

Hardin Intermediate School 2017-2018

Campus Improvement Plan

2017-2018 School Year

Campus Improvement Plan
Hardin Intermediate School 2017-2018

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Hall, Julia	Principal	Hardin Intermediate School	
Weaver, Sandra	Teacher	Hardin Intermediate School	5-2018
Lowry, Debbie	Teacher	Hardin Intermediate School	5-2018
Gears, Sarah	Teacher	Hardin Intermediate School	5-2018
West, Bobbi	Teacher	Hardin Intermediate School	5-2018
Murphy, Shawndra	Teacher	Hardin Intermediate School	5-2018
Barker,	Parent	Hardin Intermediate School	5-2018
Nolte, Linda	Community Representative	Hardin Intermediate School	5-2018
Fregia,	Business Representative	Hardin Intermediate School	5-2018

Campus Improvement Plan
Hardin Intermediate School 2017-2018

Names of People Responsible For Implementation

Name	Title	Campus / District
Hall, Julie	Principal	Hardin Intermediate School
Zamazal, Glenn	Band Director	Hardin Intermediate School
Fairbend, Vernon	Diagnostician	Hardin ISD
Huff, Diane	Director of Digital Learning	Hardin ISD
Henry, Betsy	Testing Coordinator	Hardin Intermediate School
Henry, Betsy	Homeless Liaison	Hardin ISD
West, Bobbi	Sixth Grade Teacher	Hardin Intermediate School
Gears, Sara	Sixth Grade Teacher	Hardin Intermediate School
Lowry, Debbie	Sixth Grade Teacher	Hardin Intermediate School
Sexton, Annice	Sixth Grade Teacher	Hardin Intermediate School
Weaver, Sandra	Sixth Grade Teacher	Hardin Intermediate School
Fregia, Tina	Lab Teacher	Hardin Intermediate School
Zamazal, Glenn	Supplemental Math Teacher	Hardin Intermediate School
Murphy, Shawndra	Supplemental Reading Teacher	Hardin Intermediate School
Murphy, Shawndra	Fine Arts Teacher	Hardin Intermediate School
Anderson, Brent	Technology Teacher	Hardin Intermediate School
Koen, Francis	Special Education Teacher	Hardin Intermediate School
Pavliska, Heath	P.E. Teacher	Hardin Intermediate School
Snell, Regina	P.E. Teacher	Hardin Intermediate School

STAAR

Grade: **6th**

STAAR Mathematics

100%

	2016	2017	2018	2019	2020
All Students	71.00	71.00	80.67	90.33	100.00
Economically Disadvantaged	63.00	64.00	76.00	88.00	100.00
Hispanic	82.00	0.00	88.00	94.00	100.00
White	74.00	73.00	82.00	91.00	100.00

Grade: **6th**

STAAR Reading

100%

	2015	2016	2017	2018	2019	2020
All Students	74.00	68.00	55.00	70.00	85.00	100.00
Economically Disadvantaged	65.00	59.00	46.00	64.00	82.00	100.00
Hispanic	0.00	64.00	0.00	76.00	88.00	100.00
White	77.00	73.00	56.00	70.67	85.33	100.00

About Hardin Intermediate

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:

6

Enrollment:

237

Accountability Ratings:

State Accountability Rating:

2017 Met Standard

Demographics

2016-2017 Enrollment:

108 – Sixth Grade

2016-2017 Students per Teacher:

16.7 – Grade 6

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

1. Conduct a Schoolwide Comprehensive Needs Assessment (SCNA).
 - Goal #2: Campus 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 #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 #7: Coordinated School Health Program Strategy

Needs Assessment Summary

Hardin Intermediate received a State Accountability Rating of Met Standard from TEA in 2017. The Met Standard Rating was received because the campus met the target score on Student Achievement, Closing Performance Gaps, and Postsecondary Readiness.

Student Strengths and Needs:

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

Reading: 55% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 56% for White students to 46% for Economically Disadvantaged students.

Math: 71% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 73% for White students to 64% for Economically Disadvantaged students.

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

- * Tutorial/Advisory Program
- * Supplemental Reading Class
- * Supplemental Math Class
- * Double Blocked ELA Classes
- * Optional Flexible Year Program (OFYP)

Faculty and Staff:

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

Campus Improvement Plan
Hardin Intermediate School 2017-2018

Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Intermediate students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s): 6th Hardin Intermediate will work with the local Parent-Teacher Organization to increase membership and encourage active participation by parents and teachers at all grade levels. 6th Hardin Intermediate will communicate more effectively with parents and the community.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Parent and Community Involvement (TI, A SW SPA) - The Hardin Intermediate principal along with the Site-Based Decision Making Committee (SBDMC) will meet periodically to discuss parental involvement issues, programs, strategies and activities.</p> <p>All Hardin Intermediate stakeholders (staff, students, parents, community members and business representatives) will be notified of reports, upcoming conferences, campus-level events, meetings and programs impacting our campus. Stakeholders are notified through the Hardin Intermediate Homepage on the Hardin ISD website, District Calendar, 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 Hardin ISD. Motivational strategies will be infused within the activities and the activities will be planned to encourage parental participation and community involvement.</p>	7/2017 - 6/2018	Principal - Julie Hall	Local Funds - Communication Vehicles	Documents :School Records - 08/17: An approved Campus Parental and Community Involvement Calendar will have been distributed to the SBDMC for scheduling of timely announcements to parents and community members.	Increased number of stakeholders participating in Hardin Intermediate events.	Documents :Parent Involvement Records - 06/18: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year. Informal Assessment :Anecdotal Reports and Surveys - 06/18: All stakeholder groups report precise, timely and meaningful communication from the campus.

