

Hardin Jr High School 2020-2021

Campus Improvement Plan

2020-2021 School Year

Campus Improvement Plan
Hardin Jr High School 2020-2021

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Schweers, Kevin	Principal	Hardin Jr High School	
Cain, Tanya	Assistant Principal	Hardin Jr High School	5-2021
Henry, Betsy	Counselor	Hardin Jr High School	5-2021
Steele, Amy	ELAR Teacher	Hardin Jr High School	5-2021
Luna, Enrique	Math Teacher	Hardin Jr High School	5-2021
West, Karen	Math Teacher	Hardin Jr High School	5-2021
Gears, Sara	Science Teacher	Hardin Jr High School	5-2021
Nolte, Keith	Social Studies Teacher	Hardin Jr High School	5-2021
Anderson, Brent	Special Education Teacher	Hardin Jr High School	5-2021
Powell, Jessica	Paraprofessional	Hardin Jr High School	5-2021
Frewin, Don	Community Representative	Hardin Jr High School	5-2021
Frewin, Carol	Business Representative	Hardin Jr High School	5-2021
Scheffler, Jennifer	Parent	Hardin Jr High School	5-2021

Campus Improvement Plan
Hardin Jr High School 2020-2021

Names of People Responsible For Implementation

Name	Title	Campus / District
Schweers, Kevin	Principal	Hardin Jr High School
Cain, Tanya	Assistant Principal	Hardin Jr High School
Henry, Betsy	Counselor	Hardin Jr High School
Hobson, Kayla	Nurse	Hardin Jr High School
Brashear, Bryn	Library Aide	Hardin Jr High School
Ivy, Karen	Curriculum Director	Hardin ISD
Zamazal, Lena	DCSI Support	Hardin Jr High School
Jones, Cami	Homeless Liaison	Hardin ISD
Snell, Randy	Athletic Director	Hardin Jr High School
Tantillo, Meagan	Band Director	Hardin Jr High School
Steele, Amy	UIL Coordinator	Hardin Jr High School
English, Todd	Director of Technology	Hardin ISD
Listenbee, Jared	Technology Teacher	Hardin Jr High School
Steadham, Karlie	Sixth Grade Teacher	Hardin Jr High School
Sexton, Annice	Sixth Grade Teacher	Hardin Jr High School
Arthur, Zac	Sixth Grade Teacher	Hardin Jr High School
Weaver, Sandra	Sixth Grade Teacher	Hardin Jr High School
Luna, Enrique	Sixth Grade Teacher	Hardin Jr High School
Ross, Cheryl	Seventh Grade Teacher	Hardin Jr High School
West, Karen	Seventh Grade Teacher	Hardin Jr High School
Collins, Kim	Seventh Grade Teacher	Hardin Jr High School
Steele, Amy	Eighth Grade Teacher	Hardin Jr High School
Hebert, Rebekah	Eighth Grade Teacher	Hardin Jr High School
Nolte, Keith	Eighth Grade Teacher	Hardin Jr High School

Campus Improvement Plan
Hardin Jr High School 2020-2021

Names of People Responsible For Implementation

Name	Title	Campus / District
Day, Rochelle	Eighth Grade Teacher	Hardin Jr High School
Hamilton, Janice	Lab Teacher	Hardin Jr High School
Ringer, Paula	Lab Teacher	Hardin Jr High School
Hamilton, Janice	Reading Lab Teacher	Hardin Jr High School
Collins, Dusty	Health Teacher	Hardin Jr High School
Armstrong, Susan	Child Nutrition	Hardin Jr High School
Anderson, Brent	Special Education Teacher	Hardin Jr High School
Steele, Amy	ESL Teacher	Hardin Jr High School
Beck, Brian	CTE Teacher	Hardin Jr High School
Terrell, Cameron	Coach/P.E. Teacher	Hardin Jr High School
Snell, Regina	Coach/P.E. Teacher	Hardin Jr High School

STAAR

Grade: **6th-8th**

All Subjects

100%

	2018	2019	2021	2022	2023
All Students	75.00	72.00	81.33	90.67	100.00
African American	51.00	72.00	81.33	90.67	100.00
American Indian	100.00	75.00	83.33	91.67	100.00
Economically Disadvantaged	68.00	62.00	74.67	87.33	100.00
English Learners	60.00	35.00	56.67	78.33	100.00
Hispanic	76.00	67.00	78.00	89.00	100.00
Special Education	38.00	20.00	46.67	73.33	100.00
Two or More Races	86.00	76.00	84.00	92.00	100.00
White	76.00	73.00	82.00	91.00	100.00

