	Criterion-Referenced Test :STAAR Tests - - 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.

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<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)</b> <b>[TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Library Services - A Certified Librarian and Library Aide conduct the Library-Media Services. Available resources include: <ul style="list-style-type: none"> <li>* Full-scale Library facilities available to students;</li> <li>* Accelerated Reader Books and Tests;</li> <li>* Computers with internet access;</li> <li>* Electronic encyclopedias and references and</li> <li>* Interactive Language Arts, Math, Science and Social Studies Software.</li> </ul>	8/2018 - 5/2019	Principal - Jennifer Stein	Local Funds - Time Contributions of Library Staff FTE:            1.00	Documents :School Records - - 12/18: All Hardin Junior High students have access to the library on a regularly scheduled basis.  Librarian and teacher records indicate that at least 90% of the students have participated in Library activities.	The Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Documents :School Records - - 05/19: Librarian and teacher records indicate that 100% of the students have participated in Library activities.
Activity: Homeless Services - The Hardin ISD Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education.  The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Hardin ISD will be in compliance with federal Homeless regulations.	8/2018 - 5/2019	Homeless Liaison - Betsy Henry	Federal - Title I, Part A - Homeless Resources  <b>\$250.00</b>	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: 90% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.



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<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]</b>						
Objective(s): 6th-8th Hardin Junior High will encourage students to attend school daily and actively monitor the attendance rate.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Procedures to promote student attendance will include six-week and semester rewards.</p> <p>Parents of students who are chronically absent will be notified through phone calls, notes, home visits and/or conferences. Truancy charges will be filed against parents/guardians of students with poor attendance.</p>	8/2018 - 5/2019	Principal - Jennifer Stein Secretary - Gloria Aleman  Discipline Coordinator - Ronald Scott Counselor - Betsy Henry	Local Funds - Time Contributions of Staff and Faculty  Local Funds - Awards	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.  Documents :Parent Contact 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.	Through the use of positive reinforcements, Hardin Junior High faculty will encourage academic growth and increased student attendance.	Documents :Attendance Records - 05/19: Attendance rate at 97% or above.  Documents :Parent Contact Logs - 05/19: Contact with 100% of parents/guardians of students who have excessive absences.
<p>Strategy:</p> <p>Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten and continue in Hardin Junior High. 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 - Jennifer Stein	Local Funds - Time Contributions of Faculty and Staff	Documents :Attendance Records - 12/18: Attendance rate at 97% or above.	Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems when these students reach high school.	Documents :School Records - 05/19: 90% of students will be promoted to the next grade level.

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<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]</b>						
Objective(s): 6th-8th Hardin Junior High will encourage students to attend school daily and actively monitor the attendance rate.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Credit Recovery Program - Hardin Junior High 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 test and serves as a tool to reduce dropout rates. Students who are having difficulty mastering the TEKS in core subject areas will be able to use these programs to receive targeted interventions that extend and support the classroom lessons.</p> <p>These programs will also accommodate students with different learning styles by providing multi-dimensional learning opportunities and allow students to work at their own pace outside of the foundation classroom.</p>	6/2019 - 7/2019	Principal - Jennifer Stein	State - State Compensatory Education (SCE) - Time Contributions of Teachers <b>\$10,316.11</b>		Increased student achievement.	Documents :School Records - - 07/19: 95% of students in the program will have regained lost credits.
<p>Strategy:</p> <p>Extracurricular Activities - Hardin Junior High encourages student participation in UIL academic and athletic competitions to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p>	8/2018 - 5/2019	Principal - Jennifer Stein Athletic Director - Brian Beck Band Director - Glenn Zamazai UIL Coordinator - Janice Hamilton	Local Funds - Time Contributions of Extracurricular Staff	Informal Assessment :Report Card Grades - 12/18: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)	All students have an opportunity to participate in UIL competitions.  Students will become more diversified, goal-oriented and well-rounded individuals.	Informal Assessment :Report Card Grades - 05/19: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)

<b>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (SWP CIP) [TEC §4.001 (b)(5)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Career Guidance and Counseling (SWP CIP) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include:</p> <p>* Education: Acquisition of study skills and choosing appropriate programs and services;</p> <p>* Career: Need for positive work habits, career awareness and investigations of opportunities and</p> <p>* Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.</p> <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.</p>	8/2018 - 5/2019	Principal - Jennifer Stein Counselor - Betsy Henry Health Teacher - Dusty Collins	Local Funds - Time Contributions of Faculty and Staff	Documents :Teacher Lesson Plans- 12/18: Lesson plans will detail activities that will provide information about career opportunities.	Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documents :School Records - 05/19: All students will make informed curriculum choices to prepare for success in high school and beyond high school.

