

Hardin High School 2017-2018

Campus Improvement Plan

2017-2018 School Year

Campus Improvement Plan
Hardin High School 2017-2018

Committee Members - Planning and Decision Making

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

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Names of People Responsible For Implementation

Name	Title	Campus / District
Taulton, Bryan	Principal	Hardin High School
Moss, Cindy	Assistant Principal	Hardin High School
Roberts, Patty	Secretary	Hardin High School
Faulkenberry, Sondra	Registrar	Hardin High School
Henry, Betsy	Homeless Liaison	Hardin ISD
Catchings, Tom	Attendance Coordinator	Hardin High School
Henry, Betsy	Counselor	Hardin High School
Arthur, Dana	Nurse	Hardin High School
Chandler, Gabrielle	Band Director	Hardin ISD
Stark, Tod	Athletic Director	Hardin ISD
Huff, Diane	Technology Department	Hardin ISD
Luter, Melissa	Technology Teacher	Hardin High School
Taylor, Tracy	Content Specialist	Hardin High School
Feierabend, Vernon	Special Education Coordinator	Hardin ISD
Taylor, Tracy	Special Education Teacher	Hardin ISD
Templeton, Tiffany	Special Education Teacher	Hardin High School
Ringer, Paula	Math/Science Inclusion Specialist	Hardin High School
Colton, Penny	AB/DAEP Administrator	Hardin High School
Going, Laura	DAEP Teacher	Hardin High School
David, Andrea	DAEP Aide	Hardin High School
Fielder, Kelly	English Team Leader	Hardin High School
Pearson, Christine	English Teacher	Hardin High School
Newkirk, Katrina	English Teacher	Hardin High School
Moseley, Kalyn	English Teacher	Hardin High School

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Names of People Responsible For Implementation

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

Names of People Responsible For Implementation

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

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Attendance

Attendance

Goal: **97%**

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

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Dropouts

Dropouts

Goal: **0%**

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

STAAR

Grade: **9th-12th**

All Subjects

100%

	2013	2014	2015	2016	2017	2018	2019	2020
All Students	73.00	79.00	82.00	74.00	75.00	83.33	91.67	100.00
African American	69.00	68.00	68.00	53.00	48.00	65.33	82.67	100.00
American Indian	0.00	0.00	0.00	0.00	83.00	88.67	94.33	100.00
Economically Disadvantaged	68.00	74.00	77.00	69.00	68.00	78.67	89.33	100.00
English Language Learners	0.00	0.00	0.00	0.00	54.00	69.33	84.67	100.00
Hispanic	62.00	68.00	80.00	65.00	63.00	75.33	87.67	100.00
Special Education	41.00	60.00	67.00	49.00	34.00	56.00	78.00	100.00
Two or More Races	0.00	0.00	0.00	75.00	100.00	100.00	100.00	100.00
White	75.00	81.00	83.00	78.00	80.00	86.67	93.33	100.00

Grade: **9th-12th**

STAAR Mathematics

100%

	2013	2014	2015	2016	2017	2018	2019	2020
All Students	76.00	84.00	84.00	72.00	77.00	84.67	92.33	100.00
Economically Disadvantaged	74.00	83.00	78.00	70.00	69.00	79.33	89.67	100.00
English Language Learners	0.00	0.00	0.00	0.00	71.00	80.67	90.33	100.00
Hispanic	70.00	81.00	83.00	67.00	72.00	81.33	90.67	100.00
Special Education	0.00	0.00	0.00	56.00	0.00	70.67	85.33	100.00
White	78.00	85.00	85.00	74.00	77.00	84.67	92.33	100.00

STAAR

Grade: **9th-12th**

STAAR Reading

100%

	2013	2014	2015	2016	2017	2018	2019	2020
All Students	82.00	64.00	76.00	64.00	66.00	77.33	88.67	100.00
African American	81.00	55.00	0.00	0.00	0.00	0.00	0.00	0.00
Economically Disadvantaged	76.00	56.00	72.00	55.00	58.00	72.00	86.00	100.00
English Language Learners	0.00	0.00	0.00	0.00	45.00	63.33	81.67	100.00
Hispanic	63.00	52.00	73.00	50.00	55.00	70.00	85.00	100.00
Special Education	55.00	0.00	60.00	35.00	19.00	46.00	73.00	100.00
White	55.00	66.00	78.00	69.00	72.00	81.33	90.67	100.00

Grade: **9th-12th**

STAAR Science

100%

	2013	2014	2015	2016	2017	2018	2019	2020
All Students	80.00	91.00	91.00	86.00	82.00	88.00	94.00	100.00
Economically Disadvantaged	78.00	88.00	90.00	81.00	77.00	84.67	92.33	100.00
Hispanic	67.00	79.00	92.00	76.00	59.00	72.67	86.33	100.00
Special Education	0.00	0.00	0.00	0.00	55.00	70.00	85.00	100.00
White	81.00	93.00	92.00	89.00	88.00	92.00	96.00	100.00

Grade: **9th-12th**

STAAR Social Studies

100%

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STAAR

	2013	2014	2015	2016	2017	2018	2019	2020
All Students	73.00	87.00	88.00	93.00	94.00	96.00	98.00	100.00
Economically Disadvantaged	69.00	84.00	80.00	93.00	88.00	92.00	96.00	100.00
Hispanic	63.00	79.00	100.00	92.00	85.00	90.00	95.00	100.00
White	75.00	89.00	82.00	95.00	97.00	98.00	99.00	100.00

About Hardin High School

Mission Statement:

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

Grade Span:

9 – 12

Enrollment:

365

Accountability Ratings:

State Accountability Rating:

2017 Met Standard

Demographics

2016 - 2017 Enrollment:

117 – Ninth Grade
101 – Tenth Grade
75 - Eleventh Grade
87 – Twelfth Grade

2016 - 2017 Ethnic Distribution:

11 (2.9%) – African American
70 (18.4%) – Hispanic
290 (76.3%) - White
3 (0.8%) – American Indian
1 (0.3%) – Asian
0 (0.0%) – Pacific Islander
5 (1.3%) – Two or More Races

2016 - 2017 Student Groups:

163 (42.9%) – Economically Disadvantaged
10 (2.6%) – English Language Learners
13 (3.5%) – Students with Disciplinary Placements
238 (62.6%) – Students Meeting "At-Risk" Criteria

2016 - 2017 Students per Teacher:

15.6 – English/Language Arts
12.6 – Foreign Languages
19.9 – Mathematics
16.4 – Science
17.5 – Social Studies

2016 - 2017 Student Enrollment by Program:

10 (2.6%) - Bilingual/ESL Education
368 (96.8%) - Career and Technical Education
1 (0.3%) - Gifted and Talented Education
27 (7.1%) - Special Education

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

1. Conduct a Schoolwide Comprehensive Needs Assessment (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 #4: Career and Technical Education Strategy
 - Goal #5: Professional Development Program Strategy
 - Goal #5: Recruitment and Retention Initiatives Strategy
 - Goal #6: Technology Integrated Curriculum Strategy
 - Goal #7: Safe Schools Initiatives Strategy
 - Goal #7: Counseling Responsive Services Strategy

3. Annually conduct a Schoolwide Plan Evaluation (SPE).
 - Goal #1: Evaluation of the Parent Involvement Program Strategy
 - Goal #2: Foundation Program Strategy
 - Goal #5: Evaluation of Professional Development Program Strategy
 - Goal #6: Evaluation of Technology Program Strategy

4. Coordinate and integrate with other Federal State and local services - (SCI) Schoolwide Coordination and Integration.
 - Goal #7: Coordinated School Health Program Strategy

Needs Assessment Summary

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

Hardin High School also received Distinction Designation for Postsecondary Readiness.

Student Strengths and Needs:

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

Reading: 66% of All Students met the passing standard on the STAAR Reading tests. Passing rates for other students groups ranged from 72% for White students to 19% for Special Education students.

Math: 77% of All Students met the passing standard on the STAAR Math test. Passing rates for other students groups ranged from 77% for White students to 69% for Economically Disadvantaged students.

Science: 82% of All Students met the passing standard on the STAAR Science test. Passing rates for other student groups ranged from 88% for White students to 55% for Special Education students.

Social Studies: 94% of All Students met the passing standard on the STAAR Social Studies test. Passing rates for other student groups ranged from 97% for White students to 85% for Hispanic students.

Interventions:

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

- * Math and Reading/Writing Labs for grades 9 - 12
- * Tutorial Program for grades 9 - 12
- * Optional Flexible Year Program (OFYP) for grades 9 - 12
- * LEP students are supported by the ESL Program, which includes intensive Inclusion Support
- * Support for Dual Credit classes in grades 9 - 12

Faculty and Staff:

100% of the staff at Hardin High School is considered highly effective. The district encourages professional development for the staff, particularly focusing on areas where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, as well as participating in Region IV professional development services.

Attendance:

Attendance rates at Hardin High School have remained at 95.4% for the 2015-2016 year. The staff designed several activities to encourage attendance. These include attendance incentives, parent notifications, and counseling services.

Dropout Rate:

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The dropout rate for ninth through twelfth grade remained at 0% for the 2015-16 year. Several programs including parental involvement activities and counseling programs are in place to maintain a dropout rate of 0% for all students and all student groups.

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Goal: 1 Parents and community members will be full partners with educators in the education of Hardin High School students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s): 9th-12th Hardin High School will work with the local Parent-Teacher Organization to increase membership and encourage active participation by parents and teachers at all grade levels. 9th-12th Hardin High School 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 High School 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 High School 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 High School Homepage on the Hardin ISD website, District Calendar, phone calls, the Parental Involvement Newsletter, Family Access, School Reach 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 - Bryan Taulton	Local Funds - Communication Vehicles	<p>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.</p>	Increased number of Stakeholders participating in Hardin High School events.	<p>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.</p> <p>Informal Assessment :Anecdotal Reports and Surveys - 06/18: All stakeholder groups report precise, timely and meaningful communication from the campus.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Parent, Student, Teacher Compact - The school and parent representatives will re-adopt or modify the Hardin High School Parent/Student/Teacher Compact. This compact will identify ways the school and parents can share the responsibility for student performance and success.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. All compacts will be reviewed and signed.</p> <p>Copies of the compact will be distributed at the PTO meetings and in the Student Handbook.</p>	5/2017 - 10/2017	Principal - Bryan Taulton	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 :Agenda Minutes, Sign-in Sheets - - 06/17: Parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher Compact.
<p>Activity:</p> <p>Site-Based and Decision-Making Committee (SBDMC) - The SBDMC is made up of members of the Hardin High School staff, parent representatives, business representatives and community members. Parents are selected to be members by campus administrators for two year terms. The SBDMC meets regularly to discuss plans, progress and ideas for improving the education and environment at Hardin High School. [TEC 11.251 (b)]</p> <p>The SBDMC will review the Campus Improvement Plan (CIP) several times a year. Based on continuously updated student achievement data and support data, revisions will be made to the CIP as needed and recommended by the committee.</p>	8/2017 - 5/2018	Principal - Bryan Taulton	Local Funds - Time Contributions of Committee Members	Documents :Agenda Minutes, Sign-in Sheets - - 01/18: SBDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed.	A CIP that is a living document that provides guidance to the implementation of the educational system and support components of Hardin High School.	Documents :Agenda Minutes, Sign-in Sheets - - 05/18: A current CIP approved by the Hardin ISD Board of Trustees.