Grade: **6th-8th**

STAAR Mathematics

100%

	2018	2019	2021	2022	2023
All Students	79.00	76.00	84.00	92.00	100.00
African American	50.00	89.00	92.67	96.33	100.00
Economically Disadvantaged	73.00	68.00	78.67	89.33	100.00
English Learners	0.00	44.00	62.67	81.33	100.00
Hispanic	89.00	71.00	80.67	90.33	100.00
Special Education	50.00	24.00	49.33	74.67	100.00
Two or More Races	0.00	82.00	88.00	94.00	100.00
White	79.00	75.00	83.33	91.67	100.00

STAAR

Grade: **6th-8th**

STAAR Reading

100%

	2018	2019	2021	2022	2023
All Students	78.00	71.00	80.67	90.33	100.00
African American	67.00	78.00	85.33	92.67	100.00
Economically Disadvantaged	70.00	60.00	73.33	86.67	100.00
English Learners	0.00	33.00	55.33	77.67	100.00
Hispanic	63.00	63.00	75.33	87.67	100.00
Special Education	47.00	19.00	46.00	73.00	100.00
Two or More Races	0.00	64.00	76.00	88.00	100.00
White	80.00	73.00	82.00	91.00	100.00

Grade: **7th**

STAAR Writing

100%

	2018	2019	2021	2022	2023
All Students	66.00	76.00	84.00	92.00	100.00
Economically Disadvantaged	59.00	68.00	78.67	89.33	100.00
Hispanic	44.00	77.00	84.67	92.33	100.00
Special Education	30.00	0.00	53.33	76.67	100.00
Two or More Races	0.00	80.00	86.67	93.33	100.00
White	68.00	75.00	83.33	91.67	100.00

Grade: **8th**

STAAR Science

100%

STAAR

	2018	2019	2021	2022	2023
All Students	82.00	69.00	79.33	89.67	100.00
African American	33.00	0.00	55.33	77.67	100.00
Economically Disadvantaged	75.00	54.00	69.33	84.67	100.00
Hispanic	90.00	58.00	72.00	86.00	100.00
Special Education	14.00	10.00	40.00	70.00	100.00
White	84.00	70.00	80.00	90.00	100.00

Grade: **8th**

STAAR Social Studies

100%

	2018	2019	2021	2022	2023
All Students	64.00	65.00	76.67	88.33	100.00
African American	33.00	0.00	55.33	77.67	100.00
Economically Disadvantaged	54.00	52.00	68.00	84.00	100.00
Hispanic	90.00	50.00	66.67	83.33	100.00
Special Education	29.00	20.00	46.67	73.33	100.00
White	63.00	69.00	79.33	89.67	100.00

About Hardin Junior High

Mission Statement:

Our mission as Hardin educators is to know every student by name and need.

We as Hardin Teachers Believe:

Education is a shared responsibility of students, school, home and community.

With that as an essential principle, we believe the following to be true for students, staff, families and the community:

- Everyone has equal inherent worth and deserves to be treated with respect and dignity.
- Everyone needs challenge, opportunity and encouragement.
- Each person is unique.
- Meaningful relationships have profound lifelong impact.
- Integrity is essential.
- Imagination and creativity are vital.
- A safe environment is necessary for learning.
- Every person can learn.
- Each person is ultimately responsible for his/her own learning.
- Learning is lifelong and unlimited.
- There is always room for improvement.
- All students must graduate with the skills they need to pursue their aspirations.

Hardin Junior High Goals:

- We will provide a meaningful and challenging curriculum that acknowledges and supports individual differences.
- We will utilize assessments to transform teaching and learning to ensure student success.
- We will recruit and retain exceptional personnel and provide ongoing and relevant professional development that translates into student engagement.
- We will allocate resources to areas of greatest need.
- We will vigorously enforce policies and procedures which promote a safe and healthy environment.
- We will monitor growth and plan for a systematic process to ensure quality programs and facilities.
- We will encourage and promote a climate that engages families in the education of their children.
- We will establish a process that cultivates open and timely communication with our public.
- We will strive to convey the importance of participating in the electoral process and of service and involvement in community.
- We will foster understanding of the world around us and how our differences and similarities shape the world.