Campus Improvement Plan
Hardin Intermediate School 2017-2018

Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Intermediate students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s): 6th Hardin Intermediate will work with the local Parent-Teacher Organization to increase membership and encourage active participation by parents and teachers at all grade levels. 6th Hardin Intermediate will communicate more effectively with parents and the community.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Parent, Student, Teacher Compact - The school and parent representatives will re-adopt or modify the Hardin Intermediate Parent/Student/Teacher Compact. This compact will identify ways the school and parents can share the responsibility for student performance and success. All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. All compacts will be reviewed and signed. Copies of the compact will be distributed at the PTO meetings and in the Student Handbook.	5/2017 - 10/2017	Principal - Julie Hall	Local Funds - Time Contributions of Parents, Faculty and Staff		A Parent, Student, Teacher Compact that provides guidance for parents in becoming equal partners in their students' education.	Documents :Agendas, Sign-in Sheets and Meeting Notes - - 06/17: Parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher Compact.
Activity: Site-Based and Decision-Making Committee (SBDMC) - The SBDMC is made up of members of the Hardin Intermediate staff, parent representatives, business representatives and community members. Parents are selected to be members by campus administrators for two year terms. The SBDMC meets regularly to discuss plans, progress and ideas for improving the education and environment at Hardin Intermediate . [TEC 11.251 (b)]	8/2017 - 5/2018	Principal - Julie Hall	Local Funds - Time Contributions of Committee Members		A CIP that is a living document that provides guidance to the implementation of the educational system and support components of Hardin Intermediate.	Documents :Agendas, Sign-in Sheets and Meeting Notes - - 05/18: A current CIP approved by the Hardin ISD Board of Trustees.

Campus Improvement Plan
Hardin Intermediate School 2017-2018

Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Intermediate students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s): 6th Hardin Intermediate will work with the local Parent-Teacher Organization to increase membership and encourage active participation by parents and teachers at all grade levels. 6th Hardin Intermediate will communicate more effectively with parents and the community.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Events and Programs - Hardin Intermediate encourages parents and community members to become actively engaged in the education of their children. Activities are planned to encourage parental and community participation. Activities include: * Open House * Student Orientation * Parent/Teacher Conferences * Award Assemblies * Fall and Spring Parent Nights	8/2017 - 5/2018	Principal - Julie Hall	Local Funds - Parent Involvement Refreshments		Increased number of parents and community members participating in events.	Documents :Parent Involvement Records - 05/18: Parent and Community Involvement Records will reflect an increase in participation in campus activities as compared to the previous year.
Strategy: 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 Intermediate. Parents are notified of the federal and state regulations governing educational programs and support services—soliciting recommendations in program development and funding. 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 Intermediate in the upcoming school year and in the development of the application for federal funding.	8/2017 - 5/2018	Principal - Julie Hall	Local Funds - Time Contributions of Parents, Staff and Community Members	Documents :School Records - 08/17: 100% of the Hardin Intermediate 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.	Parents as full partners with educators in the education of Hardin Intermediate students.	Documents :Agendas, Sign-in Sheets and Meeting Notes - 05/18: SBDMC agendas and minutes will reflect that parents have participated in the planning and development of the educational system of Hardin Intermediate, and that they were able to make educated decisions regarding their student's participation in educational programs of Hardin Intermediate.

Campus Improvement Plan
Hardin Intermediate School 2017-2018

Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Intermediate students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s): 6th Hardin Intermediate will work with the local Parent-Teacher Organization to increase membership and encourage active participation by parents and teachers at all grade levels. 6th Hardin Intermediate will communicate more effectively with parents and the community.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>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"> * Qualifications of staff, * Parental rights to request information, * Title I, Part A Parent Involvement Policy, * Parental Information Resource Centers, * Student Progress Reports, * School Report Cards, * Application of technology, * School Improvement Program, * Safe and Drug-Free Schools and Communities Programs, * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	8/2017 - 5/2018	Principal - Julie Hall	Local Funds - Parent Notifications Resources		<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 Log - - 05/18: 100% of all applicable parents were contacted in a timely manner.</p> <p>Parental feedback was documented with each contact.</p>

Campus Improvement Plan
Hardin Intermediate School 2017-2018

Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Intermediate students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s): 6th Hardin Intermediate will work with the local Parent-Teacher Organization to increase membership and encourage active participation by parents and teachers at all grade levels. 6th Hardin Intermediate will communicate more effectively with parents and the community.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the DPDMC, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMCs are cognizant of the regulations governing Schoolwide programs, understand the components of a Title I Schoolwide Program and include these components in the Hardin Intermediate CIP.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A and Title IV, Part A programs and other federal, state and local programs. Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p>	7/2017 - 6/2018	Principal - Julie Hall	Federal - Title I, Part A - SECCA, Inc Consulting Services <p style="text-align: right;">\$4,606.00</p> Federal - Title II, Part A - TPTR - SECCA, Inc Consulting Services <p style="text-align: right;">\$618.00</p> Federal - Title IV, Part A SSAEP - SECCA, Inc Consulting Services <p style="text-align: right;">\$200.00</p> State - State Compensatory Education (SCE) - SECCA, Inc Consulting Services <p style="text-align: right;">\$13,621.00</p>	Documents :Agendas, Sign-in Sheets and Meeting Notes - - 12/17: Hardin Intermediate SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Hardin Intermediate will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Documents :School Records - - 05/18: Hardin Intermediate will receive the State Accountability Rating of Met Standard.

