

# **Hardin ISD 2017-2018**

*District Improvement Plan*

**2017-2018 School Year**

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Nixon, Gerald	Superintendent	Hardin ISD	
Contreras, Chris	Other District Administrator	Hardin ISD	5-2018
Huff, Diane	Instructional Technologist	Hardin ISD	5-2018
Stein, Jennifer	ES Principal	Hardin Elementary School	5-2018
Jackson, Tracy	ES Teacher	Hardin Elementary School	5-2018
Lewis, Becky	ES Teacher	Hardin Elementary School	5-2018
Hall, Julie	IS Principal	Hardin Intermediate School	5-2018
Jones, Cami	JH Principal	Hardin Jr High School	5-2018
Hebert, Laura	JH Teacher	Hardin Jr High School	5-2018
Taulton, Bryan	HS Principal	Hardin High School	5-2018
Henry, Betsy	HS Counselor	Hardin High School	5-2018
Fain, Kandi	Parent	Hardin ISD	5-2018
Deacon, Juanita	Parent	Hardin ISD	5-2018
Frewin, Carol	Community Representative	Hardin ISD	5-2018
Hines, Tony	Community Representative	Hardin ISD	5-2018
Crump, Marla	Business Representative	Hardin ISD	5-2018
Rives, DeAnn	Business Representative	Hardin ISD	5-2018

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Nixon, Gerald	Superintendent	Hardin ISD
Henry, Betsy	Homeless Liaison	Hardin ISD
Lee, Michelle	Chief Financial Officer	Hardin ISD
Catchings, Tom	Attendance Coordinator	Hardin ISD
Stein, Jennifer	ES Principal	Hardin Elementary School
Hall, Julia	IS Principal	Hardin Intermediate School
Jones, Cami	JH Principal	Hardin Jr High School
Taulton, Bryan	HS Principal	Hardin High School
Dumas, Raymond	ES Asst. Principal	Hardin Elementary School
Scott, Ronald	ES Asst. Principal	Hardin Elementary School
Snell, Randy	JH Asst. Principal	Hardin Jr High School
Moss, Cindy	HS Asst. Principal	Hardin High School
Donahoe, Nancy	Content Specialist	Hardin Elementary School
Taylor, Tracy	Content Specialist	Hardin High School
Booker, Venus	ES Special Program Coordinator	Hardin Elementary School
Henry, Betsy	IS/JH Special Program Coordinator	Hardin Intermediate School
Booker, Venus	ES Counselor	Hardin Elementary School
Melancon, Kelly	IS/JH Counselor	Hardin Jr High School
Henry, Betsy	HS Counselor	Hardin High School
Rodgers, Sherita	ES Nurse	Hardin Elementary School
Arthur, Dana	IS/JH/HS Nurse	Hardin High School
Vaughn, Kacey	IS/JH Nurse Aide	Hardin Jr High School
Aleman, Gloria	Library Aide	Hardin ISD
Lyons, Beth	Library Aide	Hardin Elementary School

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Moss, Nikki	Library Aide	Hardin Jr High School
Colton, Penny	AB/DAEP Administrator	Hardin ISD
Lazard, Holli	PK Teacher	Hardin Elementary School
Flores, Melissa	PK Teacher	Hardin Elementary School
Parker, Carrol	PK Teacher	Hardin Elementary School
Goudeaux, Penny	PK Aide	Hardin Elementary School
Donahoe, Nancy	Reading/Dyslexia Interventionist	Hardin Elementary School
Wells, Christine	Reading Pullout Teacher	Hardin Elementary School
Bolds, Milvia	Reading Specialist Aide	Hardin Elementary School
Warner, Tonya	Lab Aide	Hardin Elementary School
Gears, Sara	Supplemental Reading Teacher	Hardin Intermediate School
Sexton, Annice	Supplemental Reading Teacher	Hardin Intermediate School
Murphy, Shawndra	Supplemental Reading Teacher	Hardin Intermediate School
Fregia, Tina	Reading/Math Lab Teacher	Hardin Intermediate School
West, Bobbi	Reading/Math Computer Lab	Hardin Intermediate School
Zamazal, Glenn	Math Teacher	Hardin Intermediate School
Ressler, Patricia	ELA Teacher	Hardin Jr High School
Hamilton, Janice	ELA Teacher	Hardin Jr High School
Gallegos, Belvia	Math Teacher	Hardin High School
Skidmore, Kenneth	Math Teacher	Hardin High School
Fielder, Kelly	ELA Teacher	Hardin High School
Newkirk, Katrina	ELA Teacher	Hardin High School
Hughes, Jamie	Lab Aide	Hardin High School
Smith, Kathy	Mentor	Hardin High School

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Cathchings, Tom	Mentor Teacher	Hardin High School
Mealer, Jonathan	Dual Credit Teacher	Hardin High School
Thonsgaard, Pete	Ag Teacher	Hardin High School
Stark, Tod	Athletic Director	Hardin ISD
Beck, Brian	Athletic Director	Hardin Jr High School
Nolan, Mary Beth	PE Teacher	Hardin Elementary School
Pavliska, Kyle	IS Coach/PE Teacher	Hardin Intermediate School
Snell, Regina	IS Coach/PE Teacher	Hardin Intermediate School
Collins, Dusty	Coach	Hardin Jr High School
Clark, Robert	Coach	Hardin Jr High School
Schweers, Kevin	Coach	Hardin Jr High School
Balch, Danny	PE Teacher	Hardin High School
Reescano, Charlotte	Coach	Hardin High School
Scott, Ronald	Coach	Hardin High School
Huff, Diane	Director of Digital Learning	Hardin ISD
Rosin, Beth	Technology Teacher	Hardin Elementary School
Maness, Scott	Technology Aide	Hardin ISD
Anderson, Brent	Technology Teacher	Hardin Intermediate School
Luter, Melissa	Technology Teacher	Hardin High School
Zamazal, Glenn	IS Band Director	Hardin Intermediate School
Chandler, Gabrielle	JH/HS Band Director	Hardin High School
Collins, Lisa	Speech Pathologist	Hardin ISD
Feirbend, Vernon	Special Education Coordinator	Hardin ISD
Graham, Veronica	Special Education Teacher	Hardin Elementary School

**Names of People Responsible For Implementation**

Name	Title	Campus / District
Isom, Malcolm	Special Education Teacher	Hardin Elementary School
Koen, Francis	Special Education Teacher	Hardin Intermediate School
Pavliska, Tracy	Special Education Teacher	Hardin Jr High School
Taylor, Tracy	Special Education Teacher	Hardin High School
Templeton, Tiffany	Special Education Teacher	Hardin High School
Ringer, Paula	Math/Science Inclusion Specialist	Hardin High School
Baucum, Kristie	Character Education Paraprofessional	Hardin Elementary School
Dudley, Sheryl	UIL Coordinator	Hardin Elementary School
Goodwin, Christian	GED Teacher	Hardin High School

District Improvement Plan  
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**Attendance**

**Attendance**

Goal: **97%**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
*All Students*	93.20	93.90	94.20	94.90	95.70	96.00	95.20	95.60	95.40	94.90
African American	94.80	94.50	95.70	95.20	96.30	96.70	96.50	96.60	96.50	96.30
Economically Disadvantaged	90.60	93.50	93.60	94.20	95.20	95.20	94.60	95.00	94.60	93.90
English Language Learners	95.40	97.30	97.30	97.80	97.40	97.60	96.90	97.70	96.80	96.80
Hispanic	94.70	95.20	95.00	96.20	96.60	96.30	96.00	96.60	96.30	95.70
Special Education	90.60	92.30	93.50	94.30	95.00	94.90	95.00	95.50	94.80	92.40
Two or More Races	0.00	0.00	0.00	96.70	93.80	94.10	93.00	94.30	94.10	94.70
White	93.00	93.70	94.00	94.80	95.60	96.00	95.10	95.40	95.20	94.70

District Improvement Plan  
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**Dropouts**

**Dropouts**

Goal: **0.00%**

	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
*All Students*	1.30	1.30	1.30	1.10	0.80	0.30	0.00	0.50	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	0.90	0.50	0.90	0.40	0.00	0.60	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	4.40	5.40	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	1.40	1.50	1.50	1.30	0.00	0.00	0.00	0.70	0.00	0.00



**STAAR**

Grade:**4th, 7th**

**STAAR Writing**

100%

	2013	2014	2015	2016	2017	2018	2019	2020
*All Students*	57.00	74.00	74.00	65.00	61.00	74.00	87.00	100.00
African American	0.00	0.00	0.00	0.00	31.00	54.00	77.00	100.00
Economically Disadvantaged	51.00	75.00	67.00	60.00	49.00	66.00	83.00	100.00
English Language Learners	0.00	0.00	0.00	50.00	0.00	66.67	83.33	100.00
Hispanic	60.00	79.00	59.00	78.00	46.00	64.00	82.00	100.00
Special Education	0.00	47.00	44.00	0.00	0.00	62.67	81.33	100.00
White	58.00	74.00	75.00	63.00	67.00	78.00	89.00	100.00

Grade:**5th, 8th-12th**

**STAAR Science**

100%

	2013	2014	2015	2016	2017	2018	2019	2020
*All Students*	81.00	85.00	77.00	76.00	73.00	82.00	91.00	100.00
African American	0.00	0.00	0.00	73.00	80.00	86.67	93.33	100.00
Economically Disadvantaged	79.00	78.00	73.00	68.00	67.00	78.00	89.00	100.00
English Language Learners	0.00	0.00	0.00	63.00	46.00	64.00	82.00	100.00
Hispanic	79.00	83.00	76.00	73.00	64.00	76.00	88.00	100.00
Special Education	40.00	79.00	89.00	46.00	28.00	52.00	76.00	100.00
White	82.00	85.00	77.00	76.00	75.00	83.33	91.67	100.00

Grade:**3rd-12th**

**All Subjects**

100%

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**STAAR**

	2013	2014	2015	2016	2017	2018	2019	2020
*All Students*	73.00	77.00	78.00	71.00	70.00	80.00	90.00	100.00
African American	64.00	72.00	73.00	55.00	47.00	64.67	82.33	100.00
American Indian	0.00	0.00	0.00	88.00	45.00	63.33	81.67	100.00
Economically Disadvantaged	68.00	73.00	72.00	64.00	61.00	74.00	87.00	100.00
English Language Learners	45.00	69.00	40.00	55.00	46.00	64.00	82.00	100.00
Hispanic	69.00	76.00	73.00	69.00	63.00	75.33	87.67	100.00
Special Education	40.00	60.00	64.00	35.00	27.00	51.33	75.67	100.00
Two or More Races	65.00	78.00	100.00	78.00	65.00	76.67	88.33	100.00
White	75.00	77.00	79.00	72.00	72.00	81.33	90.67	100.00

Grade: **3rd-12th**

**STAAR Mathematics**

100%

	2016	2017	2018	2019	2020
*All Students*	72.00	74.00	82.67	91.33	100.00
African American	61.00	57.00	71.33	85.67	100.00
Economically Disadvantaged	65.00	66.00	77.33	88.67	100.00
English Language Learners	52.00	50.00	66.67	83.33	100.00
Hispanic	75.00	70.00	80.00	90.00	100.00
Special Education	33.00	32.00	54.67	77.33	100.00
Two or More Races	64.00	68.00	78.67	89.33	100.00
White	72.00	75.00	83.33	91.67	100.00