**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): 6th-8th      Hardin Junior High will recruit, develop, retain, and support teachers through proven leadership practices.

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

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Professional Development Program (SWP CNA, CIP) - The Hardin ISD Professional Development (PD) Coordinator, DPDMC, Principal and SBDMC of Hardin Junior High 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 - Jennifer Stein	Federal - Title II, Part A - Contracted Professional Development  <b>\$3,451.00</b>	Documents :Agenda Minutes, Sign-in Sheets - 12/18: A professional development program will have been designed that meets the needs of Hardin Junior High.	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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<b>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]</b> Objective(s): 6th-8th Hardin Junior High will recruit, develop, retain, and support teachers through proven leadership practices.						
<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 Jr. High 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 - Jennifer Stein	Local Funds - Time Contributions of Staff		Increased student achievement.	Criterion-Referenced Test :STAAR Tests- 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.

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<b>Objective(s):</b> 6th-8th      Hardin Junior High will recruit, develop, retain, and support teachers through proven leadership practices.						
<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 Junior High has 100% highly effective faculty in each teaching position, as defined by state law.</p> <p>Hardin Junior High ensures professional development opportunities are available for staff to be able to maintain and enhance their highly effective status.</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 qualifications.</p> <p>Professional Development opportunities will be provided for maintaining and enhancing highly qualified instruction in the classroom. Based on identified needs, PD programs and activities are available to both professionals and paraprofessionals to maintain Hardin Junior High's highly effective status of 100%.</p> <p>Deficiency Plans are completed for Summer fulfillment of certification needs.</p>	8/2018 - 5/2019	Principal - Jennifer Stein	Local Funds - Region IV and Region V Membership Fees		Lower teacher turnover rate and 100% Highly Effective and 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.

<b>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP)</b> <b>[TEC §4.001 (b)(10)]</b> Objective(s): 6th-8th Hardin Junior High will be encouraged to explore the available technology, teaching techniques, and technology designed to foster student learning.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Technology Needs Assessment (SWP CNA) - As part of the Comprehensive Needs Assessment, Hardin Junior High reviews the following areas:</p> <ul style="list-style-type: none"> <li>- the amount, quality and availability of equipment,</li> <li>- the types of computer systems available,</li> <li>- how current the hardware and software systems being used are,</li> <li>- any barriers that exist that are preventing the effective use of technology and</li> <li>- technology professional development opportunities.</li> </ul> <p>Hardin Junior High has classroom teachers and the school librarian provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and federal-facilitated to name just a few.</p> <p>Priority needs in technology include the need to expand the use of technology and increase professional development opportunities in using technological tools. The campus will address these needs by purchasing updated software and hardware, funding a wide variety of professional development activities, and incorporating technology into the curriculum via Blended Learning and Flipped Classroom.</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	Technology Teacher - Brent Anderson	Local Funds - Time Contributions of Technology Director  Local Funds - Time Contributions of Technology Teacher		The educational system of Hardin Junior High will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Documents :Agenda Minutes, Sign-in Sheets - 08/18: A technology CNA has been conducted and the results have been made available to the appropriate staff.



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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Technology Integrated Curriculum (SWP CIP) - Hardin Junior High classroom teachers are using technology as an alternative instructional tool. Activities include:  1) Using instructional software programs such as SuccessMaker to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression.  2) 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) 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	Principal - Jennifer Stein Technology Teacher - Brent Anderson	Federal - Title I, Part A - District-wide Site License <b>\$44,310.00</b>	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 Tests- 05/19: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 68% to 70% by May 2019.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 76% by May 2019.  The percentage of all students with STAAR Test Results at or above Meets Grade Level on two or more subjects will increase from 37% to 40% by May 2019.

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<b>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP)</b> <b>[TEC §4.001 (b)(10)]</b> Objective(s): 6th-8th Hardin Junior High will be encouraged to explore the available technology, teaching techniques, and technology designed to foster student learning.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Technology Policies - Every Hardin Junior High faculty member, student and parent having access to Hardin Junior High computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.</p> <p>Hardin Junior High is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Hardin Junior High has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Hardin ISD School Board Policy CQ (Local).</p>	8/2018 - 5/2019	Principal - Jennifer Stein	Local Funds - Technology Policies	Documents :School Records - 08/18: 100% of the students at Hardin Junior High that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documents :School Records - 06/19: No incidents of students breaking the Acceptable Use Policy.
<p>Strategy:</p> <p>Evaluation of Technology Program - At least once a year the technology program will be evaluated for effectiveness and to ensure that students and teachers are utilizing the program with the frequency and purpose intended. Modifications and adjustments will be made as needed in order to improve student achievement.</p>	Annually	Principal - Jennifer Stein	Local Funds - Time Contributions of Faculty and Staff		All staff and students using technology appropriately and efficiently.	Documents :Principal Observation Report - 05/19: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.