Campus Improvement Plan
Hardin Intermediate School 2017-2018

Goal: 1 Parents and community members will be full partners with educators in the education of Hardin Intermediate students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s): 6th Hardin Intermediate will work with the local Parent-Teacher Organization to increase membership and encourage active participation by parents and teachers at all grade levels. 6th Hardin Intermediate will communicate more effectively with parents and the community.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Evaluation of Parental Involvement Program (TI, A SW SPE) - Parents are involved in the evaluation of the Parental Involvement Program. During the evaluation process, parents review the Title I, Part A Parental Involvement Policy and the Parent, Student, Teacher Compact. Parents may vote to amend if necessary to increase effectiveness.</p> <p>The SBDMC meets regularly to review average class size, school climate, student discipline and behaviors and parent/student surveys.</p> <p>The 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	Principal - Julie Hall	Local Funds - Time Contributions of Committee Members	<p>Documents :School Records - 08/17: An approved Campus Parental Involvement Policy and a School, Parent, Student Compact available for distribution to parents, faculty and staff.</p> <p>Documents :Agendas, Sign-in Sheets and Meeting Notes - 02/18: SBDMC agenda and minutes will indicate that parent surveys have been distributed in English or Spanish to all parents.</p>	State-of-the-Art Parental Involvement Program.	<p>Documents :Agendas, Sign-in Sheets and Meeting Notes - 05/18: SBDMC 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 and Community Involvement Program.</p>

Campus Improvement Plan
Hardin Intermediate School 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) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Campus Performance Objectives (TI, A SW SCNA) - The SBDMC meets quarterly to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness, reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program, and reviewing the professional and paraprofessional staff available.</p> <p>Campus performance objectives are based on data available through the comprehensive needs assessment process. Hardin Intermediate will adopt performance objectives reflective of their students' unique needs.</p>	6/2017 - 6/2018	Principal - Julie Hall	Local Funds - Time Contributions of Committee Members		The campus performance objectives will support the needs of the district and the immediate needs of the campus.	Documents :Agendas, Sign-in Sheets and Meeting Notes - Quarterly: SBDMC 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 Intermediate 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 (grade 6) and Math (grade 6).</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	Testing Coordinator - Betsy Henry	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.

Campus Improvement Plan
Hardin Intermediate School 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) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Foundation Program (TI, A SW SCNA, SPA, SPE) - The Hardin Intermediate 6th grade curriculum is based on the TEKS. Teachers will utilize the 5-E Model and include both hands on and higher level thinking skills.</p> <p>Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Hardin Intermediate.</p> <p>Effective instructional strategies, activities and initiatives that increase the amount and quality of learning time, promoting accelerated instruction and providing educational enrichment – these provide opportunities for all students to succeed, the foremost focus of Hardin Intermediate.</p> <p>Activity:</p> <p>Foundation Assessments - Sixth grade 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. Students meeting the at-risk criteria are those scoring below 70%.</p>	8/2017 - 5/2018	Principal - Julie Hall Classroom Teachers -	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.	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.
<p>Activity:</p> <p>Foundation Assessments - Sixth grade 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. Students meeting the at-risk criteria are those scoring below 70%.</p>	8/2017 - 5/2018	Lab Teacher - Tina Fregia	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will receive passing six week grades in core subject areas.	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	Criterion-Referenced Test :STAAR Tests - - 05/18: 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.

Campus Improvement Plan
Hardin Intermediate School 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) [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: Supplemental Reading and Math Class - Students in grade 6 who have not met the minimum expectations on the STAAR Reading and/or STAAR Math tests, or who have failed a Reading and/or Math class will be provided supplemental reading and math instruction. These classes will have a small pupil: 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 reading and math concepts.</p>	8/2017 - 5/2018	Supplemental Reading Teacher - Shawndra Murphy Supplemental Math Teacher - Glenn Zamazal	State - State Compensatory Education (SCE) - Time Contributions of Math Teacher FTE: 0.25 \$12,923.15 Federal - Title I, Part A - Time Contributions of Reading Teacher FTE: 0.37 \$22,775.26	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Reading Test - - 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.
<p>Activity: ELA Instruction - In order to ensure that each student is receiving the individualized instruction and personal attention that he or she needs, Hardin Intermediate will provide double blocked ELA classes to allow students to receive more individualized and intensive instruction.</p>	8/2017 - 5/2018	Sixth Grade Teacher - Sara Gears Sixth Grade Teacher - Annice Sexton	Federal - Title I, Part A - Time Contributions of ELA Teacher FTE: 0.29 \$15,831.51 Federal - Title II, Part A - TPTR - Time Contributions of ELA Teachers FTE: 0.49 \$27,071.43	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 Reading results at Approaches Grade Level or above will increase from 67% to 70% by May 2018.