**STAAR**

Grade:**3rd-12th**

**STAAR Reading**

100%

	2013	2014	2015	2016	2017	2018	2019	2020
*All Students*	77.00	76.00	79.00	68.00	67.00	78.00	89.00	100.00
African American	69.00	67.00	74.00	44.00	38.00	58.67	79.33	100.00
Economically Disadvantaged	71.00	72.00	74.00	61.00	59.00	72.67	86.33	100.00
English Language Learners	39.00	57.00	44.00	58.00	42.00	61.33	80.67	100.00
Hispanic	69.00	71.00	72.00	62.00	61.00	74.00	87.00	100.00
Special Education	49.00	65.00	66.00	29.00	23.00	48.67	74.33	100.00
Two or More Races	69.00	89.00	100.00	75.00	67.00	78.00	89.00	100.00
White	79.00	76.00	81.00	71.00	70.00	80.00	90.00	100.00

Grade:**8th-12th**

**STAAR Social Studies**

100%

	2013	2014	2015	2016	2017	2018	2019	2020
*All Students*	65.00	81.00	72.00	80.00	72.00	81.33	90.67	100.00
Economically Disadvantaged	60.00	76.00	63.00	74.00	59.00	72.67	86.33	100.00
Hispanic	56.00	71.00	75.00	67.00	73.00	82.00	91.00	100.00
Special Education	0.00	0.00	0.00	67.00	0.00	78.00	89.00	100.00
White	67.00	83.00	68.00	83.00	74.00	82.67	91.33	100.00

Grade:**9th-12th**

**STAAR Mathematics**

100%

**STAAR**

	2013	2014
*All Students*	<b>76.00</b>	<b>75.00</b>
Economically Disadvantaged	<b>71.00</b>	<b>71.00</b>
Hispanic	<b>75.00</b>	<b>79.00</b>
White	<b>78.00</b>	<b>75.00</b>

## About Hardin ISD

### 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.

### Grade Span:

EE – 12

### Enrollment:

1,453

### Accountability Ratings:

#### 2017 State Accountability Ratings:

- \* Hardin ISD: Met Standard
- \* Hardin High School: Met Standard
- \* Hardin Junior High: Met Standard
- \* Hardin Intermediate: Met Standard
- \* Hardin Elementary: Met Standard

## Demographics

### 2016 - 2017 Enrollment:

1 – Early Childhood (4 years old)  
55 – Prekindergarten  
97 – Kindergarten  
111 – First Grade  
144 – Second Grade  
131 – Third Grade  
128 – Fourth Grade  
114 – Fifth Grade  
108 – Sixth Grade  
118 – Seventh Grade  
96 – Eighth Grade  
117 – Ninth Grade  
101 – Tenth Grade  
75 – Eleventh Grade  
87 – Twelfth Grade

### 2016 - 2017 Ethnic Distribution:

50 (3.4%) – African American  
187 (12.6%) – Hispanic  
1,197 (80.7%) – White  
11 (0.7%) – American Indian  
2 (0.1%) – Asian  
1 (0.0%) – Pacific Islander  
35 (2.4%) – Two or More Races

### 2016 - 2017 Student Groups:

814 (54.9%) – Economically Disadvantaged  
38 (2.6%) – English Language Learners  
15 (1.0%) – Students with Disciplinary Placements  
820 (55.3%) – Students Meeting "At-Risk" Criteria

### 2016 - 2017 Student Enrollment by Program:

37 (2.5%) - Bilingual/ESL Education  
368 (24.8%) – Career and Technical Education  
66 (4.5%) – Gifted and Talented Education  
106 (7.1%) – Special Education

2016 - 2017 Students per Teacher:

19.1 – Kindergarten  
18.9 – Grade 1  
22.0 – Grade 2  
22.2 – Grade 3  
20.8 – Grade 4  
18.9 – Grade 5  
16.7 – Grade 6

15.9 – English/Language Arts  
12.6 – Foreign Languages  
19.0 – Mathematics  
17.0 – Science  
17.8 – Social Studies

### Federal Requirements - Schoolwide Program

The 10 Schoolwide Components under NCLB have been removed.

ESSA requires three actions that are essential for effective implementation of a schoolwide program.

In accordance with the revised (12/10/15) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required components:

1. Conduct a comprehensive needs assessment - (SCNA) Schoolwide Comprehensive Needs Assessment.
  - a. Takes into account information on the academic achievement of children in relation to state academic standards.
  - b. Any other factors determined by LEA.
2. Prepare a comprehensive schoolwide plan - (SPA) Schoolwide Plan and Activities.
  - a. Developed with involvement of parents.
  - b. Provided in language that the parents can understand.
  - c. Developed in coordination with other federal, state and local resources – violence prevention, nutrition programs, Head Start, Career and Technical education.
  - d. Description of strategies that will be implemented.
  - e. Opportunities for all children to meet state academic standards.
  - f. Methods and strategies that strengthen the academic program, increase the amount of quality learning time, provide enriched and accelerated curriculum.
  - g. May use funds to establish or enhance preschool programs.
  - h. May operate dual or concurrent enrollment programs that address needs of low-achieving students to include – training for teachers, tuition and fees, books and required instructional materials, innovative delivery methods, transportation.
3. Annually evaluate the schoolwide plan - (SPE) Schoolwide Plan Evaluation.
  - a. Regularly monitored and revised based on student needs.
4. Coordination and integration with other Federal State and local services - (SCI) Schoolwide Coordination and Integration.



## Federal Requirements - Schoolwide Program Components

Hardin ISD conducts Title I Schoolwide Programs on the campuses. The Schoolwide Components are addressed in the District Improvement Plan under the following goals.

1. Conduct a Schoolwide Comprehensive Needs Assessment (SCNA).
  - Goal #2: District Performance Objectives Strategy
  - Goal #2: Foundation Program Strategy
  - Goal #5: Professional Development Program Strategy
  - Goal #6: Technology Needs Assessment Strategy
2. Prepare a comprehensive Schoolwide Plan and Activities (SPA).
  - Goal #1: Parent and Community Involvement Strategy
  - Goal #1: Federal and State Education Program and Services Strategy
  - Goal #2: Foundation Program Strategy
  - Goal #2: Accelerated Instruction Strategy
  - Goal #3: Dropout Prevention Program Strategy
  - Goal #4: Career Guidance and Counseling Strategy
  - Goal #4: Career and Technical Education Strategy
  - Goal #5: Professional Development Program Strategy
  - Goal #5: Recruitment and Retention Initiatives Strategy
  - Goal #6: Technology Integrated Curriculum Strategy
  - Goal #7: Safe Schools Initiatives Strategy
  - Goal #7: Counseling Responsive Services Strategy
3. Annually conduct a Schoolwide Plan Evaluation (SPE).
  - Goal #1: Evaluation of the Parent Involvement Program Strategy
  - Goal #2: Foundation Program Strategy
  - Goal #5: Evaluation of Professional Development Program Strategy
  - Goal #6: Evaluation of Technology Program Strategy
4. Coordinate and integrate with other Federal State and local services - (SCI) Schoolwide Coordination and Integration.
  - Goal #2: Early Intervention Program Strategy
  - Goal #7: Coordinated School Health Program Strategy

## Needs Assessment Summary

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

### Student Strengths and Needs:

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

Reading/ELA: 67% of All Students met the passing standard on the STAAR Reading/ELA tests. Passing rates for other student groups ranged from 70% for White students to 23% for Special Education students.

Math: 74% of All Students met the passing standard on the STAAR Math tests. Passing rates for other student groups ranged from 75% for White students to 32% for Special Education students.

Writing: Fourth and seventh grade students participated in the STAAR Writing test. 61% of All Students met the passing standard. Passing rates for other student groups ranged from 67% for White students to 31% for African American students.

Science: Fifth and eighth through twelfth grade students participated in the STAAR Science tests. 73% of All Students met the passing standard. Passing rates for other student groups ranged from 80% for African American students to 28% for Special Education students.

Social Studies: Eighth through twelfth grade students participated in the STAAR Social Studies tests. 72% of All Students met the passing standard. Passing rates for other student groups ranged from 74% for White students to 59% for Economically Disadvantaged students.

### Interventions:

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

- \* Prekindergarten Program for eligible students
- \* Tutorials for grades K - 12
- \* Optional Flexible Year Program (OFYP) for grades PK - 12
- \* Summer School Credit Recovery Program for grades 5 - 12
- \* Reading Interventions for grades PK - 4, and 6
- \* Reading/Math Lab for grades K - 5
- \* Double Block ELA classes for grades 6 - 8
- \* Reading/Writing Lab for grades 9 - 12
- \* Math Interventions for grades 6, and 9 - 12
- \* Math Lab for grades 9 - 12
- \* Inclusion Support for LEP students

The addition of new ESL students at the Hardin Junior High campus raises the need to implement technology such as portable electronic devices into instruction to accelerate the development of language skills and narrow the achievement gap between English Language Learners (ELLs) and non-ELLs.

**Faculty and Staff:**

Professional development is encouraged for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours.

**Attendance:**

Attendance rates decreased slightly from 95.4% in 2014-2015 to 94.9% in 2015-2016. Hardin ISD has several activities and incentives in place that are designed to increase student attendance. These include attendance incentives, parent notifications, and counseling services.

**Dropout Rate:**

The dropout rate for seventh through twelfth grade remained at 0% in 2015-2016. Several programs including parental involvement activities and counseling programs are in place to maintain and achieve a 0% dropout rate for all students and all student groups.

## Summary of SCE Program Effectiveness

The following supplemental programs were provided to students at risk of dropping out of school in Hardin ISD during the 2016-2017 school year:

Hardin ISD:

- 1) A Prekindergarten Program was provided for qualified students.
- 2) Reading and Math Labs were provided for students in Kindergarten through fourth grade.
- 3) Counseling Services were provided for students in Prekindergarten through fourth grade.
- 4) Flex Days were provided for students in Prekindergarten through twelfth grade.
- 5) A Tutorial Program was provided for students in Kindergarten through eighth grade.
- 6) Class Size Reduction was provided for students in fifth, sixth, and eighth grade.
- 7) A Supplemental Reading Program was provided for students in fifth and sixth grade.
- 8) A Writing Lab was provided for students in seventh and eighth grade.
- 9) A HOST Credit Recovery Program was provided for students in ninth through twelfth grade.
- 10) A Math Lab was provided for students in ninth through twelfth grade.
- 11) A Writing Lab was provided for students in ninth through twelfth grade.
- 12) A Summer Credit Recovery Program was available for students in fifth through twelfth grade.

The SCE funded programs produced the following results:

- 1) as measured by achieving passing scores on the STAAR tests:

### Reading

- \* 17% for third grade At-Risk participants. This is less than the 41% passing rate for Non At-Risk students.
- \* 5% for fourth grade At-Risk participants. This is less than the 39% passing rate for Non At-Risk students.
- \* 6% for fifth grade At-Risk participants. This is less than the 44% passing rate for Non At-Risk students.
- \* 5% for sixth grade At-Risk participants. This is less than the 61% passing rate for Non At-Risk students.
- \* 17% for seventh grade At-Risk participants. This is less than the 73% passing rate for Non At-Risk students.
- \* 22% for eighth grade At-Risk participants. This is less than the 81% passing rate for Non At-Risk students.