Motto:

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

Vision:

Building a Better Hardin, One Student at a Time

Grade Span:

6 – 8

Campus Improvement Plan
Hardin Jr High School 2020-2021

Enrollment:
335

Accountability Ratings:
2020 State Accountability Rating:
Not Rated: Declared State of Disaster

2019 State Accountability Rating:
Overall Accountability Rating: C
- Student Achievement Rating: C
- School Progress Rating: C
- Academic Growth Rating: C
- Relative Performance Rating: C
- Closing the Gaps Rating: D

* This campus is identified for targeted support and improvement.

* Distinction Designations:
- Not Earned

Federal Requirements - Schoolwide Program

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

In accordance with the revised (07/31/18) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following federally required elements:

1. Conduct a comprehensive needs assessment - (SWP CNA) Schoolwide Comprehensive Needs Assessment. (Section 1114(b)(6))
 - a. Includes academic achievement of students.
 - b. Needs of students who are failing, or are at-risk of failing, to meet State standards.
 - c. Barriers for educators, students and parents.

2. Prepare a comprehensive schoolwide plan - (SWP CIP) Campus Improvement Plan. (Section 1114(b))
 - a. Provide opportunities for all children to meet the challenging state academic standards.
 - b. Instructional strategies that strengthen the academic program in the school.
 - c. Increase the amount and quality of learning time.
 - d. Address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.
 - e. Includes the involvement of Parents, Community members, Teachers, Principal, Other school leaders.
 - f. Regular monitoring and revision as necessary based on student needs.
 - g. Available to the LEA, parents, and the public, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

3. Conduct outreach to parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs – (SWP SPFE) School Parent and Family Engagement Requirements. (Section 1116(b-c))
 - a. School Parent and Family Engagement Policy.
 - b. Shared Responsibilities for High Student Academic Achievement.
 - c. Building Capacity for Involvement.

Federal Requirements - Schoolwide Program Elements

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

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

* Hardin Junior High reviewed/revise the CNA in the Fall of 2020.

- Goal #2: Campus Performance Objectives Strategy
- Goal #2: Foundation Program
- Goal #2: Accelerated Instruction Strategy
- Goal #5: Professional Development Program Strategy
- Goal #6: Technology Needs Assessment Strategy

2. Prepare a comprehensive schoolwide plan (SWP CIP).

* Hardin Junior High reviewed/revise the CIP in the Fall of 2020. The Plan was reviewed by the Interim Superintendent, Dr. Darrell Myers; Assistant to the Superintendent, Chris Contreras; Director of Special Programs, Cami Jones; Campus Administrators; and parents and community members. The CIP is available on the district website. Printable versions made available upon request. The CIP is distributed in English and Spanish as requested.

- Goal #2: Foundation Program
- Goal #2: Accelerated Instruction Strategy
- Goal #3: Dropout Prevention Program Strategy
- Goal #4: Career Guidance and Counseling Strategy
- Goal #5: Professional Development Program Strategy
- Goal #6: Technology Integrated Curriculum Strategy
- Goal #7: Safe Schools Initiatives Strategy
- Goal #7: Counseling Responsive Services Strategy

3. Conduct parent outreach (SWP SPFE).

* The Parent and Family Engagement Policy was developed/revise by the Assistant to the Superintendent, Chris Contreras; Director of Special Programs, Cami Jones; Parents, Angie Amyx and Jennifer Scheffler; and Campus Administrators. The Policy is available on the district website and distributed in the Student Handbook and Enrollment Packets in English and Spanish upon request. Printable versions made available upon request. Parent and Family Engagement Meetings will be held twice annually in the Fall and Spring during the week in the evenings at the administration office. Parent Involvement Meetings will be offered at least monthly immediately following school board meetings. Input is encouraged through our website posting as well.

- Goal #1: Parent and Family Engagement Strategy
- Goal #1: Shared Responsibility for High Student Academic Achievement Strategy
- Goal #1: Building Capacity for Involvement

Comprehensive Needs Assessment

Demographics

Demographics Summary

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

2020-2021 Enrollment:

Sixth Grade: 122

Seventh Grade: 103

Eighth Grade: 110

Total: 335

Ethnicity Distribution From 2019-2020:

3.23% – African American

14.94% – Hispanic

79% – White

0.79% – American Indian

0.07% – Asian

0 (0.0%) – Pacific Islander

2.90% – Two or More Races

Student Groups:

60.57% – Economically Disadvantaged

2.3%– English Language Learners

3.36% - Gifted and Talented

10.2% - Special Education

Demographics Strengths

Considering Hardin Junior High School has a small student body consisting of about 335 students, the average student to teacher ratio is roughly 15:1 students per teacher which is below the state average. Moreover, this puts teachers at an advantage as they can strategically place students in small instructional groups/rotations, utilize learning centers, and provide one-to-one instruction to personalize learning experiences in order to remediate and differentiate instruction based upon students' individual needs. Hardin Junior High's enrollment has increased over the past three school years and is expected to continue to increase in the years to come. Students' individual needs are assessed each school year and targeted interventions and enrichment activities are implemented to support their needs. Gifted and Talented students are grouped in all core classes. Students in all special populations are monitored regularly for attendance and grades.

Problem Statements Identifying Demographics Needs

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

Student Achievement

Student Achievement Summary

Overall, Hardin Junior High School students have consistently performed well on the State of Texas Assessments of Academic Readiness. During the 2016-2017 and 2017-2018 school years, Hardin Junior High School met standard in all categories and also received a distinction designation in the area of Science which is awarded for outstanding student achievement. In 2019, the accountability targets changed to 70% for every category. While Hardin Junior High has shown over 30 point gains in several categories, Closing the Gaps category reached only 65% not 70%. All other categories were above 70%. Hardin Junior High staff and students are committed to scoring 70% or above in all categories for 2020.

STAAR Scores

Grade level	Subject tested	% at Meets Grade Level		
		2017	2018	2019
6	Reading	29	35	24
6	Math	40	39	17
7	Reading	47	49	44
7	Writing	45	47	40
7	Math	47	38	45
8	Reading	46	57	58
8	Math	36	50	49
8	Science	47	62	32
8	Social Studies	24	28	32

Performance Indices

Index	Targets	2017	2018	2019	
		Rating	Rating	Rating	
1 Student Achievement	60 60 100	71	78	73	
2 Student Progress	30 30 100	38	83	72	
3 Closing Performance Gaps	26 26 100	34	76	65	
4 Postsecondary Readiness	13	43			

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 8th grade student science performance indicates an area of need. Science scores are increasing from 6th to 8th grade, 8th grade science scores are the lowest of the content areas. **Root Cause:** A cause could be a lack of vertical alignment in the science department and a new teacher to the content.

Problem Statement 2: 8th grade Social Studies is also an area of concern as the overall passing percentage has remained low for the past few years. **Root Cause:** Social studies is not taught before sixth grade. Seventh grade is Texas history but eighth grade is US history.

School Culture and Climate

School Culture and Climate Summary

As a school community, Hardin Junior High School proactively monitors each student's progress throughout the school year by looking at student progress report/report card grades, analyzing their STAAR scores from the previous school year, and tracking their performance on all benchmarks administered during the school year. Thus, interventions will be made via meeting with students, parents, and teachers to address academic and/or behavioral concerns. In order to ensure student success, teachers will work in partnership with parents, encourage students to attend tutorials before or after-school, and utilize advisory time to complete/turn in missing assignments (work completion) as well as a source of remediation and strategically plan accelerated instruction to target areas of weakness, and address learning gaps/deficits in preparation for the STAAR test that will be administered in the spring of 2020.

A thorough analysis of student performance data at Hardin Junior High School reveals that the curriculum and quality of instruction provided to students is adequately preparing them for success on the state assessment (STAAR). However, as a school community, staff must become more accustomed to the district's curriculum roadmap/resources, local assessments, and increase the instructional rigor incorporated into all assignments/assessments. As a professional learning community, the staff must use team meetings as a platform to have ongoing open discussions in regards to 21st Century Best Teaching Practices, instructional resources & professional development, and promote instructional practices that require students to collaborate, think critically, and problem solve. The teacher turnover rate at Hardin Junior High is very low. Most classroom teachers and instructional support staff members are highly qualified in their content areas.

School Culture and Climate Strengths

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

The Hardin Junior High School core area teachers are all very strong/well versed with the curriculum for their subject areas with the exception of one teacher who is fairly new to the veteran teachers know the curriculum very well, analyze student data to drive/tailor instruction to target areas of weakness and ensure student learning, growth, and academic progress. Teachers are required to upload their Lesson Plans into the TEKS Resources

Management System which is/are easily accessible/viewed by the principal on a weekly/daily basis. The TEKS Resource Management System is very user friendly and provides an instructional focus document, vertical alignment document, year-at-a-glance, TEKS/updates, and so much more.