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Objective(s): 9th-12th Hardin High School will work with the local Parent-Teacher Organization to increase membership and encourage active participation by parents and teachers at all grade levels. 9th-12th Hardin High School 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 High School 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 * Athletic events * Banquets	8/2017 - 5/2018	Principal - Bryan Taulton	Local Funds - Time Contributions of Faculty and Staff		Increased number of parents and community members participating in events.	Documents :Parent Involvement Records - 05/18: Parent Involvement records will reflect an increase in participation in 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 High School. 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 High School in the upcoming school year and in the development of the application for federal funding.	8/2017 - 5/2018	Principal - Bryan Taulton	Local Funds - Time Contributions of Parents, Staff and Community Members	Documents :School Records - 08/17: 100% of the Hardin High School 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 High School students.	Documents :Agendas, 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 High School, and that they were able to make educated decisions regarding their student's participation in educational programs of Hardin High School.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: 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. Parent notifications activities include, but are not limited to the following information: * 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. Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.	5/2017 - 6/2018	Principal - Bryan Taulton	Local Funds - Parent Notifications Resources		100% Contact. Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Contact Agendas and Logs - - 05/18: 100% of all applicable parents were contacted in a timely manner. Parental feedback was documented with each contact.

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Objective(s): 9th-12th Hardin High School will work with the local Parent-Teacher Organization to increase membership and encourage active participation by parents and teachers at all grade levels. 9th-12th Hardin High School 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: 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 High School CIP. Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A and Title IV, Part A programs and other federal, state and local programs. Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, campus allocations, and compliance and accountability.	7/2017 - 6/2018	Principal - Bryan Taulton	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, Meeting Notes - - 12/17: Hardin High School SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Hardin High School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Documents :School Records - - 05/18: Hardin High School will receive the State Accountability Rating of Met Standard.

Campus Improvement Plan
Hardin High School 2017-2018

Goal: 1 Parents and community members will be full partners with educators in the education of Hardin High School students. (TI, A SW SPA, SPE) [TEC §4.001 (b)(1)]						
Objective(s): 9th-12th Hardin High School will work with the local Parent-Teacher Organization to increase membership and encourage active participation by parents and teachers at all grade levels. 9th-12th Hardin High School 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 district's Parental Involvement Program. During the evaluation process, parents review the Title I, Part A Parental Involvement Policy and the Parent, Student, Teacher Compact. 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. The SBDMC will analyze strengths and weaknesses of the overall programs, as well as its individual components to determine whether the level of parental participation has increased and if activities provided by the school meet the needs of parents.</p> <p>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 - Bryan Taulton	Local Funds - Time Contributions of Committee Members	Documents :School Records - 08/17: An approved Campus Parental Involvement Policy and School, Parent, Student Compact available for distributions to parents, faculty and staff.	State-of-the-Art Parental Involvement Program.	Documents :Agendas, 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.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [TEC §4.001 (b)(2)(4)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Campus Performance Objectives (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. Campus performance objectives are based on data available through the comprehensive needs assessment process.	6/2017 - 6/2018	Principal - Bryan Taulton	Local Funds - Time Contributions of Committee Members		The campus performance objectives will support the needs of the district and the immediate needs of the campus.	Documents :Agenda Minutes, Sign-in Sheets - Quarterly: The SBDMC's agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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>Basic Federal and State Mandated Testing Program - Hardin High School participates in the State-Developed Testing Program that is consistent with the regulations of ESSA. The program includes the administration of the State of Texas Assessment of Academic Readiness (STAAR).</p> <p>The STAAR program for high school will measure English Language Arts (ELA), Math, Science, and Social Studies through the 5 End-Of-Course (EOC) assessments: Algebra I, English I, English II, Biology, and US History. The STAAR EOC assessments will be administered to students in grades 9 - 12.</p> <p>The STAAR is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate subject-area STAAR EOC Exams in line with the State issued Student Assessment Calendar.</p>	1/2018 - 6/2018	Principal - Bryan Taulton	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - 12/17: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increased student achievement.	Criterion-Referenced Test :STAAR EOC Exams - 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 High 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, SPE) [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: Foundation Program (TI, A SW SCNA, SPA, SPE) - The Hardin High School 9 – 12 curriculum (TEKS Resource Management) is based on the TEKS. Teachers will utilize the 5-E Model and include both hands on and higher level thinking skills. Effective instructional strategies, activities and initiatives that increase the amount and quality of learning time, promoting accelerated instruction and providing educational enrichment – these provide opportunities for all students to succeed, the foremost focus of Hardin High School.	8/2017 - 5/2018	Principal - Bryan Taulton	Local Funds - Time Contributions of Classroom Teachers 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 EOC Exams - 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. Documents :School Records - 05/18: 100% of students in grade 12 will receive on-time credit accrual.
Activity: TEKS Resource Management - The Hardin High School curriculum for grades 9 – 12 is TEKS based and vertically aligned through the TEKS, offering a scope and sequence continuum that lends itself to individualized instruction as students' strengths and deficiencies are identified through informal and formal assessments. Special supplemental programs and services can be prescribed for the deficiencies with Special Populations staff leveling the playing field for students experiencing difficulties.	8/2017 - 5/2018	Principal - Bryan Taulton	Local Funds - Time Contributions of Faculty and Staff Local Funds - Instructional Resources	Informal Assessment :Classroom Assessments - - 12/17: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	All students and all student groups are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and State student performance standards that all students are expected to meet.	Criterion-Referenced Test :STAAR EOC Exams - - 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. Documents :School Records - - 05/18: 100% of students in grade 12 will receive on-time credit accrual.