### Math

- \* 14% for third grade At-Risk participants. This is less than the 33% passing rate for Non At-Risk students.

- \* 12% for fourth grade At-Risk participants. This is less than the 43% passing rate for Non At-Risk students.
- \* 14% for fifth grade At-Risk participants. This is less than the 44% passing rate for Non At-Risk students.
- \* 12% for sixth grade At-Risk participants. This is less than the 69% passing rate for Non At-Risk students.
- \* 9% for seventh grade At-Risk participants. This is less than the 78% passing rate for Non At-Risk students.
- \* 13% for eighth grade At-Risk participants. This is less than the 77% passing rate for Non At-Risk students.

#### Writing

- \* 7% for fourth grade At-Risk participants. This is less than the 26% passing rate for Non At-Risk students.
- \* 19% for seventh grade At-Risk participants. This is less than the 69% passing rate for Non At-Risk students.

#### Science

- \* 12% for fifth grade At-Risk participants. This is less than the 39% passing rate for Non At-Risk students.
- \* 22% for eighth grade At-Risk participants. This is less than the 90% passing rate for Non At-Risk students.

#### Social Studies

- \* 12% for eighth grade At-Risk participants. This is less than the 47% passing rate for Non At-Risk students.

2) as measured by achieving passing scores on the STAAR EOC exams:

#### English I

- \* 23% for At-Risk participants. This is less than the 80% passing rate for Non At-Risk students.

#### English II

- \* 36% for At-Risk participants. This is less than the 92% passing rate for Non At-Risk students.

#### Algebra I

- \* 22% for At-Risk participants. This is less than the 61% passing rate for Non At-Risk students.

#### Biology

- \* 27% for At-Risk participants. This is less than the 74% passing rate for Non At-Risk students.

#### U.S. History

- \* 43% for At-Risk participants. This matches the 91% passing rate for Non At-Risk students.

#### Evaluation:

The majority of the programs proved to be successful in meeting the needs of those students in the Hardin ISD at risk of dropping out of school. Those that were not will be modified in the 2017-2018 school year. If modifications do not improve a program's success rate, the program will be discontinued.

Hardin ISD is pleased with the overall success rate of the supplemental programs for students at risk of dropping out of school. Hardin ISD will continue to offer supplemental programs next year because the district believes strategies such as early intervention, one-on-one tutoring, small group instruction, core-subject labs and programs, and Flex Days help increase academic achievement among students who are at risk of dropping out of school. Hardin ISD will monitor and modify supplemental instructional programs as needed to ensure higher success rates in the 2017-2018 school year.

District Improvement Plan  
Hardin ISD 2017-2018

<p><b>Goal: 1 Parents and community members will be full partners with educators in the education of Hardin ISD students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]</b></p> <p>Objective(s): PK-12 Hardin ISD will work with the local Parent-Teacher Organization to increase membership and encourage active participation by parents and teachers at all grade levels.          PK-12 Hardin ISD will communicate more effectively with parents and the 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>Parent and Community Involvement (TI, A SW SPA) - The Hardin ISD Superintendent along with the District Planning and Decision-Making Committee (DPDMC) will meet periodically with Site-Based Decision Making Committees (SBDMC) to discuss parental involvement issues, programs, strategies and activities.</p> <p>All Hardin ISD stakeholders (staff, students, parents, community members and business representatives) will be informed of reports, upcoming conferences, campus-level events, meetings and programs impacting our campus. Stakeholders are notified through the Hardin ISD Homepage on the Hardin ISD website, marquee postings, District Calendar, PTO meetings, conferences, phone calls, the Parental Involvement Newsletter, Family Access and letters sent home in English and Spanish.</p> <p>With parental input, a Parental Involvement Calendar will be developed by each campus and the district. Parents will continue to be updated on student performance and new initiatives being planned for implementation.</p>	7/2017 - 6/2018	Superintendent - Gerald Nixon	Local Funds - Communication Vehicles	<p>Documents :School Records - 08/17: An approved District/Campus Parental and Community Involvement Calendar will have been distributed to the SBDMCs for scheduling of timely announcements to parents and community members.</p>	Increased number of stakeholders participating in Hardin ISD events.	<p>Documents :Parent Involvement Records - 06/18: Parent and Community Involvement Records will reflect an increase in participation in district and campus activities as compared to the previous year.</p> <p>Informal Assessment :Anecdotal Reports and Surveys - 06/18: All stakeholder groups report precise, timely and meaningful communication from the district and each campus.</p>

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<p>Activity:</p> <p>Parent, Student, Teacher Compact - The school and parent representatives will re-adopt or modify the Hardin ISD Parent/Student/Teacher Compact. This compact will identify ways the school and parents can share the responsibility for student performance and success.</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.</p> <p>Copies of the compact will be distributed at the PTO meetings and in the Student Handbook.</p> <p>Activity:</p> <p>District Planning and Decision-Making Committee (DPDMC) - The DPDMC is made up of the Hardin ISD staff, parent representatives, business representatives and community members. Parents are selected to be members by district administrators for two year terms. The DPDMC meets regularly to discuss plans, progress and ideas for improving the education and environment at Hardin ISD. [TEC 11.251 (b)]</p> <p>The DPDMC will review the District Improvement Plan (DIP) several times a year. Based on continuously updated student achievement data and support data, revisions will be made to the DIP as needed and recommended by the committee.</p>	<p>5/2017 - 10/2017</p>	<p>ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton</p>	<p>Local Funds - Time Contributions of Parents, Faculty and Staff</p>		<p>A Parent, Student, Teacher Compact that provides guidance for parents in becoming equal partners in their students' education.</p>	<p>Documents :Agenda Minutes, Sign-in Sheets - - 06/17: Parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher Compact.</p>
	<p>8/2017 - 5/2018</p>	<p>Superintendent - Gerald Nixon</p>	<p>Local Funds - Time Contributions of Committee Members</p>	<p>Documents :Agenda Minutes, Sign-in Sheets - - 01/18: DPDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the DIP as needed.</p>	<p>A DIP that is a living document that provides guidance to the implementation of the educational system and support components of Hardin ISD.</p>	<p>Documents :Agenda Minutes, Sign-in Sheets - - 05/18: A current DIP approved by the Hardin ISD Board of Trustees.</p>

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Strategy: Events and Programs - Hardin ISD encourages parents and community members to become actively engaged in the education of their children. Activities are planned to encourage parental and community participation.  Events include: * Open House * Student Orientation * Parent/Teacher Conferences * PTO Meetings * Volunteer Opportunities * Award Assemblies * Athletic Events * Banquets * Fall and Spring Parent Nights	8/2017 - 5/2018	ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton	Local Funds - Time Contributions of Faculty and Staff		Increased number of parents and community members participating in events.	Documents :Parent Involvement Records - 05/18: Parent Involvement records will reflect an increase in participation in events as compared to the previous year.



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<p>Strategy:</p> <p>Federal and State Education Program and Services (TI, A SW SPA) - Districtwide Parental Involvement meetings are held periodically to ensure that parents are apprised of the federal and state educational programs and services in which Hardin ISD participates and that are available to their students at Hardin ISD. Parents are notified of the federal and state regulations governing educational programs and support services—soliciting recommendations in program development and funding.</p> <p>Parents are included in the review of the needs assessment data, planning of the supplemental federal and state programs that will be conducted by Hardin ISD in the upcoming school year and in the development of the application for federal funding.</p>	8/2017 - 5/2018	Superintendent - Gerald Nixon	Local Funds - Time Contributions of Parents, Staff and Community Members	<p>Documents :School Records - 08/17: 100% of the Hardin ISD parents will have received information regarding supplemental federal and state educational support programs in which the district participates and for which their students are eligible to participate.</p> <p>Documents :Agendas, Meeting Notes - 08/17: DPDMC agendas and minutes will reflect that during each planning period for the development of supplemental state and federal programs for the upcoming year, meetings are held to involve parents in the planning and development of these programs.</p>	Parents as full partners with educators in the education of Hardin ISD students.	<p>Documents :Agendas, Meeting Notes - 05/18: DPDMC agendas and minutes will reflect that parents have participated in the planning and development of the educational system of Hardin ISD, and that they were able to make educated decisions regarding their student's participation in educational programs of Hardin ISD.</p>

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<p>Activity:</p> <p>Parent Notifications - In compliance with Federal Title I, Part A Improving Basic Programs and Title III, Part A English Language Acquisition regulations, parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> <li>* Qualifications of staff,</li> <li>* Parental rights to request information,</li> <li>* Title I, Part A Parent Involvement Policy,</li> <li>* Parental Information Resource Centers,</li> <li>* Student Progress Reports,</li> <li>* School Report Cards,</li> <li>* Application of technology,</li> <li>* School Improvement Program,</li> <li>* Safe and Drug-Free Schools and Communities Programs,</li> <li>* School Choice Options.</li> </ul> <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	<p>5/2017 - 6/2018</p>	<p>Superintendent - Gerald Nixon</p>	<p>Local Funds - Parent Notifications Resources</p>		<p>100% Contact.</p> <p>Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.</p>	<p>Documents :Parent Contact Agendas and Logs - - 05/18: 100% of all applicable parents were contacted in a timely manner.</p> <p>Parental feedback was documented with each contact.</p>

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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 components of a Title I Schoolwide Program and include these components in the campus CIPs.  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.	7/2017 - 6/2018	Superintendent - Gerald Nixon ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton	Federal - Title I, Part A - SECCA, Inc Consulting Services <p style="text-align: right;"><b>\$4,606.00</b></p> Federal - Title II, Part A - TPTR - SECCA, Inc Consulting Services <p style="text-align: right;"><b>\$618.00</b></p> Federal - Title IV, Part A SSAEP - SECCA, Inc Consulting Services <p style="text-align: right;"><b>\$200.00</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 - - 12/17: Hardin ISD DPDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Hardin ISD campuses will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Documents :School Records - - 05/18: Hardin ISD will receive the State Accountability Rating of Met Standard.