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

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

Our 6th grade Science department hosts an after school Science Club each year in which our students experience new science concepts related to the real world through presenters and group experiments. The Science Club also hosts 3 school dances each year to build positive student relations. Our campus also hosts Red Ribbon Week activities each year to educate students in the area of health and safety. Campus staff members educate students in the area of cyber bullying and Internet safety.

To encourage parent involvement our campus initiated three informational sessions before the 2020-2021 school year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Parent Involvement and extra curricular activities is an area the Hardin Junior High School wishes to increase. We would like to have additional after school club opportunities for our students to participate. We would also like to see an increase in parent attendance in events and activities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

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

- All teachers are highly qualified in their teacher areas
- Teachers are well versed in their content areas
- To strengthen teachers' chosen craft - teachers are provided opportunities to attend area workshops and state conferences to collaborate with other in their teaching fields. CAST, CAMT, Regional IV STEM Conference, Region IV Social Studies Conference, Region VI Math Collaboration, Region IV Counselor Advisory Committee, Campus In-services: Accountability/Data Analysis, ADHD/LD Classroom Strategies, Web page Development, TEKS Resource Management Designing Unit Assessments, Purposeful Planning - lesson cycle and alignment of TEKS, and Student Engagement Strategies (Teach Like a Champion) Mentoring Program for new teachers, Buddy system for veteran teachers new to the district, and lesson planning workshops. More professional development is needed in the areas of differentiated instruction and instructional rigor as Honors Courses were added to the academic program in all core subject areas. The district will send all ELA teachers to the Reading/Writing Academy in the fall of 2019. This professional development session will allow teachers to acquire instructional/differentiation strategies for advanced courses. The district will send all math teachers to Unpacking the TEKS workshop and Lead4ward workshop. The 8th grade social studies teacher will attend a social studies workshop. 8th grade science teacher was mentored by a mentor teacher. The principal will continuously consult with the CEIC in regards to the professional development needs of the campus and availability/purchase of instructional resources.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: More professional development is needed in the areas of differentiated instruction and instructional rigor.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

Curriculum, Instruction, and Assessment Strengths

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The teachers at Hardin Junior High have expressed an interest in participating in more meaningful professional development in the areas of instructional rigor. **Root Cause:** Teachers plan independently.

Problem Statement 2: The campus administration and teachers need to continue to seek out appropriate supplemental materials to support the State TEKS. The campus needs to continue to evaluate resources being used in the classroom to assure rigor and differentiated resources are being used to increase student performance. Content area teachers need to work closely together to align curriculum vertically **Root Cause:** No district-wide vertical alignment

Parent and Community Engagement

Parent and Community Engagement Summary

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

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

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

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

- Family Night Open House - Spring 2021
- Working on the Work
- School Book Fair - Family Night Book Fair (if able due to COVID-19)

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

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents play an intricate role in the decision-making process but have not been given opportunities to provide the campus with valuable constructive feedback on things such as academic programming, campus activities, and channels for continued communication to strengthen school-community relations. **Root Cause:** No surveys or ways for parents to communicate back to school.

School Context and Organization

School Context and Organization Summary

As a school community, Hardin Junior High School will proactively monitor each student's progress throughout the school year by looking at their progress report/report card grades, analyzing their STAAR scores from the previous school year, and tracking their performance on all benchmarks and curriculum-based assessments administered during the school year. Thus, interventions will be made via meeting with students, parents, and teachers to address academic and or behavioral concerns. In order to ensure student success, we will work in partnership with parents, encourage students to attend tutorials (before or after-school, and utilize advisory time to complete/turn in missing assignments (work completion), and strategically plan to provide students with accelerated instruction to target areas of weakness, and address learning gaps/deficits in preparation for the STAAR test that will be administered in the spring of 2021.

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

School Context and Organization Strengths

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

Areas of strength:

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

Problem Statements Identifying School Context and Organization Needs

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

Technology

Technology Summary

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

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

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

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

Technology Strengths

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

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

Problem Statements Identifying Technology Needs

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

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

Needs Assessment Summary

Hardin Junior High received a State Accountability Rating of Not Rated: Declared State of Disaster for 2020 to recognize that the closure of schools, in response to the COVID-19 pandemic, during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

Hardin Junior High received a State Accountability Rating of C from TEA in 2019. The rating requires that the campus met the performance target scores in three domains: Student Achievement, Student Progress (Academic Growth and Relative Performance), and Closing Performance Gaps. Hardin Junior High is identified for targeted support and improvement and did not receive any Distinction Designations in 2019.