**Goal: 7**      **Hardin Junior High 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):    6th-8th      Hardin Junior High will implement/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>

**Goal: 7**      **Hardin Junior High 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)]**  
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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: Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> <li>1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy;</li> <li>2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care;</li> <li>3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being;</li> <li>4. Counseling services designed to improve the mental, emotional and social health of students;</li> <li>5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities;</li> <li>6. School, parent and community involvement in the health and well-being of students;</li> <li>7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and</li> </ol>	8/2018 - 5/2019	Principal - Jennifer Stein	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 Records - 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 Records - 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.

**Goal: 7** Hardin Junior High 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): 6th-8th Hardin Junior High will implement/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>
social development; and  8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.						

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Safe School Initiatives (SWP CIP) - The health and safety of Hardin Junior High 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 Junior High will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> <li>* Campus Safety Rules</li> <li>* Campus Dress and Discipline Codes</li> <li>* Regularly scheduled fire and tornado drills</li> <li>* Security Audits</li> <li>* Professional Development for staff in the following: <ul style="list-style-type: none"> <li>- Crisis Prevention/Intervention, which provides training on how to safely manage disruptive and assaultive behavior.</li> <li>- Cyber Bullying and Bullying through Callie Shepherd.</li> <li>- Campus Safety and Security through the Principal</li> </ul> </li> <li>* Dating Violence Policy (see Board Policy FFH-Local)</li> <li>* Limit points of entry by ensuring doors and building are secure at all times.</li> </ul>	8/2018 - 5/2019	Principal - Jennifer Stein	Federal - Title IV, Part A SSAEP - Contracted SRO Services  <b>\$15,155.00</b>	Documents :School Records - 12/18: A log for emergency drill and safety inspections has been established and updated on a regular basis.	Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.	Documents :Discipline Records - 05/19: Improved discipline in the classroom and reduced number of referrals per year.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: Emergency and Security Operations - Hardin Junior High 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 Junior High will make any necessary changes to improve safety and security for their students.</p>	8/2018 - 5/2019	Principal - Jennifer Stein	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - Security Audit Reports</p>		Hardin Junior High 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 - Jennifer Stein	Local Funds - Time Contributions 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%.	<p>Documents :School Records - - 05/19: 75% reduction in infractions of the Student Code of Conduct, as reflected on the Principal's records.</p> <p>Documents :School Records - - 05/19: Fewer incidences of illegal and/or disorderly activities.</p>

Campus Improvement Plan  
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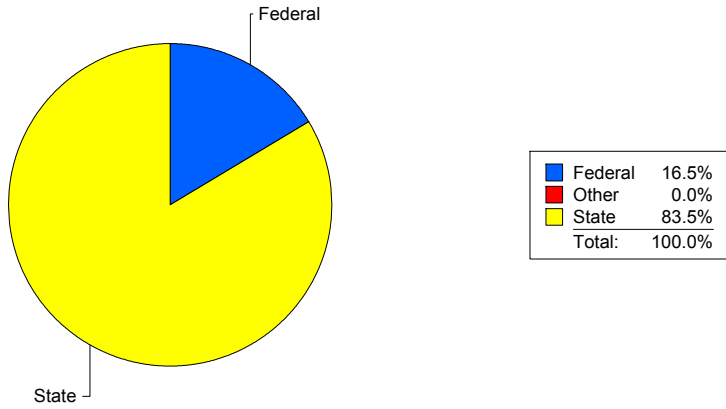
<p><b>Goal: 7</b>      <b>Hardin Junior High will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b></p> <p>Objective(s):    6th-8th      Hardin Junior High will implement/consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.</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>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Hardin Junior High recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselor and Principal, using the data to plan specific programs and activities. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> <li>* National Red Ribbon Week</li> <li>* D. A. R. E.</li> <li>* Just Say No</li> <li>* Student Assemblies to enhance Drug/Alcohol Awareness</li> </ul>	8/2018 - 5/2019	Principal - Jennifer Stein	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 :Counselor's 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 :Counselor's 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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<p><b>Goal: 7</b>      <b>Hardin Junior High will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b></p> <p>Objective(s):    6th-8th      Hardin Junior High will implement/consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.</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>Counseling Responsive Services (SWP CIP) - The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> <li>* Self-Esteem Development;</li> <li>* Good Character;</li> <li>* Emotion Managements;</li> <li>* Motivation to Achieve;</li> <li>* Decision-making, Goal Setting, Planning and Problem-Solving;</li> <li>* Interpersonal Effectiveness;</li> <li>* Communication Skills and</li> <li>* Responsible Behavior.</li> </ul> <p>The campus Counselor is available to speak with students, parents, staff and community members in both individual and group settings. The counselor will provide the following activities and services and any other issues impacting students' physical, mental, social and emotional well-being:</p> <ul style="list-style-type: none"> <li>* Academic concerns;</li> <li>* School-related concerns such as misbehavior, excessive absences and tardiness;</li> <li>* Dropout prevention;</li> <li>* Physical, sexual or emotional abuse;</li> <li>* Coping with stress;</li> <li>* Discipline management;</li> <li>* Health and wellness;</li> <li>* Drug and Alcohol abuse prevention;</li> <li>* Bullying;</li> <li>* Suicide prevention;</li> <li>* Conflict resolution;</li> <li>* Violence prevention;</li> <li>* Parent education;</li> <li>* Teacher/Administrator consultation;</li> <li>* Staff development and</li> <li>* School improvement planning for special populations students.</li> </ul>	8/2018 - 5/2019	Counselor - Betsy Henry	Local Funds - Time Contributions of Counselor	Documents :Agenda Minutes, Sign-in Sheets - 12/18: Scheduled staff meetings to discuss and monitor any situation that may need extra attention.	All students get along with their peer with a healthy outlook toward life.  Reduction in retention and dropout rates.	Documents :Counselor's Records - 05/19: Referrals to counselor have decreased as compared to the previous year.