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<p>Strategy:</p> <p>Evaluation of Parental Involvement Program (TI, A SW SPE) - Parents are involved in the evaluation of the district's Parental Involvement Program. During the evaluation process, parents review the Title I, Part A Parental Involvement Policy and the Parent, Student, Teacher Compact. At this time, parents choose to adopt the district policy as the Hardin ISD Parental Involvement Policy, or to draft a campus-specific policy. Parents may vote to amend if necessary to increase effectiveness.</p> <p>The DPDMC meets regularly to review average class size, school climate, student discipline and behaviors and parent/student surveys. The DPDMC will analyze strengths and weaknesses of the overall programs, as well as its individual components to determine whether the level of parental participation has increased and if activities provided by the school meet the needs of parents.</p> <p>An annual parent survey is distributed to parents, in which the survey results will be analyzed by the DPDMC to determine material strengths and weaknesses of the Parental and Community Involvement program, as well as individual components of same.</p> <p>The district and each campus will actively recruit the participation of a diverse population of parents. The meeting will be scheduled at a convenient time and location. Parents will be invited to come and a Public Notice will be posted.</p>	8/2017 - 5/2018	<p>ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton</p>	<p>Local Funds - Time Contributions of Committee Members</p>	<p>Documents :School Records - 08/17: An approved District Parental Involvement Policy and School, Parent, Student Compact available for distributions to parents, faculty and staff.</p> <p>Documents :Agendas, Meeting Notes - 02/18: DPDMC agenda and minutes will indicate that parent surveys have been distributed in English or Spanish to all parents.</p>	<p>State-of-the-Art Parental Involvement Program.</p>	<p>Documents :Agendas, Meeting Notes - 05/18: DPDMC agenda and minutes will indicate that surveys have been returned by parents and the results will be used to enhance or modify the Hardin Parent/Community Involvement Program.</p>

<b>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]</b> Objective(s):						
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<p>Strategy:</p> <p>District Performance Objectives (TI, A SW SCNA) - The DPDMC 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>Districtwide performance objectives are based on data available through the comprehensive needs assessment process. Hardin ISD will adopt performance objectives reflective of their students' unique needs.</p>	6/2017 - 6/2018	Superintendent - Gerald Nixon ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton	Local Funds - Time Contributions of Committee Members		The district performance objectives will support the needs of the district and the immediate needs of the campus.	Documents :Agenda Minutes, Sign-in Sheets - Quarterly: The DPDMC'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 ISD 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 3 - 8), Math (grades 3 - 8), Writing (grades 4 and 7), Science (grades 5 and 8), and Social Studies (grade 8) and the STAAR End of Course (EOC) Exams for grades 9 - 12 in English I, English II, Algebra I, Biology, and US History.</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>	1/2018 - 6/2018	ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - 12/17: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/18: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 77% by May 2018.

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Strategy: Foundation Program (TI, A SW SCNA, SPA, SPE) - The Hardin ISD PK – 12 curriculum (TEKS Resource Management System) is based on the TEKS. Teachers will utilize the 5-E Model and include both hands on and higher level thinking skills. Effective instructional strategies, activities and initiatives that increase the amount and quality of learning time, promoting accelerated instruction and providing educational enrichment – these provide opportunities for all students to succeed, the foremost focus of Hardin ISD.	8/2017 - 5/2018	ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton	Local Funds - Time Contributions of Faculty and Staff  Local Funds - Instructional Resources	Informal Assessment :Classroom Assessments - 12/17: 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.	Informal Assessment :Classroom Assessments - 05/18: 90% of all students in grades PK - 2 will pass all assessments given to continue on grade level.  Criterion-Referenced Test :STAAR Tests - 05/18: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 77% by May 2018.

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Activity: TEKS Resource Management System - The Hardin ISD curriculum for grades PK – 12 is TEKS based and vertically aligned through the TEKS, offering a scope and sequence continuum that lends itself to individualized instruction as students' strengths and deficiencies are identified through informal and formal assessments.  Through the activities of the DPDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Hardin ISD.  Special supplemental programs and services can be prescribed for the deficiencies with Special Populations staff leveling the playing field for students experiencing difficulties.	8/2017 - 5/2018	ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton	Local Funds - Time Contributions of Faculty and Staff  Local Funds - Instructional Resources	Informal Assessment :Classroom Assessments - - 12/17: 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.	Informal Assessment :Classroom Assessments - - 05/18: 90% of all students in grades PK - 2 will pass all assessments given to continue on grade level.  Criterion-Referenced Test :STAAR Tests - - 05/18: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 77% by May 2018.

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Activity:  Foundation Assessments - PK – 4: Students in PK will be administered I-station to assess each student's overall reading ability including phonemic awareness, alphabetic knowledge, vocabulary, comprehension and fluency.  Students in K - 2 will be administered the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 3 times a year to determine specific strengths and weaknesses in the development of reading skills, and the Texas Early Math Inventories (TEMI) at the beginning of the school year.  Students in grades K - 4 will be administered DIBELS to assess the acquisition of early literacy skills and monitor the development of early literacy and early reading skills.  Students in grades 1 - 4 will be administered the STAR diagnostic tests in Reading. Students in grades 3 - 4 will be administered IXL Math and Think Through Math assessments throughout the school year to determine specific skill deficiencies and to identify students meeting the state-adopted at-risk criteria. Students meeting the at-risk criteria are those scoring below grade level.  5 – 8: Students will be administered Successmaker, IXL, I-Station, and Think Through Math 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.	8/2017 - 5/2018	ES Counselor - Venus Booker IS/JH Counselor - Kelly Melancon HS Counselor - Betsy Henry	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/17: 80% of students passing informal and formal assessment instruments, electronic assessments and TEKS-based tests.	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	Informal Assessment :Classroom Assessments - - 05/18: 90% of all students and all student groups will be reading at, or above grade level.  Criterion-Referenced Test :STAAR Tests - - 05/18: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 77% by May 2018.



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<p>Students meeting the at-risk criteria are those scoring below 70%.</p> <p>9 – 12: Students will be administered Grade Level Assessments periodically throughout the school year to determine specific strengths and weaknesses in the development of reading and math skills and to identify students meeting the state-adopted at-risk criteria. Students meeting the at-risk criteria are those scoring below 60%.</p> <p>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.</p>	8/2017 - 5/2018	ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton	Local Funds - Time Contributions of Faculty and Staff  Local Funds - Eduphoria Services	Informal Assessment :Classroom Assessments - - 12/17: 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 - - 05/18: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 77% by May 2018.

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<p>Strategy:</p> <p>Early Intervention Program (TI, A SW SCI) - A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being eligible for participation in the National Free and Reduced-priced School Lunch program, Limited English proficient, child of an active duty member of the military, is or ever has been in the conservatorship of the Department of Family and Protective Services (DFPS) and/or homeless.</p> <p>Hardin Elementary conducts a full-day Prekindergarten program, conducted by Highly Qualified PK teachers, with emphasis on language acquisition skills for special population groups. Instruction is provided through an experiential and multi-sensory approach with developmentally appropriate and scientifically research-based activities. The PK curriculum is based on the state-adopted PK goals and vertically aligned with Head Start.</p>	8/2017 - 5/2018	PK Teacher - Melissa Flores PK Teacher - Carrol Parker PK Teacher - Holli Lazard	Federal - Title I, Part A - Time Contributions of PK Staff FTE: 0.98  <b>\$60,506.46</b>	Informal Assessment :Classroom Assessments - 12/17: 80% of all students will master appropriate developmental skills, as indicated by teacher records.	Students with prerequisite early school readiness skills for success in Kindergarten.  Decrease in number of students identified as being in an at-risk situation as students gain prerequisite developmental skills for entrance into Kindergarten.	Informal Assessment :Classroom Assessments - 05/18: 90% of all PK students will master the State's Prekindergarten goals.

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<p>Activity:</p> <p>Prekindergarten Transition - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Hardin Elementary.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits and parent meetings.</p> <p>Prekindergarten teachers will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.</p> <p>The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.</p>	8/2017 - 5/2018	PK Teacher - Melissa Flores PK Teacher - Carrol Parker PK Teacher - Holli Lazard	Coordinated Funds - Time Contributions of PK Staff	Informal Assessment :Classroom Assessments - - 6 Weeks: Progress reports will indicate increased skill levels and appropriate behavior and hygiene.	Students and parents familiarized with the Kindergarten program.	Informal Assessment :Classroom Assessments - - 05/18: 90% of all PK students will master the State's Prekindergarten goals.

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<p>Strategy:</p> <p>Accelerated Instruction (TI, A SW SPA) - Hardin ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2013 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state’s academic achievement standards. Targeted Assistance programs serve only those students identified as having the greatest need for assistance. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p>	8/2017 - 5/2018	ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton	Local Funds - Time Contributions of Faculty and Staff		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 - 05/18: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity:  Tutorial Program - A Tutorial program is available to students in grades K – 12 who met the state-adopted at-risk criteria to increase academic achievement and reduce drop-out rates.  Tutorials are available for students in grades 6 – 8 in core subject areas for 30 minutes during the school day.  Students in grades K - 12 will also receive after-school tutorials for 3 hours a week in the Spring.	8/2017 - 5/2018	ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton	State - State Compensatory Education (SCE) - Extra Duty Pay for After School Tutorials <p style="text-align: right;"><b>\$5,353.96</b></p> State - State Compensatory Education (SCE) - Time Contributions of IS Tutorial Teachers FTE:      0.64 <p style="text-align: right;"><b>\$33,157.51</b></p> State - State Compensatory Education (SCE) - Time Contributions of JH Tutorial Teachers FTE:      0.84 <p style="text-align: right;"><b>\$43,657.90</b></p>	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/18: 90% of students in grades K - 2 will pass all assessments given to continue on grade level.  Criterion-Referenced Test :STAAR Tests - - 05/18: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 77% by May 2018.

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Reading/Writing Accelerated Instruction - Students who have not met the minimum expectations on the STAAR Reading/Writing tests, STAAR EOC English Exams, or who have failed a Reading/ELA class will be provided daily supplemental reading instruction through Supplemental Reading Classes, Double Blocked ELA classes, Reading Labs, and Writing Labs.</p>	<p>8/2017 - 5/2018</p>	<p>Reading Pullout Teacher - Christine Wells Supplemental Reading Teacher - Sara Gears Supplemental Reading Teacher - Shawndra Murphy Supplemental Reading Teacher - Annice Sexton ELA Teacher - Janice Hamilton ELA Teacher - Patricia Ressler ELA Teacher - Kelly Fielder ELA Teacher - Katrina Newkirk</p>	<p>Federal - Title I, Part A - Time Contributions of ES Reading Staff FTE: 2.00 <b>\$86,791.86</b></p> <p>Federal - Title I, Part A - Time Contributions of IS Reading Teachers FTE: 0.66 <b>\$38,606.77</b></p> <p>Federal - Title I, Part A - Time Contributions of JH ELA Teachers FTE: 0.52 <b>\$28,459.13</b></p> <p>Federal - Title II, Part A - TPTR - Time Contributions of IS ELA Teachers FTE: 0.49 <b>\$27,071.43</b></p> <p>State - State Compensatory Education (SCE) - Time Contributions of HS Reading/Writing Lab Teachers FTE: 0.36 <b>\$18,780.21</b></p>	<p>Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - - 05/18: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/18: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.</p>

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<p>Activity:</p> <p>Math Accelerated Instruction - Students who have not met the minimum expectations on the STAAR Math test/STAAR EOC Algebra I Exam, or who have failed a Math class will be provided daily supplemental math instruction through Math Labs and co-teachers.</p> <p>Math Labs are available for students in grades K - 12. These classes and labs will have a small pupil to teacher ratio that enables the teachers to address individual needs and promote small group and one-on-one instruction, as well as assist students in mastering mathematical concepts. Teachers will utilize Successmaker, IXL, I-Station, and Think Through Math.</p> <p>A co-teacher will assist foundation math teachers to provide additional Math Support for students in grades 9 - 12.</p>	8/2017 - 5/2018	Math Teacher - Glenn Zamazal Math Teacher - Belvia Gallegos Lab Aide - Tonya Warner	<p>State - State Compensatory Education (SCE) - Time Contributions of ES Math Lab Aide            FTE:            1.00  <span style="float: right;"><b>\$20,654.47</b></span></p> <p>State - State Compensatory Education (SCE) - Time Contributions of IS Supplemental Math Teacher            FTE:            0.25  <span style="float: right;"><b>\$12,923.15</b></span></p> <p>State - State Compensatory Education (SCE) - Time Contribution of HS Math Lab Teacher            FTE:            0.09  <span style="float: right;"><b>\$4,314.80</b></span></p> <p>Federal - Title I, Part A - Time Contributions of HS Math Lab Teacher            FTE:            0.15  <span style="float: right;"><b>\$7,787.25</b></span></p>	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/18: The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 77% by May 2018.