Student Strengths and Needs (2019 STAAR Results):

Reading/ELA: 71% of All Students met or exceeded the Approaches Grade Level standard in Reading. Percentages for other subgroups ranged from 78% for African American students to 19% for Special Education students.

Math: 76% of All Students met or exceeded the Approaches Grade Level standard in Math. Percentages for other subgroups ranged from 89% for African American students to 24% for Special Education students.

Writing: 7th grade students participated in the STAAR Writing test. 76% of All Students met or exceeded the Approaches Grade Level standard in Writing. Percentages for other subgroups ranged from 80% for students of Two or More Races to 68% for Economically Disadvantaged students.

Science: 8th grade students participated in the STAAR Science test. 69% of All Students met or exceeded the Approaches Grade Level standard in Science. Percentages for other subgroups ranged from 70% for White students to 10% for Special Education students.

Social Studies: 8th grade students participated in the STAAR Social Studies test. 65% of All Students met or exceeded the Approaches Grade Level standard in Social Studies. Percentages for other subgroups ranged from 69% for White students to 20% for Special Education students.

Interventions:

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

- * Tutorials for grades 6 - 8
- * STAAR Lab for grades 6 - 8
- * Credit Recovery for grades 6 - 8

Faculty and Staff:

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

Attendance:

Attendance rate at Hardin Junior High increased from 94.2% in 2018-2019 to 96.1% in 2019-2020. The staff designed several activities to encourage attendance including attendance incentives, parent notifications, and counseling services.

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Dropout Rate:

The dropout rate at Hardin Junior High for grades 7 and 8 increased from 0% in 2017-2018 to 0.4% in 2018-2019. Several programs including parental involvement activities and counseling programs are in place to maintain the low dropout rate.

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

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

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

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<p>Strategy:</p> <p>Parent and Family Engagement (SWP SPFE) - Hardin ISD will jointly develop with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. (Sec. 1116 (a) (2)). The policy will describe how the district will:</p> <ul style="list-style-type: none"> * involve parents and family members in developing the local plan, * provide the support necessary to assist all Title I participating schools in planning parent and family involvement activities to improve student academic achievement, * coordinate parent and family engagement strategies under Title I with other relevant Federal, state and local programs, * conduct any annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools, and * use the findings of such evaluation to design strategies for more effective parental involvement. <p>Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. (Sec. 1116 (b) (1))</p> <p>The Parent and Family Engagement Policy was developed/reviewed by the Assistant to the Superintendent, Director of Special Programs, Parents, and Campus</p>	8/2020 - 5/2021	Principal - Kevin Schweers	Local Funds - Time Contributions of Staff, Parents, and Community		Increased number of parents and community members participating in events.	Documents :Parent Involvement Records - 05/21: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.

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<p>Administrators. The Policy is available on the district website and distributed in the Student Handbook and Enrollment Packets in English and Spanish upon request. Printable versions made available upon request. Parent and Family Engagement Meetings will be held twice annually in the Fall and Spring during the week in the evenings at the administration office. Parent Involvement Meetings will be offered at least monthly immediately following school board meetings.</p> <p>Stakeholders are notified through the Hardin Junior High Homepage on the Hardin ISD website, District Calendar, phone calls, emails, bimonthly campus newsletters, weekly staff bulletins, weekly progress forms, Facebook, Remind, and Skyward.</p> <p>The campus will inform parents of the school's participation in a Schoolwide Program, provide a description of the curriculum used, the assessments used and the achievement levels of the State academic standards, and of their right to be involved in planning, reviewing and improvement of programs. (Sec. 1116 (c) (4))</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 and at various times to allow parents multiple opportunities to attend. Parents will be invited to come and a Public Notice will be posted.</p>						