Campus Improvement Plan
Hardin High 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, SPE) [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: Foundation Assessments - Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Hardin High School. Students in grades 9-12 will be administered grade Level Assessments periodically throughout the school year to determine specific strengths and weaknesses in the development of reading and math skills and to identify students meeting the State-adopted at-risk criteria. Students meeting the at-risk criteria are those scoring below 60%.	8/2017 - 5/2018	Principal - Bryan Taulton	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 EOC Exams - - 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. Documents :School Records - - 05/18: 100% of students in grade 12 will receive on-time credit accrual.
Activity: Evaluation of Foundation Program - Through the use of Eduphoria, faculty and staff analyze (disaggregate) test data from the previous year's State-adopted assessment instruments, benchmark tests and unit assessments. This data is used to identify student strengths and weaknesses so that teachers can design an educational system that is data driven for each individual student. In addition, faculty will disaggregate STAAR data of individual students and student groups to identify achievement gaps from one group to the next. An ongoing monitoring program will be maintained to determine progress of all students and all student groups and to use the results to give extra help to students in need.	8/2017 - 5/2018	Principal - Bryan Taulton	Local Funds - Time Contributions of Faculty and Staff Local Funds - Eduphoria	Informal Assessment :Classroom Assessments - - 12/17: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Program improvements are implemented. All targeted student groups show improvement on STAAR EOC Exams. Increased student achievement.	Criterion-Referenced Test :STAAR EOC Exams - - 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. Documents :School Records - - 05/18: 100% of students in grade 12 will receive on-time credit accrual.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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>Accelerated Instruction (TI, A SW SPA) - Hardin ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.</p> <p>Students receiving assistance under SCE are identified using the State criteria defined under TEC Section 29.081 – Revised 2013 or local criteria that have been approved by the school board.</p> <p>Students receiving assistance under Title I, Part A are those students failing or most at-risk of failing to meet the state's academic achievement standards. Targeted Assistance programs serve only those students identified as having the greatest need for assistance. Schoolwide programs meet the educational needs of all children, particularly those identified as having the greatest needs.</p>	8/2017 - 5/2018	Content Specialist - Tracy Taylor Counselor - Betsy Henry	Local Funds - Time Contributions of Content Specialist		<p>Increased academic performance by all students and all student groups.</p> <p>Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.</p>	Documents :School Records - 05/18: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented.

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

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Reading/Writing and Math (Algebra I) Labs - Students in grades 9 – 12 who have not met the minimum expectations on the either the STAAR EOC Algebra I, English I or English II Exams, or who have failed a Math or Reading/ELA class will be provided daily supplemental instruction. All 9th grade students will also receive instruction to help prepare them for success in Math and English courses and increase achievement on EOC exams.</p> <p>These Labs are designed to assist students who need additional assistance in mastering reading and math concepts. These labs will have a small pupil to teacher ratio that enables the teachers to address individual needs and promote small group and one-on-one instruction.</p>	8/2017 - 5/2018	Content Specialist - Tracy Taylor Math Teacher - Belvia Gallegos English Teacher - Katrina Newkirk English Team Leader - Kelly Fielder	<p>Federal - Title I, Part A - Time Contributions of Math Lab Instructor FTE: 0.15 \$7,787.25</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Math Lab Instructor FTE: 0.09 \$4,314.80</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Reading/Writing Teachers FTE: 0.36 \$18,780.21</p>	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	<p>Criterion-Referenced Test :STAAR EOC Exams - - 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>Documents :Professional Growth Plan - - 05/18: 100% of students in grade 12 will receive on-time credit accrual.</p>
<p>Activity:</p> <p>Tutorial Support - Tutorials are available to students who meet the State-adopted "at-risk" criteria in grades 9 – 12 in core subject areas to increase academic achievement and reduce drop-out rates.</p> <p>Between February and May, students will participate in after-school tutorials for 3 hours a week.</p>	8/2017 - 5/2018	Principal - Bryan Taulton	State - State Compensatory Education (SCE) - Time Contributions of Tutorial Staff \$1,338.49	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Increased student achievement.	<p>Criterion-Referenced Test :STAAR EOC Exams - - 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>Documents :School Records - - 05/18: 100% of students in grade 12 will receive on-time credit accrual.</p>

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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: Optional Flexible Year Program (OFYP) - Intensive instruction in core subject areas for grades 9 - 12 will be provided by classroom teachers for 4 days out of the school year, either because of a failure on STAAR EOC Exam or failure to meet minimum expectations in core subject courses during the school year.	8/2017 - 5/2018	Classroom Teachers -	State - State Compensatory Education (SCE) - Time Contributions of Flex Teachers FTE: 0.60 <p style="text-align: right;">\$32,876.68</p>	Informal Assessment :Classroom Assessments - - 12/17: 80% of students will pass campus benchmark tests.	Students have every opportunity to meet their full educational potential.	Criterion-Referenced Test :STAAR EOC Exams - - 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.
Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2017 - 5/2018	Special Education Coordinator - Vernon Feierabend Content Specialist - Tracy Taylor	State - State Special Education Block Grant - Special Education Adjusted Allotment <p style="text-align: right;">\$567,805.00</p>	Informal Assessment :Classroom Assessments - 12/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - 05/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs and will pass the State required assessment instrument at the end of the school year.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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 - 5/2018	Special Education Coordinator - Vernon Feierabend Counselor - Betsy Henry	State - State Special Education Block Grant - Assessment Instruments	Documents :School Records - - 12/17: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.	Informal Assessment :Classroom Assessments - - 05/18: 100% of the students with disabilities will pass the appropriate mandated assessment instrument(s), as prescribed by individual student's ARDs. 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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 Modifications - Hardin High School provides a range of educational programs and different instructional arrangements for students with disabilities. For students in grades 9 – 12 several different instructional arrangements are available. These include a Resource pullout class and Inclusion in the regular classroom. An Adaptive Behavior setting is available to provide a structured intervention program for students with a pattern of persistent misbehavior. The appropriate instructional setting will be determined for each student by ARD committees.</p> <p>Hardin High School ensures that students with disabilities are educated with non-disabled peers in the least restrictive environment.</p>	8/2017 - 5/2018	Special Education Teacher - Tracy Taylor AB/DAEP Administrator - Penny Colton Special Education Teacher - Tiffany Templeton	Federal - IDEA-B Formula - Time Contributions of Special Education Teacher State - State Special Education Block Grant - Time Contributions of Adaptive Behavior Staff	Informal Assessment :Classroom Assessments - - 12/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments - - 05/18: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.
<p>Activity:</p> <p>Related Services - Hardin High School ensures that students with disabilities who require related services receive the kind and amount necessary to assist the child to benefit from Special Education services, as well as general education activities and classes.</p> <p>Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Psychological Services, Social Work Services and Counseling Services.</p>	8/2017 - 5/2018	Special Education Coordinator - Vernon Feierabend	Local Funds - Time Contributions of ARD Committee		Students with disabilities involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	Documents :School Records - - 05/18: 100% of the students with disabilities are receiving Related Services, as dictated in their IEP.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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: Transition Services - Hardin High School provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111; TAC §89.1055. 1) Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program). 2) Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school. When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.	8/2017 - 5/2018	Special Education Coordinator - Vernon Feierabend	State - State Special Education Block Grant - Time Contributions of Special Education Staff		Students with disabilities receive the transition services required for success in and out of school, within school and within the world of work.	Documents :School Records - - 05/18: Transition activities are 100% in line with students' IEPs.