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Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Optional Flexible Year Program (OFYP) - Hardin ISD offers an Optional Flexible Year Program (OFYP) for students in grades PK – 12 who have not met the minimum expectations of the STAAR tests, or have failed a core subject area course during the school year. Students will be provided intensive instruction in core subject areas by classroom teachers for 4 days out of the school year, with a focus on Reading and Math for students in grades K – 4.</p>	8/2017 - 5/2018	<p>ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of ES Flex Teachers FTE: 1.02 <b>\$48,929.39</b></p> <p>State - State Compensatory Education (SCE) - Time Contributions of IS Flex Teachers FTE: 0.24 <b>\$12,942.96</b></p> <p>State - State Compensatory Education (SCE) - Time Contributions of JH Flex Teachers FTE: 0.32 <b>\$18,129.81</b></p> <p>State - State Compensatory Education (SCE) - Time Contributions of HS Flex Teachers FTE: 0.60 <b>\$32,876.68</b></p>	<p>Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.</p>	<p>Students have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Classroom Assessments - - 05/18: 90% of students in grades PK - 2 will pass all assessments given to continue on grade level.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/18: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.</p> <p>The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 77% by May 2018.</p>
<p>Activity:</p> <p>Summer Program - Instruction in Core Academic Subject Areas for students in grades 5 – 8 will be provided by a certified teacher and paraprofessional during the summer session of June and July to those students who are at risk of dropping out of school, either because of a failure on STAAR tests or failure to meet minimum expectations in core subject courses during the school year.</p>	6/2018 - 7/2018	IS Principal - Julia Hall	Local Funds - Extra Duty Pay for Summer School Staff		<p>Students have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Classroom Assessments - - 07/18: 90% of students will be promoted to the next grade.</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>
Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2017 - 5/2018	ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton	State - State Special Education Block Grant - Time Contributions of Staff  <b>\$567,805.00</b>	Informal Assessment :Classroom Assessments - 12/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - 05/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs and will pass the State required assessment instrument at the end of the school year.

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<p>Activity:</p> <p>Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Reevaluation will occur no less than every three years. The ARD Committee will meet to review existing data and determine the scope of the reevaluation.</p>	8/2017 - 5/2018	ES Counselor - Venus Booker IS/JH Counselor - Kelly Melancon HS Counselor - Betsy Henry	State - State Special Education Block Grant - Assessment Instruments	Documents :School Records - - 12/17: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.	Informal Assessment :Classroom Assessments - - 05/18: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

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Activity: Special Education Modifications - Hardin ISD provides a range of educational programs and different instructional arrangements for students with disabilities in grades K - 12. These include a Resource pullout class, Inclusion in the regular classroom and Life Skills. An Adaptive Behavior setting is available to provide a structured intervention program for students with a pattern of persistent misbehavior. The appropriate instructional setting will be determined for each student by ARD committees.  Hardin ISD ensures that students with disabilities are educated with non-disabled peers in the least restrictive environment.	8/2017 - 5/2018	Special Education Teacher - Veronica Graham Special Education Teacher - Tracy Pavliska Special Education Teacher - Tracy Taylor Special Education Teacher - Malcolm Isom Special Education Teacher - Francis Koen Math/Science Inclusion Specialist - Paula Ringer	Federal - IDEA-B Formula - Time Contributions of Special Education Staff  Federal - IDEA-B Preschool - Time Contributions of Special Education Teacher	Informal Assessment :Classroom Assessments - - 12/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments - - 05/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.
Activity: Related Services - Hardin ISD 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 which are provided through Southeast Texas Coop.	8/2017 - 5/2018	Special Education Coordinator - Vernon Feirbend Speech Pathologist - Lisa Collins	State - State Special Education Block Grant - Time Contributions of ARD Committee	Documents :School Records - - 12/17: 100% of the students with disabilities are receiving Related Services, as dictated in their IEP.	Students with disabilities involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	Documents :School Records - - 05/18: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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Activity: Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Hardin ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services.  Activities for Child Find include:  * regional television commercial,  * countywide: contact each school district and talk with each contact person,  * developing a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters.	7/2017 - 6/2018	Special Education Coordinator - Vernon Feirbend	State - State Special Education Block Grant - Child Find Resources	Documents :School Records - - 12/17: 100% of the activities posted on the Child Find Calendar completed.  Any child found to need services referred as required.	100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames.	Documents :School Records - - 05/18: 100% of the activities posted on the Child Find Calendar completed.  Any child found to need services referred as required.

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Transition Services - Hardin ISD 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.	8/2017 - 5/2018	Special Education Coordinator - Vernon Feirbend	State - State Special Education Block Grant - Time Contributions of Faculty and 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 - - 05/18: Transition activities are 100% in line with students' IEPs.

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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: English as a Second Language (ESL) Program - Hardin ISD School offers an ESL Program whose goal is to enable English Language Learners (ELLs) to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The 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 ELLs to participate equitably in school.	8/2017 - 5/2018	ES Special Program Coordinator - Venus Booker IS/JH Special Program Coordinator - Betsy Henry Content Specialist - Tracy Taylor	State - Bilingual Supplement Block Grant - Bilingual Education Allotment <p style="text-align: right;"><b>\$24,682.00</b></p> Federal - Title III, Part A - LEP - Region IV SSA <p style="text-align: right;"><b>\$3,659.00</b></p>	See Activities below.	Narrowing the achievement gap between ELLs and non-ELLs.	See Activities below.

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Activity: ELL Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of ELLs.  The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to ELLs in grades K – 12. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.  The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an ELL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2017 - 5/2018	ES Counselor - Venus Booker IS/JH Counselor - Kelly Melancon HS Counselor - Betsy Henry	State - Bilingual Supplement Block Grant - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/17: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Significant increase in ELLs' oral, verbal and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	Criterion-Referenced Test :STAAR Tests - - 05/18: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.

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<p>Activity:</p> <p>ELL Modifications - The LPAC is responsible for designing the appropriate program and student placement in the program, as dictated by the home language survey, the language proficiency test results, individual student achievement in content areas, and the emotional and social attainment of each student.</p> <p>Based on LPAC prescription, ELLs in grades K - 4 and 7 - 12 participate in an intensive ESL pullout program with the purpose of developing competence in English. Students in grades 5 and 6 will receive inclusion in the ELA classroom. Students in grades 9 - 12 will receive 1 period of pullout instruction daily.</p> <p>Technology such as portable electronic devices will be used to accelerate the development of all four language skills and narrow the achievement gap between ELLs and non-ELLs.</p> <p>Student's progress through levels is based on performance and placement criteria, not on class hours of instruction.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement.</p>	8/2017 - 5/2018	ES Special Program Coordinator - Venus Booker IS/JH Special Program Coordinator - Betsy Henry Content Specialist - Tracy Taylor	Local Funds - Time Contributions of ESL Teacher  State - Bilingual Supplement Block Grant - Time Contributions of ESL Staff	Informal Assessment :Classroom Assessments - - 12/17: ESL students are progressing at the rate set by the LPAC.	Students exiting ELL designation by LPAC.  Narrowing the achievement gap between ELLs and non-ELLs.	Informal Assessment :Classroom Assessments - - 05/18: Individual students meeting LPAC's expectations based on results of an oral language proficiency test.  Criterion-Referenced Test :STAAR Tests - - 05/18: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 77% by May 2018.



<b>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<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>Program Exit Criteria - Students in grades Prekindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but ELLs cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Exit criteria are applicable to students in grades 1 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> <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,</p>	8/2017 - 5/2018	ES Counselor - Venus Booker IS/JH Counselor - Kelly Melancon HS Counselor - Betsy Henry	State - State and Local Funds - Time Contributions of ESL Staff and LPAC	Informal Assessment :Classroom Assessments - - 12/17: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Increase in number of students eligible to exit the ESL Program.	Criterion-Referenced Test :STAAR Tests - - 05/18: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<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>
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 period, the student will be readmitted to the ESL program as prescribed by the LPAC.  Strategy: Dyslexia Program - Hardin ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.  (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.  (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.	8/2017 - 5/2018	ES Special Program Coordinator - Venus Booker IS/JH Special Program Coordinator - Betsy Henry Content Specialist - Nancy Donahoe Content Specialist - Tracy Taylor	Local Funds - Time Contributions of Dyslexia Staff	See Activities below.	Increased student achievement.	See Activities below.

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

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Dyslexia and Related Disorders Assessment - Hardin ISD assesses students for Dyslexia and related disorders beginning with Kindergarten. Students are given the Comprehensive Test of Phonological Processing (CTOPP) to measure their level of phonological awareness, their knowledge of letter names and sound, their ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.</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>8/2017 - 5/2018</p>	<p>ES Counselor - Venus Booker IS/JH Counselor - Kelly Melancon HS 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 :School Records - - 05/18: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.</p>

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Dyslexia Modifications - The Dyslexia program serves students in all grades at Hardin ISD. Students are provided individualized assistance as prescribed by the appropriate assessment, 504, or ARD committee.</p> <p>Hardin ISD's intervention program (Neuhaus) is designed to provide students with strategies to help them to become successful readers. Trained instructors coordinate with classroom teachers to use alternative teaching methods and strategies for these students.</p> <p>The Dyslexia teacher will implement explicit, individualized and multisensory instruction that includes phonemic awareness, instant letter recognition, explicit instruction in decoding, extended reading in connected text (helps to gain fluency), explicit instruction of spelling, extended writing, oral language development and listening/reading development. Students will meet with a certified Dyslexia Teacher for pullout instruction for 45 minutes/day.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary, a more intensive specialized program will be prescribed.</p> <p>Students who have exited the Dyslexia program are monitored by the Counselor.</p>	8/2017 - 5/2018	ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton	Local Funds - Time Contributions of Dyslexia Staff	Informal Assessment :Classroom Assessments - - 12/17: 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 Tests - - 05/18: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.

<b>Goal: 2      Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE, SCI) [TEC §4.001 (b)(2)(4)]</b> Objective(s):						
<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>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include changing student's seating as needed for the situation, adapting environment to avoid distractions, providing notebooks for organization, and providing lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.</p>	8/2017 - 5/2018	ES Special Program Coordinator - Venus Booker IS/JH Special Program Coordinator - Betsy Henry Content Specialist - Nancy Donahoe Content Specialist - Tracy Taylor	Local Funds - Time Contributions of Faculty and Staff		504 students receiving an equitable education compared to their non-504 peers.	Documents :Counseling Records - 05/18: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per Counselor records.