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<p>Strategy:</p> <p>Shared Responsibility for High Student Academic Achievement (SWP SPFE) - In accordance with Title I regulations (Sec. 1116 (d)), school and parent representatives will develop a Parent/Student/Teacher Compact. This compact will address the importance of communication between teachers and parents on an ongoing basis. Parents and family members will have reasonable access to staff, opportunities to volunteer at school and in classrooms and be able to observe classroom activities. There will be regular two-way meaningful communication between family members and school staff to the extent practicable, provided in a language that family members can understand.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. All compacts will be reviewed and signed. Copies of the compact will be distributed in the Student Handbook.</p> <p>Activity:</p> <p>Conferences, School Visits, Phone Calls, and Home Visits - Parent/Teacher conferences will be scheduled throughout the year at the parent's convenience as needed. Teachers will contact each student's parent at least once a year, with parents of struggling students' contacted more frequently.</p> <p>A parent may request a conference at any time with the Principal or classroom teacher(s) as they deem necessary.</p>	<p>8/2020 - 5/2021</p>	<p>Principal - Kevin Schweers</p>	<p>Local Funds - Time Contributions of Parents and Staff</p>		<p>Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.</p>	<p>Documents :Parent Involvement Records - 05/21: Parent involvement records document that parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.</p>
	<p>8/2020 - 5/2021</p>	<p>Principal - Kevin Schweers</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :School Records - - 12/20: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s) or guardian(s).</p>	<p>Increased student performance as a result of increased parent participation.</p>	<p>Documents :School Records - - 05/21: Campus records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.</p>

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Activity: Parent and Community Support Organizations - Hardin Junior High conducts a variety of Events and Programs geared towards including parents and other stakeholders in their Educational System. Events include: * Open House * Student Orientation * Parent/Teacher Conferences * Award Assemblies * Family Night Open House in the Spring * Working on the Work * School Book Fair - Family Night Book Fair (if circumstances allow due to COVID-19)	8/2020 - 5/2021	Principal - Kevin Schweers	Local Funds - Time Contributions of Staff	Documents :Parent Involvement Records - - 12/20: Increase in the participation of parents and community members in the educational system of Hardin Junior High.	Parents as full partners in the education of Hardin Junior High students.	Documents :Parent Involvement Records - - 05/21: Increase in the participation of parents and community members in the educational system of Hardin Junior High.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Building Capacity for Involvement (SWP SPFE) - In compliance with Federal Title I, Part A Improving Basic Programs regulations (Sec. 1116 (e)), parents are notified of all situations that ultimately impact their child's education, providing the opportunity for important parental feedback.</p> <p>The district and campus will assist parents and family members by providing materials and training on</p> <ul style="list-style-type: none"> - what the State academic standards are, - what state and local assessments are required, - how to monitor their child's progress and improve their achievement, and - other areas such as literacy training, using technology, and how to foster parental involvement. <p>Teachers, support personnel, principals, and other staff will be provided training on the value and utility of parent contributions and how to implement parent programs and build better ties between parents and the school.</p> <p>Parent notifications activities include, but are not limited to the following information:</p> <ul style="list-style-type: none"> * Qualifications of staff, * Parental Information Resource Centers, * Student Progress Reports, * ESSA School Report Cards, * Application of technology, and * School Choice Options. <p>Whenever possible, translators are provided and communication takes place in an understandable format and in the parent's primary language.</p>	8/2020 - 5/2021	Principal - Kevin Schweers	Local Funds - Time Contributions of Staff		Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documents :Parent Involvement Records - 05/21: Parent Involvement records document an increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Campus Educational Improvement Committee (CEIC) - The CEIC is made up of members of the Hardin Junior High staff, parent representatives, business representatives, and community members. Parents are selected to be members by campus administrators for two year terms. The CEIC 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 CEIC will review the Campus Improvement Plan (CIP) several times a year. Based on continuously updated student achievement data and support data, revisions will be made to the CIP as needed and recommended by the committee.</p> <p>Hardin Junior High reviewed/revised the CIP in the Fall of 2020. The Plan was reviewed by the Interim Superintendent, Assistant to the Superintendent, Director of Special Programs, Campus Administrators, and parents and community members. The CIP is available on the district website. Printable versions made available upon request. The CIP is distributed in English and Spanish as requested.</p>	8/2020 - 5/2021	Principal - Kevin Schweers	Local Funds - Time Contributions of Community Members	Documents :Agendas, Meeting Notes - 01/21: CEIC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the CIP as needed.	A CIP that is a living document that provides guidance to the implementation of the educational system and support components of Hardin Junior High.	Documents :School Records - 05/21: A current CIP approved by the Hardin ISD Board of Trustees.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the District Educational Improvement Committee (DEIC), 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 CEIC are cognizant of the regulations governing Schoolwide programs, understand the elements of a Title I Schoolwide Program and include these elements in the Hardin Junior High CIP. Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A and Title IV, Part A programs and other federal, state and local programs. Technical assistance is available for Every Student Succeeds Act (ESSA) requirements such as supplement, not supplant, campus allocations, and compliance and accountability.	7/2020 - 6/2021	Principal - Kevin Schweers	Federal - Title I, Part A - SECCA, Inc Consulting Services <p style="text-align: right;">\$9,624.00</p> Federal - Title II, Part A - SECCA, Inc Consulting Services <p style="text-align: right;">\$1,578.00</p> Federal - Title IV, Part A - SECCA, Inc Consulting Services <p style="text-align: right;">\$800.00</p> State - State Compensatory Education (SCE) - SECCA, Inc Consulting Services <p style="text-align: right;">\$18,161.00</p> Federal - Title V, Part B - RLIS - SECCA, Inc Consulting Services <p style="text-align: right;">\$800.00</p> Federal - ESSER - SECCA, Inc Consulting Services <p style="text-align: right;">\$6,027.00</p>	Documents :Agendas, Meeting Notes - - 12/20: CEIC agendas and minutes reflect a continued monitoring of the Title I Program.	Hardin Junior High will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Documents :School Records - - 05/21: Hardin Junior High will receive the State Accountability Rating of B or higher.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): 6th-8th Hardin Junior High STAAR scores will be at or above 80% Approaches, 50% Meets, and 20% Masters.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Campus Performance Objectives (SWP CNA) - The CEIC meets quarterly to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness, reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program, and reviewing the professional and paraprofessional staff available.</p> <p>Campus performance objectives are based on data available through the comprehensive needs assessment process.</p>	6/2020 - 6/2021	Principal - Kevin Schweers	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: CEIC agenda and minutes will indicate that performance objectives have been developed based on the Comprehensive Needs Assessment.
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Hardin Junior High participates in the State-Developed Testing Program that is consistent with the regulations of ESSA. The program includes the administration of the State of Texas Assessment of Academic Readiness (STAAR) in Reading (grades 6 - 8), Math (grades 6 - 8), Writing (grade 7), Science (grade 8), and Social Studies (grade 8).</p> <p>The STAAR is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the State issued Student Assessment Calendar.</p>	1/2021 - 6/2021	Principal - Kevin Schweers Counselor - Betsy Henry	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - 12/20: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/21: 81% of all students in grades 6 - 8 will pass all appropriate grade-level and subject-area STAAR tests.