Campus Improvement Plan
Hardin Intermediate School 2017-2018

<p>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) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s):</p>						
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) - Intensive instruction in core subject areas for 6th graders will be provided by classroom teachers for 4 days out of the school year, either because of a failure on STAAR tests or failure to meet minimum expectations in core subject courses during the school year.</p>	8/2018 - 5/2018	Principal - Julie Hall	<p>State - State Compensatory Education (SCE) - Time Contributions of Teachers FTE: 0.24</p> <p style="text-align: right;">\$12,942.96</p>	<p>Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.</p>	Students have every opportunity to meet their full educational potential.	<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>Strategy:</p> <p>Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).</p>	8/2017 - 5/2018	Special Education Teacher - Francis Koen	<p>State - State Special Education Block Grant - Special Education Adjusted Allotment</p> <p style="text-align: right;">\$567,805.00</p>	<p>Informal Assessment :Classroom Assessments - 12/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	Students with disabilities have every opportunity to meet their full educational potential.	<p>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.</p>

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) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>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 - 8/2018	Special Education Teacher - Francis Koen	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 the students with disabilities will pass the appropriate mandated assessment instrument(s), as prescribed by individual student's ARDs. 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

Campus Improvement Plan
Hardin Intermediate School 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) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: English as a Second Language (ESL) Program - Hardin Intermediate 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. Hardin ISD will provide services for ELLs and their families through a Shared Service Arrangement (SSA) with Region IV Educational Service Center (ESC).	8/2017 - 5/2018	Supplemental Reading Teacher - Shawndra Murphy	State - Bilingual Supplement Block Grant - Bilingual Education Allotment <p style="text-align: right;">\$24,682.00</p> Federal - Title III, Part A - LEP - Region IV SSA <p style="text-align: right;">\$3,659.00</p>	See Activities below.	Narrowing the achievement gap between ELLs and other students.	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) [TEC §4.001 (b)(2)(4)]**
Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>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.</p> <p>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.</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to ELLs in grade 6. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.</p> <p>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.</p>	8/2017 - 5/2018	Principal - Julie Hall	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 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.

Campus Improvement Plan
Hardin Intermediate School 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) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Programs and Services for ELLs - Based on LPAC prescription, ELLs participate in inclusion in the ELA classroom. The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement.	8/2017 - 5/2018	Principal - Julie Hall	State - Bilingual Supplement Block Grant - Time Contributions of ESL Staff and Resources	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 other students.	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.

Campus Improvement Plan
Hardin Intermediate School 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) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Program Exit Criteria - Exit criteria are applicable to students in grade 6 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. 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. The LPAC reviews each limited English proficiency 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: * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken. The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time	8/2017 - 5/2018	Principal - Julie Hall	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.

Campus Improvement Plan
Hardin Intermediate School 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) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Programs and Services for Students with Dyslexia and Related Disorders - Hardin Intermediate's intervention program 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. 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. Students who have exited the Dyslexia program are monitored by the Counselor.	8/2017 - 5/2018	Counselor - Betsy Henry Classroom Teachers -	Local Funds - Time Contributions of Dyslexia Teacher	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 Reading Test - - 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.

Campus Improvement Plan
Hardin Intermediate School 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) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: 504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations. The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data. Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays. Environmental accommodations may also be made for students. These may include changing student's seating as needed for the situation, adapting environment to avoid distractions, providing notebooks for organization, and providing lighting accommodations or non-verbal behavior cues (cue cards). STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.	8/2017 - 5/2018	Principal - Julie Hall	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.

Campus Improvement Plan
Hardin Intermediate School 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) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Gifted and Talented (G/T) Program - Hardin Intermediate has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who: 1) exhibits high performance capability in an intellectual, creative or artistic area; 2) possesses an unusual capacity for leadership or 3) excels in a specific academic field.	8/2017 - 5/2018	Principal - Julie Hall	State - State Gifted and Talented Block Grant - G/T Adjusted Allotment \$41,995.00	See Activities below.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	See Activities below.
Activity: G/T Assessment - Students in grade 6 are eligible to participate in the G/T Program of Hardin Intermediate. Students go through a nomination and assessment process for G/T identification in December that includes at least 3 criteria, which include both qualitative and quantitative measures, gathered by the Identification Committee. The Identification Committee is composed of at least three (3) district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1). Assessment instruments include: * Parent/Teacher Nominations * IQ Scores * Academic Grades	8/2017 - 5/2018	Principal - Julie Hall	State - State Gifted and Talented Block 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.

Campus Improvement Plan
Hardin Intermediate School 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) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: 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	Principal - Julie Hall	State - State Gifted and Talented Block 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 Intermediate 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	Principal - Julie Hall	Local 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.