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<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: Gifted and Talented (G/T) Program - Hardin ISD has adopted a process for identifying and serving G/T students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who: 1) exhibits high performance capability in an intellectual, creative or artistic area; 2) possesses an unusual capacity for leadership or 3) excels in a specific academic field.	8/2017 - 5/2018	ES Special Program Coordinator - Venus Booker Content Specialist - Nancy Donahoe IS/JH Special Program Coordinator - Betsy Henry Content Specialist - Tracy Taylor	State - State Gifted and Talented Grant - G/T Adjusted Allotment  <b>\$41,995.00</b>	See Activities below.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	See Activities below.
Activity: G/T Assessment - Students in grades 1 – 12 are eligible to participate in the G/T Program of Hardin ISD. 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).	8/2017 - 5/2018	ES Counselor - Venus Booker IS/JH Counselor - Kelly Melancon HS Counselor - Betsy Henry	State - State Gifted and Talented Grant - Assessment Instruments	Documents :School Records - - 12/17: 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 - - 05/18: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.
Assessment instruments include:  * Parent/Teacher Nominations * Texas Primary Reading Inventory (TPRI) * Iowa Tests of Basic Skills (ITBS) * Cognitive Abilities Test (CogAT) * IQ Scores * Academic Grades * Content Skill * Creativity * Motivation						

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: G/T Modifications - G/T students are clustered within their regular foundation classroom and are provided a differentiated instructional program by a certified G/T teacher. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas.	8/2017 - 5/2018	ES Counselor - Venus Booker IS/JH Counselor - Kelly Melancon HS Counselor - Betsy Henry	State - State Gifted and Talented Grant - Time Contributions of G/T Staff	Informal Assessment :Classroom Assessments - - 12/17: 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 - - 05/18: 100% of the G/T students will achieve scores within the 95% to 100% range on assessment instruments administered at the end of the year.
Strategy: Ancillary Services - Hardin ISD 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.	8/2017 - 5/2018	ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton	Coordinated Funds - Time Contributions of Ancillary Staff	Documents :School Records - 12/17: 70% of students referred for Ancillary Services will have been served as indicated in campus records.	All students 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 - 05/18: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.  The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 77% by May 2018.

District Improvement Plan  
Hardin ISD 2017-2018

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

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Counseling Services - The School Counselor's responsibilities include:</p> <ul style="list-style-type: none"> <li>* 1:1 review of STAAR scores with students scoring below district expectations;</li> <li>* 1:1 and small group Counseling sessions;</li> <li>* Focused informal groups - behavior, attendance;</li> <li>* Assistance with testing coordination;</li> <li>* STAAR presentations and</li> <li>* Individual student planning.</li> </ul> <p>The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to:</p> <ul style="list-style-type: none"> <li>* Diagnostic/Prescriptive Services;</li> <li>* Coordination of Services - Academic and Related Services;</li> <li>* Child Find Activities;</li> <li>* ARDs;</li> <li>* Parent Training;</li> <li>* Student Planning and Transition Services and</li> <li>* Training Hardin ISD Foundation Staff on Modifications for Special Education Students.</li> </ul>	<p>8/2017 - 5/2018</p>	<p>ES Counselor - Venus Booker IS/JH Counselor - Kelly Melancon HS Counselor - Betsy Henry</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of ES Counselor FTE: 1.00 <b>\$68,878.37</b></p> <p>Local Funds - Time Contributions of IS/JH Counselor</p> <p>Local Funds - Time Contributions of HS Counselor</p>	<p>Documents :Counseling Records - - 12/17: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.</p>	<p>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.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/18: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.</p> <p>The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 77% by May 2018.</p>
<p>Activity: Library Services - A Certified Librarian and Library Aides conduct the Library-Media Services. Available resources include:</p> <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>	<p>8/2017 - 5/2018</p>	<p>Library Aide - Gloria Aleman Library Aide - Beth Lyons Library Aide - Nikki Moss</p>	<p>Local Funds - Time Contributions of Librarian</p> <p>Local Funds - Time Contributions of Library Aides</p>	<p>Documents :School Records - - 12/17: All Hardin ISD students have access to the library on a regularly scheduled basis.</p> <p>Librarian and teacher records indicate that at least 90% of the students have participated in Library activities.</p>	<p>The Hardin ISD 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.</p>	<p>Documents :School Records - - 05/18: Librarian and teacher records indicate that 100% of the students have participated in Library activities.</p>



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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: 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.	8/2017 - 5/2018	Homeless Liaison - Betsy Henry	Federal - Title I, Part A - Homeless Resources  <b>\$140.00</b>	Documents :Agenda Minutes, Sign-in Sheets - - 12/17: 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 - - 05/18: 100% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.

<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW SPA) [TEC §4.001 (b)(3)]</b>						
Objective(s):						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Procedures to promote student attendance will include rewards, extra privileges and field trips.</p> <p>Parents of students who are chronically absent will be notified through phone calls, notes, home visits and/or conferences. Truancy charges will be filed against parents/guardians of students with poor attendance.</p>	8/2017 - 5/2018	Attendance Coordinator - Tom Catchings ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton IS Asst. Principal - Randy Snell ES Asst. Principal - Raymond Dumas ES Asst. Principal - Ronald Scott JH Asst. Principal - Randy Snell HS Asst. Principal - Cindy Moss	Local Funds - Time Contributions of Attendance Coordinator  Local Funds - Time Contributions of Principals  Local Funds - Time Contributions of Assistant Principals  Local Funds - Awards	Documents :School Records - 08/17: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.  Documents :Parent Contact Agendas and Logs - 12/17: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.	Through the use of positive reinforcements, Hardin ISD faculty will encourage academic growth and increased student attendance.	Documents :Attendance Records - 05/18: Attendance rate at 97% or above.  Documents :Parent Contact Agendas and Logs - 05/18: Contact with 100% of parents/guardians of students who have excessive absences.
<p>Strategy:</p> <p>Dropout Prevention Program (TI, A SW SPA) - Dropout prevention and intervention efforts begin in Prekindergarten in Hardin ISD. 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>	8/2017 - 5/2018	ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton ES Counselor - Venus Booker IS/JH Counselor - Kelly Melancon HS Counselor - Betsy Henry	Local Funds - Time Contributions of Faculty and Staff	Documents :Attendance Records - 12/17: Attendance rate at 97% or above.	Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems.	Documents :School Records - 05/18: 90% of students will be promoted to the next grade level.

**Goal: 3** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW SPA) [TEC §4.001 (b)(3)]

Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Credit Recovery Program - Hardin High School offers a summer credit recovery program allowing students the opportunity to regain failed credits.</p> <p>Web-based programs are used for credit recovery for students who have failed a class and/or STAAR EOC Exam and serves as a tool to reduce dropout rates. Students who are having difficulty mastering the TEKS in core subject areas will be able to use these programs to receive targeted interventions that extend and support the classroom lessons.</p> <p>These programs will also accommodate students with different learning styles by providing multi-dimensional learning opportunities and allow students to work at their own pace outside of the foundation classroom.</p>	6/2018 - 7/2018	HS Counselor - Betsy Henry	State - State Compensatory Education (SCE) - Time Contributions of Teachers <b>\$10,296.11</b>		Students will continue to attend school and earn the required credits necessary to graduate in four years.	Documents :School Records - - 05/18: 100% of students in the program will have regained lost credits.

<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW SPA) [TEC §4.001 (b)(3)]</b>						
Objective(s):						
<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>Pregnancy, Education and Parenting (PEP) Program - PEP is an alternative education program for students at Hardin High School and Hardin Junior High School who are pregnant or who are parents. This program offers basic courses in language arts, mathematics, social studies and GED-Prep.</p> <p>Pregnancy Related Services (PRS) is a support service provided to students during the prenatal and postpartum periods of pregnancy. The intended purpose of the service is to provide academic, mental and physical support and encouragement so that students will remain in school until they earn a diploma. A student is eligible for PRS if:</p> <ul style="list-style-type: none"> <li>* the student is pregnant and attending classes on a district campus;</li> <li>* the pregnancy prenatal period prevents the student from attending classes on a district campus and</li> <li>* the pregnancy postpartum period prevents the student from attending classes on a district campus.</li> </ul> <p>Any student who is eligible to receive PRS as verified by a responsible campus official (administrator, Nurse or Counselor); a physician or Nurse Midwife licensed to practice in the U.S. or a Nurse practitioner. Hardin ISD will continue to identify and collect documentation on pregnant students. Documentation will include verification of pregnancy; copies of ARDs and IEPs, if applicable;</p>	8/2017 - 5/2018	JH Principal - Cami Jones HS Principal - Bryan Taulton	Local Funds - Time Contributions of Staff	Documents :School Records -- 12/17: Campus records indicate a reduction in absences and an increase in passing six weeks grades.	Students will continue to attend school and earn the required credits necessary to graduate in four years.	Documents :School Records -- 05/18: Campus records indicate all students graduate from school.

**Goal: 3** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW SPA) [TEC §4.001 (b)(3)]

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>PRS entry date; date of delivery and PRS exit date. The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities and coping skills.</p>						

<b>Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW SPA) [TEC §4.001 (b)(3)]</b>						
Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Extracurricular Activities - Hardin ISD 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, social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p> <p>Actives include:</p> <ul style="list-style-type: none"> <li>* Boys Football</li> <li>* Girls Volleyball</li> <li>* Boys and Girls Basketball</li> <li>* Boys Baseball</li> <li>* Girls Softball</li> <li>* Cross Country</li> <li>* Track</li> <li>* Tennis</li> <li>* Hornet Band</li> <li>* Hardin Jazz Band</li> <li>* Color Guard</li> <li>* FFA (Future Farmers of America)</li> <li>* CROSS</li> <li>* Leo Club</li> <li>* Cheerleading.</li> </ul> <p>Students in 4th grade may participate in the following student clubs:</p> <ul style="list-style-type: none"> <li>* Anti-Bully8ing</li> <li>* Nature</li> <li>* Science</li> <li>* Art</li> <li>* Recycling</li> </ul> <p>Students in grade 6 may participate in the Science Club.</p>	8/2017 - 5/2018	<p>Athletic Director - Tod Stark</p> <p>Athletic Director - Brian Beck</p> <p>JH/HS Band Director - Gabrielle Chandler</p> <p>IS Band Director - Glenn Zamazal</p> <p>UIL Coordinator - Sheryl Dudley</p>	<p>Local Funds - Time Contributions of Athletic Director</p> <p>Local Funds - Time Contributions of Band Directors</p> <p>Local Funds - Coaching Stipends</p>	<p>Informal Assessment :Report Card Grades - 12/17: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>	<p>All students have an opportunity to participate in UIL competitions.</p> <p>Students will become more diversified, goal-oriented and well-rounded individuals.</p>	<p>Informal Assessment :Report Card Grades - 05/18: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>

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

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

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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: Career Guidance and Counseling (TI, A SW SPA) - The Counselor will assist students in monitoring and understanding their own development. Areas addressed include:  * Education: Acquisition of study skills and choosing appropriate programs and services;  * Career: Need for positive work habits, career awareness and investigations of opportunities and  *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.  The High School College and Career Center, conducted by the Counselor, will be responsible for disseminating the following information to students, students' teachers and students' parents:  1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.);  2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56;  3) The need for students to make informed curriculum choices to be prepared for success beyond high school;  4) Source of information on higher education and  5) Opportunities for credit by exam, dual credit or correspondence	8/2017 - 5/2018	ES Counselor - Venus Booker IS/JH Counselor - Kelly Melancon HS Counselor - Betsy Henry	Coordinated Funds - Time Contributions of Counselors	Documents :School Records - 12/17: The High School College and Career Center will be kept current with information regarding various careers.	Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.  All students motivated to enter a field of work to their liking.	Documents :School Records - 05/18: An increase in the percentage of graduating seniors enrolling in college as compared to the previous year.