Campus Improvement Plan
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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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 High School offers an ESL Program whose goal is to enable English Language Learners (ELLs) to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The ESL Program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable ELLs to participate equitably in school. 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	Content Specialist - Tracy Taylor Counselor - Betsy Henry	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 non-ELLs.	See Activities below.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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>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 grades 9 – 12. 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	Counselor - Betsy Henry	State - Bilingual Supplement Block Grant - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/17: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Significant increase in ELLs' oral, verbal and written language proficiency, as assessment results help LPAC determine appropriate Bilingual/ESL placement.	Criterion-Referenced Test :STAAR EOC Exams - - 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.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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: ELL Modifications - Based on LPAC prescription, ELLs participate in an intensive ESL pullout program and Content-based ESL, with the purpose of developing competence in English. Students will receive 1 period of pullout instruction daily. Technology is used to accelerate the development of all four language skills. Student's progress through levels is based on performance and placement criteria, not on class hours of instruction. The ESL Teacher and classroom teachers collaborate regarding appropriate instruction for the ELLs, including modification methods and strategies for instruction of the core curriculum. The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement.	8/2017 - 5/2018	Content Specialist - Tracy Taylor	State - Bilingual Supplement Block Grant - Time Contributions of ESL Staff	Informal Assessment :Classroom Assessments - - 12/17: ESL students are progressing at the rate set by the LPAC.	Students exiting ELL designation by LPAC. Narrowing the achievement gap between ELLs and non-ELLs.	Informal Assessment :Classroom Assessments - - 05/18: Individual students meeting LPAC's expectations based on results of an oral language proficiency test. Criterion-Referenced Test :STAAR EOC Exams - - 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.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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>Program Exit Criteria - Exit criteria are applicable to students in grades 9 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.</p> <p>The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken. <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring</p>	8/2017 - 5/2018	Content Specialist - Tracy Taylor	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 EOC Exams - - 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>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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>period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p> <p>Strategy:</p> <p>Dyslexia Program - Hardin High School will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia and developmental spelling disability.</p> <p>Activity:</p> <p>Dyslexia and Related Disorders Assessment - Hardin High School students are given several assessments that measure their level of phonological awareness, their knowledge of letter names and sound, their ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.</p> <p>The results of the evaluation are reviewed, the most appropriate instruction program for the child is determined and an individual education plan for him/her is developed that will include any modifications or accommodations that may be needed.</p>	<p>8/2017 - 5/2018</p>	<p>Content Specialist - Tracy Taylor Counselor - Betsy Henry</p>	<p>Local Funds - Time Contributions of Dyslexia Staff</p>	<p>See Activities below.</p>	<p>Increased student achievement.</p>	<p>See Activities below.</p>
<p>Dyslexia and Related Disorders Assessment - Hardin High School students are given several assessments that measure their level of phonological awareness, their knowledge of letter names and sound, their ability to read and decode single words in isolation, their understanding of what they read, their understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.</p> <p>The results of the evaluation are reviewed, the most appropriate instruction program for the child is determined and an individual education plan for him/her is developed that will include any modifications or accommodations that may be needed.</p>	<p>8/2017 - 5/2018</p>	<p>Counselor - Betsy Henry</p>	<p>Local Funds - Assessment Instruments</p>		<p>Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of the needs of each student.</p>	<p>Documents :Counseling Records - - 05/18: 100% of the students identified have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.</p>

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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: Dyslexia Modifications - The Dyslexia program serves students in all grades at Hardin High School. Students are provided individualized assistance as prescribed by the appropriate assessment, 504, or ARD committee. 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	Content Specialist - Tracy Taylor Counselor - Betsy Henry	Local Funds - Time Contributions of Dyslexia Teacher	Informal Assessment :Classroom Assessments - - 12/17: 100% of 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 EOC Exams - - 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.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, and use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include changing student's seating as needed for the situation, adapting environment to avoid distractions, providing notebooks for organization, and providing lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.</p>	8/2017 - 5/2018	Content Specialist - Tracy Taylor Counselor - Betsy Henry	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.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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
Strategy: Gifted and Talented (G/T) Program - Hardin High School has adopted a process for identifying and serving G/T students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who: 1) exhibits high performance capability in an intellectual, creative or artistic area; 2) possesses an unusual capacity for leadership or 3) excels in a specific academic field.	8/2017 - 5/2018	Content Specialist - Tracy Taylor	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 grades 9 – 12 are eligible to participate in the G/T Program of Hardin High School. Students go through a nomination and assessment process for G/T identification in December that includes at least 3 criteria, which include both qualitative and quantitative measures, gathered by the Identification Committee. The Identification Committee is composed of at least three (3) district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1). Assessment instruments include: * Parent/Teacher Nominations * Content Skill * Creativity * Motivation	8/2017 - 5/2018	Content Specialist - Tracy Taylor Counselor - Betsy Henry	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.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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 through TEKS Resource Management. The program provides a differentiated curriculum and an array of learning opportunities emphasizing content in the four major core areas.	8/2017 - 5/2018	Content Specialist - Tracy Taylor	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 High School provides Ancillary Services or "related services" to students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2017 - 5/2018	Principal - Bryan Taulton	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 EOC Exams - 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. Documents :School Records - 05/18: 100% of students in grade 12 will receive on-time credit accrual.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW SCNA, SPA, SPE) [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: Homeless Services - The Hardin ISD Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Hardin ISD will be in compliance with federal Homeless regulations.	8/2017 - 5/2018	Principal - Bryan Taulton Homeless Liaison - Betsy Henry	Federal - Title I, Part A - Homeless Resources \$140.00	Documents :Agenda Minutes, Sign-in Sheets - - 12/17: The Homeless Liaison will have conducted districtwide meetings to disseminate pertinent information to all personnel regarding the responsibilities the district and Title I have to the Homeless students.	No student will suffer an interruption in his/her education because of homelessness. Homeless students are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Informal Assessment :Classroom Assessments - - 05/18: 100% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.