Campus Improvement Plan
Hardin Intermediate School 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) [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
Activity: Counseling Services - The School Counselor's responsibilities include: * 1:1 review of STAAR scores with students scoring below district expectations; * 1:1 and small group counseling sessions; * Focused informal groups - behavior and attendance; * Assistance with testing coordination; * STAAR presentations and * Individual student planning. The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to: * Diagnostic/Prescriptive Services; * Coordination of Services - Academic and Related Services; * Child Find Activities; * ARDs; * Parent Training; * Student Planning and Transition Services and * Training Hardin Intermediate Foundation Staff on Modifications for Special Education Students.	8/2017 - 5/2018	Principal - Julie Hall	Local Funds - Time Contributions of Counselor	Documents :School 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.	Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.	Criterion-Referenced Test :STAAR Tests - - 05/18: 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.

Campus Improvement Plan
Hardin Intermediate School 2017-2018

<p>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) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s):</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Library Services - Available Library-Media resources include:</p> <ul style="list-style-type: none"> * Full-scale Library facilities available to students; * Accelerated Reader Books and Tests; * Computers with internet access; * Electronic encyclopedias and references and * Interactive Language Arts, Math, Science and Social Studies Software. 	8/2017 - 5/2018	Principal - Julie Hall	Local Funds - Library Resources	<p>Documents :School Records - - 12/17: All Hardin Intermediate 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>	The Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Documents :School Records - - 05/18: Librarian and teacher records indicate that 100% of the students have participated in Library activities.
<p>Activity:</p> <p>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.</p> <p>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.</p>	8/2017 - 5/2018	Homeless Liaison - Betsy Henry	Federal - Title I, Part A - Homeless Resources \$140.00	<p>Documents :Agendas, Sign-in Sheets and Meeting Notes - - 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.</p>	<p>No student will suffer an interruption in his/her education because of homelessness.</p> <p>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.</p>	<p>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.</p>

Campus Improvement Plan
Hardin Intermediate School 2017-2018

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>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Procedures to promote student attendance will include six-week and semester rewards.</p> <p>Parents of students who are chronically absent will be notified through phone calls, notes, home visits and/or conferences. Truancy charges will be filed against parents/guardians of students with poor attendance.</p>	8/2017 - 5/2018	Principal - Julie Hall	<p>Local Funds - Time Contributions of Principal FTE: 1.00</p> <p>Local Funds - Awards</p>	<p>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.</p> <p>Documents :Parent Contact Log - 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.</p>	Through the use of positive reinforcements, Hardin Intermediate faculty will encourage academic growth and increased student attendance.	<p>Documents :Attendance Records - 05/18: Attendance rate at 97% or above.</p> <p>Documents :Parent Contact Log - 05/18: Contact with 100% of parents/guardians of students who have excessive absences.</p>
<p>Strategy:</p> <p>Dropout Prevention Program (TI, A SW SPA) - Dropout prevention and intervention efforts begin in Prekindergarten and continue in Hardin Intermediate. 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	Principal - Julie Hall	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :Attendance Records - 12/17: Attendance rate at 97% or above.</p>	Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems when these students reach junior high and high school.	<p>Documents :School Records - 05/18: 90% of students will be promoted to the next grade level.</p>

Campus Improvement Plan
Hardin Intermediate School 2017-2018

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):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Credit Recovery Program - Hardin Intermediate 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	Principal - Julie Hall	State - State Compensatory Education (SCE) - Time Contributions of Teachers \$10,296.11		Increased student achievement.	Documents :School Records - - 07/18: 100% of students in the program will have regained lost credits.
<p>Strategy:</p> <p>Extracurricular Activities - Hardin Intermediate encourages student participation in UIL academic and athletic competitions to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available such as the Science Club.</p>	8/2017 - 5/2018	Principal - Julie Hall	Local Funds - Time Contributions of Extracurricular Staff	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)	All students have an opportunity to participate in UIL competitions. Students will become more diversified, goal-oriented and well-rounded individuals.	Informal Assessment :Report Card Grades - 05/18: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (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>
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; *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. Schoolwide assemblies and/or activities will be scheduled throughout the school year to highlight and honor our state and national heritage including observing Constitution Week, a Veteran's Day Program, Band Christmas Concerts, and a Band End of Year Concert.	8/2017 - 5/2018	Principal - Julie Hall	Local Funds - Time Contributions of Counselor		Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documents :School Records - 05/18: All students will complete Intermediate School with ideas of potential careers and goals to prepare for success in junior high and high school studies.

Campus Improvement Plan
Hardin Intermediate School 2017-2018

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): 6th Only highly effective teachers and staff will be employed by Hardin Intermediate.