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Objective(s):

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>courses to allow for make-up credits, early graduation or college credits.</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. Current events, including those dealing with politics and the political process will be included at each grade level as appropriate. High School Government classes will invite appropriate governmental, business and community leaders to discuss the political/economic issues facing us today. Hardin High School will also encourage students to register to vote as they turn eighteen.</p> <p>The Junior High principal, Counselor, and faculty will encourage students to begin thinking about and preparing for high school and college. Classroom instruction is 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 at Hardin Junior High and High School by means of interdisciplinary, thematic or other appropriate instructional modules or arrangements. Hardin High School's Advisory teachers will schedule conferences with parents as needed.</p>						

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Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>College Preparation - Students in grades 9 – 12 have opportunities to earn college credit through the following methods:</p> <ul style="list-style-type: none"> <li>* Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB);</li> <li>* Enrollment in an AP or dual credit course through the Texas Virtual School Network;</li> <li>* Enrollment in courses taught in conjunction and in partnership with Lee College;</li> <li>* Enrollment in courses taught at the Lee College Liberty Center, and</li> <li>* Certain CTE courses.</li> </ul> <p>High school juniors and seniors are offered dual credit opportunities through Lee College. Available Dual Credit Courses include:</p> <ul style="list-style-type: none"> <li>* English 4A (ENGL 1301)</li> <li>* English 4B (ENGL 1302)</li> <li>* Government A (GOVT 2301)</li> <li>* Government B (GOVT 2302)</li> <li>* US History A (HIST 1301)</li> <li>* US History B (HIST 1302)</li> <li>* Psychology (PSYCH 2301)</li> <li>* Sociology (SOC1 1301)</li> </ul>	8/2017 - 5/2018	Dual Credit Teacher - Jonathan Mealer	<p>State - High School Allotment - High School Allotment <b>\$94,875.00</b></p> <p>Federal - Title I, Part A - Time Contributions of Dual Credit Teacher FTE: 0.06 <b>\$3,404.93</b></p> <p>Federal - Title IV, Part A SSAEP - Time Contributions of Dual Credit Teacher FTE: 0.07 <b>\$3,664.20</b></p> <p>Federal - Title IV, Part A SSAEP - PSAT Testing <b>\$6,136.00</b></p>	Documents :School Records - 12/17: Campus records indicate increased enrollment in dual credit courses and work force academy as compared to the previous year.	Students exhibiting college readiness and earning both high school and college credit.	Documents :School Records - 05/18: All students participating in concurrent and dual credit courses will earn high school and college credits.

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<p>Strategy:</p> <p>Career and Technical Education (TI, A SW SPA) - Hardin High School offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.</p> <p>Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p> <p>Students and parents are given the opportunity to explore career opportunities in the following areas:</p> <ul style="list-style-type: none"> <li>* Arts and Technology</li> <li>* Agriculture</li> <li>* Business Management</li> </ul>	<p>8/2017 - 5/2018</p>	<p>Ag Teacher - Pete Thonsgaard Technology Teacher - Melissa Luter Technology Teacher - Brent Anderson Technology Teacher - Beth Rosin</p>	<p>State - State Career and Technology Education Block Grant - Time Contributions of CTE Staff</p> <p style="text-align: right;"><b>\$820,812.00</b></p>	<p>Informal Assessment :Classroom Assessments- 12/17: High school students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.</p>	<p>Students will be exposed to the career opportunities available so that they, along with their parents may make informed decisions regarding their course of study.</p>	<p>Documents :School Records- 05/18: Campus records indicate an increase in the number of students enrolled in Career and Technology courses and students earning professional certifications as compared to the previous school year.</p>

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

Objective(s): PK-12      Only fully certified teachers and staff will be employed by Hardin ISD.  
 PK-12      Hardin ISD will maintain financial competitiveness with respect to salaries and benefits, as compared to similar area schools.

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

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

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<p>Strategy:</p> <p>Professional Development Program (TI, A SW SCNA, SPA) - The Hardin ISD Professional Development (PD) Coordinator, DPDMC, Principals and SBDMCs of Hardin ISD design and support professional development programs and activities that:</p> <ul style="list-style-type: none"> <li>* will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods;</li> <li>* will be intense and sustained;</li> <li>* will relate to the TEKS;</li> <li>* 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</li> <li>* will apply research to meet the learning needs of all students.</li> </ul> <p>Annual needs assessment results indicate a need for:</p> <ul style="list-style-type: none"> <li>* Training and mentorships for new teachers;</li> <li>* Professional development in specialized areas, i.e., teaching ELLs, G/T students, students meeting the state-adopted at-risk criteria and students with disabilities;</li> <li>* Professional development in technology;</li> <li>* Professional development in curriculum areas such as reading, math and writing;</li> <li>* Training in discipline strategies;</li> <li>* Training in accelerated education;</li> </ul>	<p>8/2017 - 5/2018</p>	<p>Superintendent - Gerald Nixon</p>	<p>Federal - Title II, Part A - TPTR - Contracted Professional Development <b>\$3,213.00</b></p> <p>State - State Compensatory Education (SCE) - Substitutes for PD <b>\$179.22</b></p>	<p>Documents :Agenda Minutes, Sign-in Sheets - 12/17: A professional development program will have been designed that meets the needs of Hardin ISD.</p>	<p>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.</p>	<p>Documents :Professional Development Records - 05/18: The principals and the SBDMCs 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.</p>



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

Objective(s): PK-12      Only fully certified teachers and staff will be employed by Hardin ISD.

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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>Recruitment and Retention Initiatives (TI, A SW SPA) - The DPDMC and the SBDMCs 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 ISD has 100% fully certified faculty in each teaching position.</p> <p>Hardin ISD ensures professional development opportunities are available for staff to be able to maintain and enhance their fully certified status.</p> <p>Hardin High School will implement peer/coaching techniques for their faculty members and monitor the teaching and learning process through effective walk-throughs and one period of mentoring conducted by a certified teacher.</p>	<p>8/2017 - 5/2018</p>	<p>Superintendent - Gerald Nixon ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton Mentor Teacher - Tom Cathchings Mentor - Kathy Smith</p>	<p>Local Funds - Time Contributions of Staff</p>		<p>100% Fully Certified Faculty.</p>	<p>Documents :School Records - 05/18: Recruitment strategies and activities have resulted in the employment of additional certified professionals, minority professionals and trained paraprofessionals.</p>

<b>Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW SCNA, SPA, SPE) [TEC §4.001 (b)(10)]</b> Objective(s): PK-12 Hardin ISD 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 Needs Assessment (TI, A SW SCNA) - As part of the Comprehensive Needs Assessment, Hardin ISD 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 ISD 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 district will address these needs by purchasing updated software and hardware and funding a wide variety of professional development activities.</p> <p>As the need arises, Special Population students such as ESL students will use portable electronic devices to expand knowledge and language skills, as well as narrow the achievement gap between ELLs and non-ELLs.</p>	8/2017 - 5/2018	ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton Director of Digital Learning - Diane Huff	Local Funds - Time Contributions of Technology Director		The educational system of Hardin ISD 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 - 08/17: 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>
<p>Strategy:</p> <p>Technology Integrated Curriculum (TI, A SW SPA) - Hardin ISD classroom teachers are using technology as an alternative instructional tool. Activities include:</p> <p>1) Using instructional software programs such as Successmaker, I-Station, Math XL, and Think Through Math to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression.</p> <p>2) Using computer software and Internet access to support instruction, teachers' access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson.</p> <p>3) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements.</p> <p>4) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.</p>	8/2017 - 5/2018	ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton	Local Funds - Site Licenses	Documents :Teacher Lesson Plans- 12/17: Teacher Lesson Plans will indicate that 100% of the classroom teachers are integrating technology into instruction.	<p>Increasing numbers of teachers using the Internet and software systems to integrate technology into instruction.</p> <p>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.</p> <p>An educational system that is strengthened by utilizing technology as an integral component.</p>	<p>Criterion-Referenced Test :STAAR Tests- 05/18: The percentage of all students with STAAR Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.</p> <p>The percentage of all students with STAAR Math results at Approaches Grade Level or above will increase from 74% to 77% by May 2018.</p>



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

Objective(s):

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

<p><b>Goal: 7</b>      <b>Hardin ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW SPA, SCI) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b></p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) (TI, A SW SCI) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> <li>1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy;</li> <li>2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care;</li> <li>3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being;</li> <li>4. Counseling services designed to improve the mental, emotional and social health of students;</li> <li>5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities;</li> <li>6. School, parent and community involvement in the health and well-being of students;</li> <li>7. A physical education curriculum that integrates mental and physical learning experiences to promote</li> </ol>	8/2017 - 5/2018	<p>ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton</p>	Local Funds - Time Contributions of Staff	<p>Informal Assessment :Classroom Assessments-12/17: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Referrals- 05/18: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.

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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>optimum overall student health and social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>In addition, students and families receive food bags from the Houston Food Bank.</p>						

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<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>School Health Advisory Council (SHAC) - The Board has established a local school health advisory council to assist the District in ensuring that local community values are reflected in the District's health education instruction. The council's duties include recommending the following:</p> <ol style="list-style-type: none"> <li>1. The number of hours of instruction to be provided in health education;</li> <li>2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco;</li> <li>3. Appropriate grade levels and methods of instruction for human sexuality instruction; and</li> <li>4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program: <ul style="list-style-type: none"> <li>* School health services;</li> <li>* Counseling and guidance services;</li> <li>* A safe and healthy school environment; and</li> <li>* School employee wellness.</li> </ul>                     (Local Policy EHAA, TEC 28.004(c))                 </li> </ol>	8/2017 - 5/2018	Superintendent - Gerald Nixon	Local Funds - Time Contributions of SHAC Committee		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Agendas, Meeting Notes - - Monthly: SHAC minutes will reflect that the activity has been implemented as prescribed.

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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: School Based Medicaid - Through the School Health and Related Services Program (SHARS), Hardin ISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services, and special transportation. In order to be eligible, students must meet the following requirements:  * be Medicaid eligible;  * be under 21 years of age;  * meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA) and  * have Individual Education Plans (IEPs) that prescribe the needed services.	8/2017 - 5/2018	Special Education Coordinator - Vernon Feirbend	Local Funds - Time Contributions of Staff		Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :School Records -- 05/18: 100% of eligible students will have access to health-related services and health-related information regarding Medicaid.