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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>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Procedures to promote student attendance will include perfect attendance rewards and exemptions</p> <p>Parents of students who are chronically absent will be notified through phone calls, notes, home visits and/or conferences. Truancy charges will be filed against parents/guardians of students with poor attendance.</p>	8/2017 - 5/2018	Principal - Bryan Taulton Assistant Principal - Cindy Moss Secretary - Patty Roberts Attendance Coordinator - Tom Catchings	Local Funds - Time Contributions of Principal and Staff	Documents :School Records - 08/17: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings. Documents :Parent Contact Agendas and Logs - 12/17: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.	Through the use of positive reinforcements, Hardin High School faculty will encourage academic growth and increased student attendance.	Documents :Attendance Records - 05/18: Attendance rate at 97% or above. Documents :Parent Contact Agendas and Logs - 05/18: Contact with 100% of parents/guardians of students who have excessive absences.
<p>Strategy:</p> <p>Dropout Prevention Program (TI, A SW SPA) - Dropout prevention and intervention efforts begin in Prekindergarten and continue in Hardin High School. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p>	8/2017 - 5/2018	Principal - Bryan Taulton	Local Funds - Time Contributions of Faculty and Staff	Documents :Attendance Records - 12/17: Attendance rate at 97% or above.	Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems.	Documents :School Records - 05/18: 90% of students will be promoted to the next grade level.

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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>Activity:</p> <p>Credit Recovery Program - Hardin High School offers a summer credit recovery program allowing students the opportunity to regain failed credits.</p> <p>Web-based programs are used for credit recovery for students who have failed a class and/or STAAR EOC Exam and serves as a tool to reduce dropout rates. Students who are having difficulty mastering the TEKS in core subject areas will be able to use these programs to receive targeted interventions that extend and support the classroom lessons.</p> <p>These programs will also accommodate students with different learning styles by providing multi-dimensional learning opportunities and allow students to work at their own pace outside of the foundation classroom.</p>	6/2018 - 7/2018	Principal - Bryan Taulton	State - State Compensatory Education (SCE) - Time Contributions of Teachers \$10,296.11		Increased student achievement. Students will continue to attend school and earn the required credits necessary to graduate in four years.	Documents :School Records - - 07/18: 100% of students in the program will have regained lost credits.
<p>Strategy:</p> <p>Extracurricular Activities - Hardin High School encourages student participation in UIL academic, band, colorguard, cheerleading, and athletic competitions to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p>	8/2017 - 5/2018	Principal - Bryan Taulton Athletic Director - Tod Stark Band Director - Gabrielle Chandler	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>

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 and *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.); 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56; 3) The need for students to make informed curriculum choices to be prepared for success beyond high school; 4) Source of information on higher education; and 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.	8/2017 - 5/2018	Counselor - Betsy Henry	Local Funds - Time Contributions of Counselor	Documents :School Records - 12/17: The High School College and Career Center will be kept current with information regarding various careers.	Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments. All students motivated to enter a field of work to their liking.	Documents :School Records - 05/18: An increase in the percentage of graduating seniors enrolling in college as compared to the previous year.

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):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Schoolwide assemblies and/or activities will be scheduled throughout the school year to highlight and honor our state and national heritage including observing Constitution Week.</p> <p>Classroom instruction is also integrated with activities that emphasize career opportunities and staff members will spend time with individual students discussing careers and career paths. Career Studies is offered through classroom instruction by means of interdisciplinary, thematic or other appropriate instructional modules or arrangements. Advisory teachers will schedule conferences with parents as needed.</p>						

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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: College Preparation - Students in grades 9–12 have opportunities to earn college credit through the following methods: * Certain courses taught at the high school campus, which may include courses termed dual credit, Advanced Placement (AP), or International Baccalaureate (IB); * Enrollment in an AP or dual credit course through the Texas Virtual School Network; * Enrollment in courses taught in conjunction and in partnership with Lee College; * Enrollment in courses taught at the Lee College Liberty Center and * Certain CTE courses. High School juniors and seniors are offered dual credit opportunities through Lee College. Available Dual Credit Courses include: * English 4A (ENGL 1301) * English 4B (ENGL 1302) * Government A (GOVT 2301) * Government B (GOVT 2302) * US History A (HIST 1301) * US History B (HIST 1302) * Psychology (PSYCH 2301) * Sociology (SOCL 1301)	8/2017 - 5/2018	Dual Credit Teacher - Jonathan Mealer	Federal - Title I, Part A - Time Contributions of Dual Credit Teacher FTE: 0.06 <p style="text-align: right;">\$3,404.93</p> Federal - Title IV, Part A SSAEP - Time Contributions of Dual Credit Teacher FTE: 0.07 <p style="text-align: right;">\$3,664.20</p> Federal - Title IV, Part A SSAEP - PSAT Testing Resources <p style="text-align: right;">\$6,136.00</p> State - High School Allotment - High School Allotment <p style="text-align: right;">\$94,875.00</p>	Documents :School Records - 12/17: Campus records indicate increased enrollment in dual credit courses and work force academy as compared to the previous year.	Students exhibiting college readiness and earning both high school and college credit.	Documents :School Records - 05/18: All students participating in concurrent and dual credit courses will earn high school and college credits.