6th Hardin Intermediate 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>

<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)]</p> <p>Objective(s): 6th Only highly effective teachers and staff will be employed by Hardin Intermediate.</p> <p>6th Hardin Intermediate will maintain financial competitiveness with respect to salaries and benefits, as compared to similar area schools.</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>Professional Development Program (TI, A SW SCNA, SPA) - The Hardin ISD Professional Development (PD) Coordinator, DPDMC, Principal and SBDMC of Hardin Intermediate design and support professional development programs and activities that:</p> <ul style="list-style-type: none"> * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * will relate to the TEKS; * will enable all children to meet the same challenging state content and student performance standards that the state expects all children to meet and * will apply scientifically research-based strategies to meet the learning needs of all students. <p>Annual needs assessment results indicate a need for:</p> <ul style="list-style-type: none"> * Training and mentorships for new teachers; * Professional development in specialized areas, i.e., teaching LEP students, G/T students, students meeting the state-adopted at-risk criteria and students with disabilities; * Professional development in technology; * Professional development in curriculum areas such as reading, math and writing; * Training in discipline strategies; * Training in accelerated education; 	8/2017 - 5/2018	Principal - Julie Hall	<p>Federal - Title II, Part A - TPTR - Contracted Professional Development</p> <p style="text-align: right;">\$3,213.00</p>	<p>Documents :Agendas, Sign-in Sheets and Meeting Notes - 12/17: A professional development program will have been designed that meets the needs of Hardin Intermediate.</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 Principal and the SBDMC will have reviewed the list of PD activities determining that 100% of the teachers and paraprofessionals have participated in activities that support their individual needs.</p>

Campus Improvement Plan
Hardin Intermediate School 2017-2018

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): 6th Only highly effective teachers and staff will be employed by Hardin Intermediate.

6th Hardin Intermediate 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>
<p>* Staff development in the interpretation and use of assessment data and</p> <p>* Training in effective strategies for dropout prevention and credit recovery.</p> <p>Activity: Highly Effective Staff - Human Resources and the SBDMC analyze data from all teachers' certifications, testing, staff development history and service records to ensure that all meet the state standards.</p> <p>Professional Development opportunities will be provided for maintaining and enhancing highly qualified instruction in the classroom. Based on identified needs, PD programs and activities are available to both professionals and paraprofessionals to maintain Hardin Intermediate's status of 100% of staff considered highly effective.</p> <p>Deficiency Plans are completed for Summer fulfillment of certification needs.</p>	<p>8/2017 - 6/2018</p>	<p>Principal - Julie Hall</p>	<p>Coordinated Funding - PD Contracted Services, Travel and Registration</p>	<p>Documents :HQ Records - - 08/17: 100% Highly Effective faculty and staff for the beginning of school.</p>	<p>All teachers in core subject areas will meet the qualifications for Highly Effective under state guidelines.</p>	<p>Documents :HQ Records - - 05/18: 100% Highly Effective faculty and staff for the current school year.</p>

Campus Improvement Plan
Hardin Intermediate School 2017-2018

<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)]</p> <p>Objective(s): 6th Only highly effective teachers and staff will be employed by Hardin Intermediate.</p> <p> 6th Hardin Intermediate will maintain financial competitiveness with respect to salaries and benefits, as compared to similar area schools.</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>Evaluation of Professional Development Program (TI, A SW SPE) - The Hardin Intermediate Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.</p>	May 2018	Principal - Julie Hall	Local Funds - Time Contributions of Staff		Increased student achievement.	<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>Strategy:</p> <p>Recruitment and Retention Initiatives (TI, A SW SPA) - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job postings through the district's website, Region IV and Region V. All applicants are screened prior to the interview process. Recruiting activities will ensure that Hardin Intermediate has 100% highly effective faculty in each teaching position, as defined by state guidelines.</p> <p>Hardin Intermediate ensures professional development opportunities are available for staff to be able to maintain and enhance their highly effective status.</p>	8/2017 - 5/2018	Principal - Julie Hall	Local Funds - Region IV and Region V Membership Fees		100% Highly Effective Faculty.	<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>

Campus Improvement Plan
Hardin Intermediate School 2017-2018

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)] Objective(s): 6th Hardin Intermediate will be encouraged to explore the available technology, teaching techniques and technology designed to foster student learning.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Technology Needs Assessment (TI, A SW SCNA) - As part of the Comprehensive Needs Assessment, Hardin Intermediate reviews the following areas:</p> <ul style="list-style-type: none"> - the amount, quality and availability of equipment, - the types of computer systems available, - how current the hardware and software systems being used are, - any barriers that exist that are preventing the effective use of technology and - technology professional development opportunities. <p>Hardin Intermediate 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.</p> <p>Priority needs in technology include the need to expand the use of technology and increase professional development opportunities in using technological tools. The campus will address these needs by purchasing updated software and hardware and funding a wide variety of professional development activities.</p>	August 2017	Director of Digital Learning - Diane Huff	Local Funds - Time Contributions of Technology Director Local Funds - Time Contributions of Technology Aide		The educational system of Hardin Intermediate 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 :Agendas, Sign-in Sheets and Meeting Notes - 08/17: A technology CNA has been conducted and the results have been made available to the appropriate staff.

Campus Improvement Plan
Hardin Intermediate School 2017-2018

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)] Objective(s): 6th Hardin Intermediate will be encouraged to explore the available technology, teaching techniques and technology designed to foster student learning.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Technology Integrated Curriculum (TI, A SW SPA) - Hardin Intermediate classroom teachers are using technology as an alternative instructional tool. Activities include: 1) Using instructional software programs such as SuccessMaker, IXL, I-Station, and Think Through Math support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Using computer software and Internet access to support instruction, teachers' access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson. 3) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.	8/2017 - 5/2018	Principal - Julie Hall Director of Digital Learning - Diane Huff	Local Funds - Time Contributions of Staff	Documents :Teacher Lesson Plans - - 12/17: Teacher Lesson Plans will indicate that 100% of the classroom teachers are integrating technology into instruction.	Increasing numbers of teachers using the Internet and software systems to integrate technology into instruction. Special Populations students like Special Education students, and G/T students benefiting from the differentiation of instruction and enrichment activities that meet their specific needs. An educational system that is strengthened by utilizing technology as an integral component.	Criterion-Referenced Test :STAAR Tests - - 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.