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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 (TI, A SW SPA) - The health and safety of Hardin ISD students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools", Hardin ISD 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>* Campus Lockdowns</li> <li>* Security Audits</li> <li>* Video Camera Security System</li> <li>* Hornet Incentive Program (H.I.P.)</li> <li>* Character Education: Core Essentials Always Program for 4th graders</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 Cyber Bullying Hotline.</li> <li>* Campus Safety and Security</li> </ul> </li> </ul>	8/2017 - 5/2018	<p>Superintendent - Gerald Nixon ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - School Security</p>	<p>Documents :School Records - 12/17: A log for emergency drill and safety inspections has been established and updated on a regular basis.</p>	<p>Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.</p>	<p>Documents :Discipline Referrals - 05/18: Improved discipline in the classroom and reduced number of referrals per year.</p>



District Improvement Plan  
Hardin ISD 2017-2018

<p><b>Goal: 7</b>      <b>Hardin ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW SPA, SCI) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b></p> <p>Objective(s):</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>through the Principals.</p> <p>* Positive Behavioral Support through Region IV.</p> <p>Activity:</p> <p>Emergency and Security Operations - Hardin ISD will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills and periodic security audits of all campuses 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 ISD will make any necessary changes to improve safety and security for their students.</p> <p>Activity:</p> <p>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>Hardin ISD students who have violated the district code of conduct will be placed in the DAEP. Computer assisted instruction and counseling services will be provided for any student who is at risk of dropping out of school.</p>	<p>8/2017 - 5/2018</p>	<p>Superintendent - Gerald Nixon ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - Security Audit Reports</p>		<p>Hardin ISD will maintain a safe and disciplined school environment for all students, staff and community members.</p>	<p>Documents :School Records - - 05/18: An Emergency and Security Operations Plan has been implemented.</p>
	<p>8/2017 - 5/2018</p>	<p>AB/DAEP Administrator - Penny Colton</p>	<p>Local Funds - Time Contributions of DAEP Staff</p>	<p>Documents :School Records - - 12/17: 50% reduction in infractions of the Student Code of Conduct, as reflected on the Principal's records.</p>	<p>Reduction in discipline referrals to the DAEP.</p> <p>Dropout rate remains at 0%.</p>	<p>Documents :School Records - - 05/18: 75% reduction in infractions of the Student Code of Conduct, as reflected on the Principal's records.</p> <p>Documents :School Records - - 05/18: Fewer incidences of illegal and/or disorderly activities.</p>

<b>Goal: 7 Hardin ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (TI, A SW SPA, SCI) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</b> Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Hardin ISD recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.  An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselors and Principals, using the data to plan specific programs and activities. Activities include, but are not limited to:  * National Red Ribbon Week  * Student Assemblies to enhance Drug/Alcohol Awareness  * Drug Dogs  * D. A. R. E.  * Just Say No  * Dating Violence Policy (see Board Policy FFH-Local)  * Random Drug Testing for qualifying students	8/2017 - 5/2018	ES Principal - Jennifer Stein IS Principal - Julia Hall JH Principal - Cami Jones HS Principal - Bryan Taulton	Local Funds - Time Contributions of Faculty and Staff	Documents :Agenda Minutes, Sign-in Sheets - - 08/17: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.  Documents :Counseling Records - - 12/17: Counselor's Summary Report will indicate that 80% of students have a heightened awareness of the dangers of substance use and abuse.	A drug-free student body, faculty and staff.  Reduction in PEIMS 425 Incidents.	Documents :Counseling Records - - 05/18: Counselor's Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.

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

Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Child Sexual Abuse and Other Maltreatment of Children The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed by contacting your child's counselor. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more</p>	<p>8/2017 - 5/2018</p>	<p>Superintendent - Gerald Nixon</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :School Records - - 08/17: Sexual Abuse policy has been distributed to staff, parents and students.</p>	<p>Staff, parents and students have an increased awareness of issues regarding the sexual abuse and other maltreatment of children.</p>	<p>Documents :School Records - - 05/18: Sexual Abuse policy will have been implemented.</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>indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (DFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see <a href="http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp">http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp</a>.</p> <p>The following Web sites might help you become more aware of child abuse and neglect:</p> <p><a href="http://www.childwelfare.gov/pubs/factsheets/signs.cfm">http://www.childwelfare.gov/pubs/factsheets/signs.cfm</a></p> <p><a href="http://sapn.nonprofitoffice.com">http://sapn.nonprofitoffice.com</a></p> <p><a href="http://www.taasa.org/member/materials2.php">http://www.taasa.org/member/materials2.php</a></p> <p><a href="http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml">http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml</a></p> <p><a href="http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml">http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</a></p> <p>Reports may be made to:</p> <p>The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at <a href="http://www.txabusehotline.org">http://www.txabusehotline.org</a>).</p>						

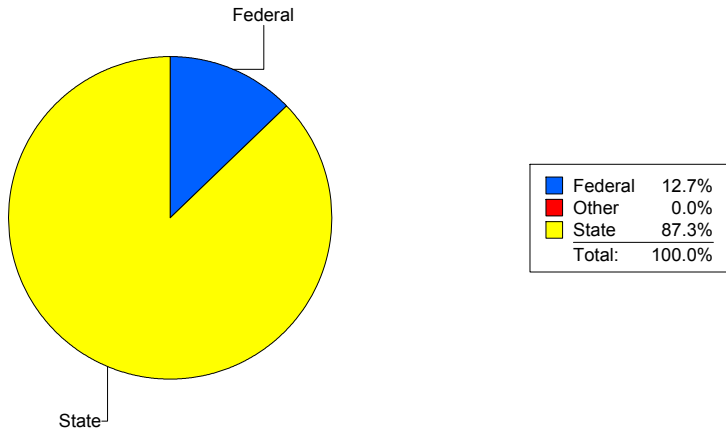
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Counseling Responsive Services (TI, A SW SPA) - The Counselors 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 Counselors are available to speak with students, parents, staff and community members in both individual and group settings. The counselors 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>	8/2017 - 5/2018	<p>ES Counselor - Venus Booker IS/JH Counselor - Kelly Melancon HS Counselor - Betsy Henry</p>	Coordinated Funds - Time Contributions of Counselors	<p>Documents :Agenda Minutes, Sign-in Sheets - 12/17: Scheduled staff meetings to discuss and monitor any situation that may need extra attention.</p>	<p>All students get along with their peer with a healthy outlook toward life.</p> <p>Reduction in retention and dropout rates.</p>	<p>Documents :Counseling Records - 05/18: Referrals to Counselor have decreased as compared to the previous year.</p>

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Objective(s):

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

## Funding Values By Program



District Improvement Plan  
Hardin ISD 2017-2018

### Funding Values By Program

<b>Federal</b>	<u>FTE</u>	<u>DollarValue</u>
<b>IDEA-B Formula</b>		
Time Contributions of Special Education Staff	0.00	\$0.00
<b>IDEA-B Preschool</b>		
Time Contributions of Special Education Teacher	0.00	\$0.00
<b>Title I, Part A</b>		
Time Contributions of ES Reading Staff	2.00	\$86791.86
Time Contributions of IS Reading Teachers	0.66	\$38606.77
Time Contributions of JH ELA Teachers	0.52	\$28459.13
Time Contributions of HS Math Lab Teacher	0.15	\$7787.25
Time Contributions of Dual Credit Teacher	0.06	\$3404.93
SECCA, Inc Consulting Services	0.00	\$4606.00
Time Contributions of PK Staff	0.98	\$60506.46
Homeless Resources	0.00	\$140.00

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**Funding Values By Program**

<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Title II, Part A - TPTR</b>		
Time Contributions of IS ELA Teachers	0.49	\$27071.43
Contracted Professional Development	0.00	\$3213.00
SECCA, Inc Consulting Services	0.00	\$618.00
<b>Title III, Part A - LEP</b>		
Region IV SSA	0.00	\$3659.00
<b>Title IV, Part A SSAEP</b>		
Time Contributions of Dual Credit Teacher	0.07	\$3664.20
PSAT Testing	0.00	\$6136.00
SECCA, Inc Consulting Services	0.00	\$200.00
		<b>\$274,864.03</b>
<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Coordinated Funds</b>		
PD Contracted Services, Travel and Registration	0.00	\$0.00
Time Contributions of Counselors	0.00	\$0.00
Time Contributions of PK Staff	0.00	\$0.00
Time Contributions of Counselors	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
<b>Local Funds</b>		
Time Contributions of Attendance Coordinator	0.00	\$0.00
Time Contributions of Principals	0.00	\$0.00
Time Contributions of Assistant Principals	0.00	\$0.00
Awards	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Athletic Director	0.00	\$0.00



**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Time Contributions of Band Directors	0.00	\$0.00
Coaching Stipends	0.00	\$0.00
Communication Vehicles	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Parents, Staff and Community Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Instructional Resources	0.00	\$0.00
Time Contributions of 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 Staff	0.00	\$0.00
Time Contributions of Technology Director	0.00	\$0.00
Technology Policies	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
School Security	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

**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
Site Licenses	0.00	\$0.00
Time Contributions of Parents, Faculty and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Parent Notifications Resources	0.00	\$0.00
Extra Duty Pay for Summer School Staff	0.00	\$0.00
Time Contributions of SHAC Committee	0.00	\$0.00
Time Contributions of Staff	0.00	\$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
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of IS/JH Counselor	0.00	\$0.00
Time Contributions of HS Counselor	0.00	\$0.00
Time Contributions of Librarian	0.00	\$0.00
Time Contributions of Library Aides	0.00	\$0.00
Time Contributions of ESL Teacher	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Dyslexia Staff	0.00	\$0.00
		<b>\$0.00</b>
<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Bilingual Supplement Block Grant</b>		

## Funding Values By Program

<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Bilingual Supplement Block Grant</b>		
Time Contributions of ESL Staff	0.00	\$0.00
Bilingual Education Allotment	0.00	\$24682.00
Assessment Instruments	0.00	\$0.00
<b>High School Allotment</b>		
High School Allotment	0.00	\$94875.00
<b>State and Local Funds</b>		
Time Contributions of ESL Staff and LPAC	0.00	\$0.00
<b>State Career and Technology Education Block Grant</b>		
Time Contributions of CTE STAFF	0.00	\$820812.00
<b>State Compensatory Education (SCE)</b>		
Time Contributions of HS Reading/Writing Lab Teachers	0.36	\$18780.21
Time Contribution of HS Math Lab Teacher	0.09	\$4314.80
Time Contributions of ES Flex Teachers	1.02	\$48929.39
Time Contributions of IS Flex Teachers	0.24	\$12942.96
Time Contributions of JH Flex Teachers	0.32	\$18129.81
Time Contributions of HS Flex Teachers	0.60	\$32876.68
Time Contributions of ES Math Lab Aide	1.00	\$20654.47
Time Contributions of IS Supplemental Math Teacher	0.25	\$12923.15
Substitutes for PD	0.00	\$179.22
SECCA, Inc Consulting Services	0.00	\$13621.00
Extra Duty Pay for After School Tutorials	0.00	\$5353.96
Time Contributions of IS Tutorial Teachers	0.64	\$33157.51
Time Contributions of JH Tutorial Teachers	0.84	\$43657.90

**Funding Values By Program**

<b>State</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>State Compensatory Education (SCE)</b>		
Time Contributions of ES Counselor	1.00	\$68878.37
Time Contributions of Teachers	0.00	\$10296.11
<b>State Gifted and Talented Grant</b>		
Assessment Instruments	0.00	\$0.00
Time Contributions of G/T Staff	0.00	\$0.00
G/T Adjusted Allotment	0.00	\$41995.00
<b>State Special Education Block Grant</b>		
Time Contributions of Staff	0.00	\$567805.00
Assessment Instruments	0.00	\$0.00
Time Contributions of ARD Committee	0.00	\$0.00
Child Find Resources	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
		<b><u>\$1,894,864.54</u></b>
<b>Grand Total:</b>		<b>\$2,169,728.57</b>