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

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): 9th-12th Only highly qualified teachers and staff will be employed by Hardin High School.

9th-12th Hardin High School 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): 9th-12th Only highly qualified teachers and staff will be employed by Hardin High School.</p> <p>9th-12th Hardin High School 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 High School 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 standards and challenging State student performance standards that all children are expected to meet and * will apply research to meet the learning needs of all students. <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 ELLs, 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 - Bryan Taulton	Federal - Title II, Part A TPTR - Contracted Professional Development \$3,213.00	Documents :Agenda Minutes, Sign-in Sheets - 12/17: A professional development program will have been designed that meets the needs of Hardin High School.	A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Documents :Professional Development Records - 05/18: 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.

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<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 High School has 100% certified and highly effective faculty in each teaching position, as defined by state law.</p> <p>Hardin High School will implement peer/coaching techniques for their faculty members and monitor the teaching and learning process through effective walk-throughs and one period of mentoring conducted by a certified teacher.</p>	8/2017 - 5/2018	Principal - Bryan Taulton Mentor Teacher - Tom Catchings	Local Funds - Region IV and Region V Membership Fees		100% Certified Faculty.	Documents :School Records - 05/18: Recruitment strategies and activities have resulted in the employment of additional certified professionals, minority professionals and trained paraprofessionals.

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): 9th-12th Hardin High School will be encouraged to explore the available technology, teaching techniques and technology designed to foster student learning.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Technology Needs Assessment (TI, A SW SCNA) - As part of the Comprehensive Needs Assessment, Hardin High School reviews the following areas:</p> <ul style="list-style-type: none"> - the amount, quality and availability of equipment, - the types of computer systems available, - how current the hardware and software systems being used are, - any barriers that exist that are preventing the effective use of technology and - technology professional development opportunities. <p>Hardin High School has classroom teachers provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and federal-facilitated to name just a few.</p> <p>Priority needs in technology include the need to expand the use of technology and increase professional development opportunities in using technological tools. The campus will address these needs by purchasing updated software and hardware and funding a wide variety of professional development activities.</p> <p>As the need arises, Special Population students such as ESL students will use portable electronic devices to expand knowledge and language skills, as well as narrow the achievement gap between ELLs and non-ELLs.</p>	8/2017 - 5/2018	Technology Department - Diane Huff	Local Funds - Time Contributions of Technology Director		The educational system of Hardin High School will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Documents :Agenda Minutes, Sign-in Sheets - 08/17: A technology CNA has been conducted and the results have been made available to the appropriate staff.

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Activity: Technology Integrated Curriculum (TI, A SW SPA) - Hardin High School classroom teachers are using technology as an alternative instructional tool. Activities include: 1) Using instructional software programs such as Math XL support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Using computer software and Internet access to support instruction, teachers' access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson. 3) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements. 4) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.	8/2017 - 5/2018	Technology Department - Diane Huff	Local Funds - Site Licenses (Edmentum CTE Suite, Edmentum Common Core, Math XL, My Access)	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 EOC Exams - - 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. Documents :School Records - - 05/18: 100% of students in grade 12 will receive on-time credit accrual.

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Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW SCNA, SPA, SPE) [TEC §4.001 (b)(10)] Objective(s): 9th-12th Hardin High School will be encouraged to explore the available technology, teaching techniques and technology designed to foster student learning.						
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Campus Improvement Plan
Hardin High School 2017-2018

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Policies - Every Hardin High School faculty member, student and parent having access to Hardin High School computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form. Hardin High School is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Hardin High School has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Hardin ISD School Board Policy CQ (Local).	8/2017 - 5/2018	Principal - Bryan Taulton	Local Funds - Technology Policies	Documents :School Records - 08/17: 100% of the students at Hardin High School that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documents :School Records - 06/18: No incidents of students breaking the Acceptable Use Policy.
Strategy: Evaluation of Technology Program (TI, A SW SPE) - At least once a year the technology program will be evaluated for effectiveness and to ensure that students and teachers are utilizing the program with the frequency and purpose intended. Modifications and adjustments will be made as needed in order to improve student achievement.	Annually	Principal - Bryan Taulton	Coordinated Funding - Time Contributions of Faculty and Staff		All staff and students using technology appropriately and efficiently.	Documents :Principal Observation Report - 05/18: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.

Goal: 7 Hardin High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (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>

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Objective(s):

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>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 	<p>8/2017 - 5/2018</p>	<p>Principal - Bryan Taulton Nurse - Dana Arthur Health Teacher - Kerry Stone</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<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>	<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>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.</p>

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

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

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Safe School Initiatives (TI, A SW SPA) - The health and safety of Hardin High School students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools", Hardin High School will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * Campus Dress and Discipline Codes * Regularly scheduled fire and tornado drills * Security Audits * Video Camera Security System * Professional Development for staff in the following: <ul style="list-style-type: none"> * Crisis Prevention/Intervention, which provides training on how to safely manage disruptive and assaultive behavior. * Cyber Bullying and Bullying through Cyber Bullying Hotline. * Campus Safety and Security through the Principal. * Positive Behavioral Support through Region IV. 	8/2017 - 5/2018	Principal - Bryan Taulton Assistant Principal - Cindy Moss Counselor - Betsy Henry	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.