Campus Improvement Plan
Hardin Intermediate School 2017-2018

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)] Objective(s): 6th Hardin Intermediate will be encouraged to explore the available technology, teaching techniques and technology designed to foster student learning.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Integrated Curriculum (TI, A SW SPA) - Hardin Intermediate classroom teachers are using technology as an alternative instructional tool. Activities include: 1) Using instructional software programs such as SuccessMaker, IXL, I-Station, and Think Through Math support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Using computer software and Internet access to support instruction, teachers' access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson. 3) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.	8/2017 - 5/2018	Principal - Julie Hall Director of Digital Learning - Diane Huff	Local Funds - Time Contributions of Staff	Documents :Teacher Lesson Plans- 12/17: Teacher Lesson Plans will indicate that 100% of the classroom teachers are integrating technology into instruction.	Increasing numbers of teachers using the Internet and software systems to integrate technology into instruction. Special Populations students like Special Education students, and G/T students benefiting from the differentiation of instruction and enrichment activities that meet their specific needs. An educational system that is strengthened by utilizing technology as an integral component.	Criterion-Referenced Test :STAAR Tests- 05/18: 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.

Goal: 7 **Hardin Intermediate 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>Goal: 7 Hardin Intermediate 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)]</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"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote 	8/2017 - 5/2018	Principal - Julie Hall	Local Funds - Time Contributions of Faculty and Staff	<p>Informal Assessment :Health and Fitness Assessments - 12/17: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.</p> <p>Documents :Discipline Referrals - 12/17: Decrease in risky behaviors and discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.</p>	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documents :Discipline Referrals - 05/18: 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.

Goal: 7 **Hardin Intermediate 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>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>						

Campus Improvement Plan
Hardin Intermediate School 2017-2018

<p>Goal: 7 Hardin Intermediate 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)]</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>Safe School Initiatives (TI, A SW SPA) - The health and safety of Hardin Intermediate 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 Intermediate will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * Regularly scheduled fire and tornado drills * Security Audits * Professional Development for staff in the following: <ul style="list-style-type: none"> * Crisis Prevention/Intervention, which provides training on how to safely manage disruptive and assaultive behavior. * Cyber Bullying and Bullying through Callie Shepherd. * Campus Safety and Security through the Principal. 	8/2017 - 5/2018	Principal - Julie Hall	Local Funds - Time Contributions of Faculty and Staff	Documents :School Records - 12/17: A log for emergency drill and safety inspections has been established and updated on a regular basis.	Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.	Documents :Discipline Referrals - 05/18: Improved discipline in the classroom and reduced number of referrals per year.

Campus Improvement Plan
Hardin Intermediate School 2017-2018

<p>Goal: 7 Hardin Intermediate 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)]</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>Activity:</p> <p>Emergency and Security Operations - Hardin Intermediate will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills and periodic security audits of the campus facilities with coordination with local emergency management agencies, law enforcement and fire departments.</p> <p>The purpose of the Emergency Operations Plan is to establish and organize response protocol should an actual emergency occur on campus. Hardin Intermediate will make any necessary changes to improve safety and security for their students.</p>	8/2017 - 5/2018	Principal - Julie Hall	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - Security Audit Reports</p>		<p>Hardin Intermediate 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>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>Students who have violated the district code of conduct will be placed in DAEP. Computer assisted instruction and counseling services will be provided for any student who is at risk of dropping out of school.</p>	8/2017 - 5/2018	Principal - Julie Hall	<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: Fewer incidences of illegal and/or disorderly activities.</p> <p>Documents :School Records - - 05/18: 75% reductions in infractions of the Student Code of Conduct, as reflected on the Principal's records.</p>

Campus Improvement Plan
Hardin Intermediate School 2017-2018

Goal: 7 Hardin Intermediate 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)]

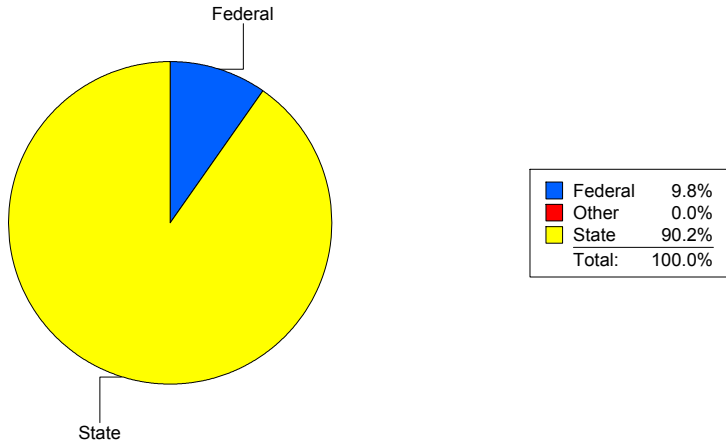
Objective(s):