## Funding Values By Program



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### Funding Values By Program

<b>Federal</b>	<u>FTE</u>	<u>DollarValue</u>
<b>Title I, Part A</b>		
District-wide Site License	0.00	\$44310.00
Technology Resources	0.00	\$14375.60
Time Contributions of ELA Teachers	0.74	\$41103.15
Homeless Resources	0.00	\$250.00
SECCA, Inc Consulting Services	0.00	\$6526.00
<b>Title II, Part A</b>		
Contracted Professional Development	0.00	\$3451.00
Time Contributions of ELA Teachers	0.62	\$36528.45
SECCA, Inc Consulting Services	0.00	\$938.00
<b>Title III, Part A - ELA</b>		
Region IV SSA	0.00	\$2711.00
<b>Title IV, Part A SSAEP</b>		

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**Funding Values By Program**

<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Title IV, Part A SSAEP</b>		
SECCA, Inc Consulting Services	0.00	\$600.00
Contracted SRO Services	0.00	\$15155.00
		<u><b>\$165,948.20</b></u>
<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
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 Director	0.00	\$0.00
Time Contributions of Technology Teacher	0.00	\$0.00
Technology Policies	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of 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 Staff and Faculty	0.00	\$0.00
Awards	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Staff, Parents, and Community	0.00	\$0.00
Time Contributions of Community Members	0.00	\$0.00

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**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Time Contributions of Staff	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 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 Services	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Dyslexia Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Library Staff	1.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Security Audit Reports	0.00	\$0.00
Time Contributions of DAEP Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
<b>State and Local Funds</b>		
Assessment Instruments	0.00	\$0.00
Time Contributions of G/T Staff	0.00	\$0.00

Campus Improvement Plan  
Hardin Jr High School 2018-2019

**Funding Values By Program**

<b>Other</b>	<u>FTE</u>	<u>DollarValue</u>
<b>State and Local Funds</b>		
Assessment Instruments	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Time Contributions of ARD Committee	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
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
		<hr/> <b>\$0.00</b> <hr/>
<b>State</b>	<u>FTE</u>	<u>DollarValue</u>
<b>Bilingual Supplement Block Grant</b>		
Bilingual Education Allotment	0.00	\$25954.00
<b>Gifted and Talented Block Grant</b>		
G/T Adjusted Allotment	0.00	\$43154.00
<b>Special Education Block Grant</b>		
Special Education Adjusted Allotment	0.00	\$587254.00
<b>State Compensatory Education (SCE)</b>		
SECCA, Inc Consulting Services	0.00	\$13621.00
Time Contributions of Tutorial Teachers	0.90	\$46678.95
Extra-Duty Pay for After School Tuorials	0.00	\$1341.09
Time Contributions of Math Teacher	0.13	\$6623.64
Time Contributions of STAAR Lab Teachers	1.19	\$59642.47
Time Contributions of Advisory Teachers	0.64	\$33796.74
Time Contributions of Teachers	0.00	\$10316.11

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**Funding Values By Program**

<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>State Compensatory Education (SCE)</b>		
District-wide Instructional Resources	0.00	\$10000.00
		<hr/>
		<b>\$838,382.00</b>
	<b>Grand Total:</b>	<b>\$1,004,330.20</b>