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

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<p>Activity: Emergency and Security Operations - Hardin High School will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills and periodic security audits of the campus facilities with coordination with local emergency management agencies, law enforcement and fire departments.</p> <p>The purpose of the Emergency Operations Plan is to establish and organize response protocol should an actual emergency occur on campus. Hardin High School will make any necessary changes to improve safety and security for their students.</p>	8/2017 - 5/2018	Principal - Bryan Taulton	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - Security Audit Reports</p>		Hardin High School will maintain a safe and disciplined school environment for all students, staff and community members.	Documents :School Records - - 05/18: An Emergency and Security Operations Plan has been implemented.
<p>Activity: Disciplinary Alternative Education Program (DAEP) - The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same.</p> <p>Students who have violated the district code of conduct will be placed in DAEP. Computer assisted instruction and counseling services will be provided for any student who is at risk of dropping out of school.</p>	8/2017 - 5/2018	AB/DAEP Administrator - Penny Colton	Local Funds - Time Contribution of DAEP Staff	Documents :School Records - - 12/17: 50% reduction in infractions of the Student Code of Conduct, as reflected on the Principal's records.	Reduction in discipline referrals to the DAEP. Dropout rate remains at 0%.	<p>Documents :School Records - - 05/18: 75% reduction in infractions of the Student Code of Conduct, as reflected on the Principal's records.</p> <p>Documents :School Records - - 05/18: Fewer incidences of illegal and/or disorderly activities.</p>

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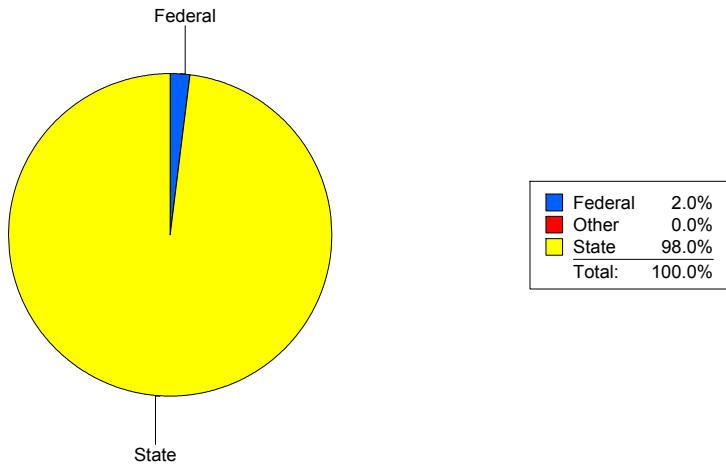
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<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Hardin High School recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselor and Principal, using the data to plan specific programs and activities. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * National Red Ribbon Week * Student Assemblies to enhance Drug/Alcohol Awareness * Drug Dogs * Dating Violence Policy (see Board Policy FFH-Local) * Random Drug Testing for qualifying students 	<p>8/2017 - 5/2018</p>	<p>Principal - Bryan Taulton</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :Agenda Minutes, Sign-in Sheets - - 08/17: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.</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>

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<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	Counselor - Betsy Henry	Local Funds - Time Contributions of Counselor	Documents :Agenda Minutes, Sign-in Sheets - 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



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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		
Time Contributions of Math Lab Instructor	0.15	\$7787.25
Homeless Resources	0.00	\$140.00
Time Contributions of Dual Credit Teacher	0.06	\$3404.93
SECCA, Inc Consulting Services	0.00	\$4606.00
Title II, Part A TPTR		
SECCA, Inc Consulting Services	0.00	\$618.00
Contracted Professional Development	0.00	\$3213.00
Title III, Part A - LEP		
Region IV SSA	0.00	\$3659.00
Title IV, Part A SSAEP		

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Campus Improvement Plan
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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title IV, Part A SSAEP		
Time Contributions of Dual Credit Teacher	0.07	\$3664.20
PSAT Testing Resources	0.00	\$6136.00
SECCA, Inc Consulting Services	0.00	\$200.00
		<hr/> \$33,428.38 <hr/>
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Funding		
Time Contributions of Faculty and Staff	0.00	\$0.00
Local Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Region IV and Region V Membership Fees	0.00	\$0.00
Time Contributions of Technology Director	0.00	\$0.00
Technology Policies	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Site Licenses (Edmentum CTE Suite, Edmentum Common Core, Math XL, My Access)	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 and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00

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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Extracurricular Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Communication Vehicles	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Parents, Staff and Community Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Classroom Teachers	0.00	\$0.00
Instructional Resources	0.00	\$0.00
Time Contributions of Content Specialist	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Instructional Resources	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Eduphoria	0.00	\$0.00
Time Contributions of ARD Committee	0.00	\$0.00
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
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Counselor's Secretary	0.00	\$0.00
Time Contributions of Librarian	0.00	\$0.00
PD Contracted Services, Travel and Registration	0.00	\$0.00
Site Licenses (Edmentum CTE Suite, Edmentum Common Core, Math XL, My Access)	0.00	\$0.00

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Campus Improvement Plan
Hardin High School 2017-2018

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
Security Audit Reports	0.00	\$0.00
Time Contribution of DAEP Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
		<hr/> \$0.00 <hr/>
State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Supplement		
Block Grant		
Assessment Instruments	0.00	\$0.00
Time Contributions of ESL Staff	0.00	\$0.00
Bilingual Education Allotment	0.00	\$24682.00
High School Allotment		
High School Allotment	0.00	\$94875.00
State Career and		
Technology Education		
Block Grant		
Time Contributions of CTE Staff	0.00	\$820812.00
State Compensatory		
Education (SCE)		
SECCA, Inc Consulting Services	0.00	\$13621.00
Time Contributions of Teachers	0.00	\$10296.11
Time Contributions of Math Lab Instructor	0.09	\$4314.80
Time Contributions of Reading/Writing Teachers	0.36	\$18780.21
Time Contributions of Tutorial Staff	0.00	\$1338.49
Time Contributions of Flex Teachers	0.60	\$32876.68
State Gifted and		
Talented Block Grant		

Campus Improvement Plan
Hardin High School 2017-2018

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Gifted and Talented Block Grant		
Assessment Instruments	0.00	\$0.00
Time Contributions of G/T Staff	0.00	\$0.00
G/T Adjusted Allotment	0.00	\$41995.00
State Special Education Block Grant		
Special Education Adjusted Allotment	0.00	\$567805.00
Time Contributions of Special Education Staff	0.00	\$0.00
Time Contributions of Adaptive Behavior Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
		<u>\$1,631,396.29</u>
Grand Total:		\$1,664,824.67