<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>Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Hardin Intermediate recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselor and Principal, using the data to plan specific programs and activities. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * National Red Ribbon Week * D. A. R. E. * Just Say No * Student Assemblies to enhance Drug/Alcohol Awareness 	<p>8/2017 - 5/2018</p>	<p>Principal - Julie Hall</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :Agendas, Sign-in Sheets and Meeting Notes - - 08/17: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.</p> <p>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.</p>	<p>A drug-free student body, faculty and staff.</p> <p>Reduction in PEIMS 425 Incidents.</p>	<p>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.</p>

Campus Improvement Plan
Hardin Intermediate School 2017-2018

<p>Goal: 7 Hardin Intermediate 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)]</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>Counseling Responsive Services (TI, A SW SPA) - The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> * Self-Esteem Development; * Good Character; * Emotion Managements; * Motivation to Achieve; * Decision-making, Goal Setting, Planning and Problem-Solving; * Interpersonal Effectiveness; * Communication Skills and * Responsible Behavior. <p>The campus Counselor is available to speak with students, parents, staff and community members in both individual and group settings. The counselor will provide the following activities and services and any other issues impacting students' physical, mental, social and emotional well-being:</p> <ul style="list-style-type: none"> * Academic concerns; * School-related concerns such as misbehavior, excessive absences and tardiness; * Dropout prevention; * Physical, sexual or emotional abuse; * Coping with stress; * Discipline management; * Health and wellness; * Drug and Alcohol abuse prevention; * Bullying; * Suicide prevention; * Conflict resolution; * Violence prevention; * Parent education; * Teacher/Administrator consultation; * Staff development, and * School improvement planning for special populations students. 	8/2017 - 5/2018	Principal - Julie Hall	Local Funds - Time Contributions of Counselor	Documents :Agendas, Sign-in Sheets and Meeting Notes - 12/17: Scheduled staff meetings to discuss and monitor any situation that may need extra attention.	All students get along with their peer with a healthy outlook toward life. Reduction in retention and dropout rates.	Documents :Counseling Records - 05/18: Referrals to counselor have decreased as compared to the previous year.

Funding Values By Program



Campus Improvement Plan
Hardin Intermediate School 2017-2018

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Federal		
IDEA-B Formula		
Time Contributions of Special Education Teacher	0.00	\$0.00
Title I, Part A		
Homeless Resources	0.00	\$140.00
SECCA, Inc Consulting Services	0.00	\$4606.00
Time Contributions of Reading Teacher	0.37	\$22775.26
Time Contributions of ELA Teacher	0.29	\$15831.51
Title II, Part A - TPTR		
SECCA, Inc Consulting Services	0.00	\$618.00
Contracted Professional Development	0.00	\$3213.00
Time Contributions of ELA Teachers	0.49	\$27071.43
Title III, Part A - LEP		
Region IV SSA	0.00	\$3659.00

Generated on Friday, May 04, 2018 at 3:31:37 PM

Copyright © Attila Software Productions 1996-2018 PO Box 2157 – Manchaca, TX 78652 – Phone: 866-451-9708

Campus Improvement Plan
Hardin Intermediate School 2017-2018

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title IV, Part A SSAEP		
SECCA, Inc Consulting Services	0.00	\$200.00
		<u>\$78,114.20</u>
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funding		
PD Contracted Services, Travel and Registration	0.00	\$0.00
Time Contributons of Staff and Faculty	0.00	\$0.00
Local Funds		
Region IV and Region V Membership Fees	0.00	\$0.00
Time Contributions of Technology Director	0.00	\$0.00
Time Contributions of Technology Aide	0.00	\$0.00
Acceptable Use Policy	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	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
Time Contributions of Dyslexia Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Principal	1.00	\$0.00

Campus Improvement Plan
Hardin Intermediate School 2017-2018

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Awards	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Communication Vehicles	0.00	\$0.00
Parent Involvement Refreshments	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 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 Counselor	0.00	\$0.00
Library Resources	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of ESL Staff and LPAC	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Dyslexia Teacher	0.00	\$0.00
		<hr/> \$0.00 <hr/>

Campus Improvement Plan
Hardin Intermediate School 2017-2018

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Supplement Block Grant		
Assessment Instruments	0.00	\$0.00
Time Contributions of ESL Staff and Resources	0.00	\$0.00
Bilingual Education Allotment	0.00	\$24682.00
State Compensatory Education (SCE)		
Time Contributions of Teachers	0.64	\$33157.51
Time Contributions of Teachers	0.00	\$10296.11
Extra-Duty Pay for Tutorials	0.00	\$1338.49
Time Contributions of Math Teacher	0.25	\$12923.15
SECCA, Inc Consulting Services	0.00	\$13621.00
Time Contributions of Teachers	0.24	\$12942.96
State Gifted and Talented Block Grant		
G/T Adjusted Allotment	0.00	\$41995.00
Assessment Instruments	0.00	\$0.00
Time Contributions of G/T Staff	0.00	\$0.00
State Special Education Block Grant		
Time Contributions of Special Education Aides	0.00	\$0.00
Time Contributions of ARD Committee	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Special Education Adjusted Allotment	0.00	\$567805.00
		<hr/>
		\$718,761.22
	Grand Total:	\$796,875.42