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Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)**
[TEC §4.001 (b)(2)(4)]
 Objective(s): 6th-8th Hardin Junior High STAAR scores will be at or above 80% Approaches, 50% Meets, and 20% Masters.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Foundation Program (SWP CNA, CIP) - The Hardin Junior High 6 – 8 curriculum (TEKS Resource Management) is based on the TEKS. Teachers will utilize the Fundamental 5 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 Junior High.	8/2020 - 5/2021	Principal - Kevin Schweers	Local Funds - Time Contributions of Classroom Teachers Local Funds - Instructional Resources	Informal Assessment :Classroom Assessments - 12/20: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	All students and all student groups academically successful as the educational system meets the needs of all.	Criterion-Referenced Test :STAAR Tests - 05/21: 81% of all students in grades 6 – 8 will pass all appropriate grade-level and subject-area STAAR tests.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): 6th-8th Hardin Junior High STAAR scores will be at or above 80% Approaches, 50% Meets, and 20% Masters.						
<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>TEKS Resource Management System - The Hardin Junior High curriculum for grades 6 – 8 utilizes the TEKS Resource Management System. The curriculum is TEKS based and vertically aligned through the TEKS, offering a scope and sequence continuum that lends itself to individualized instruction as students' strengths and deficiencies are identified through informal and formal assessments.</p> <p>Hardin Junior High staff members utilize the TEKS Resource System as a curriculum guide each six weeks. Teachers submit lesson plans weekly based upon the scope and sequence in the TEKS Resource System. Lesson plans are reviewed weekly by campus administration and feedback is given on a regular basis. Teachers also participate in bi-weekly grade level meetings to discuss students in need of instructional support. Content area teachers will begin meeting this school year once a month to review student benchmark assessments, alignment of instruct, and plan together to increase depth and complexity to instructional lessons.</p> <p>Special supplemental programs and services such as UIL Rotation, Career Day, STAAR Review, and Educational Support Tutorials can be prescribed for the deficiencies with Special Populations staff leveling the playing field for students experiencing difficulties.</p>	8/2020 - 5/2021	Principal - Kevin Schweers	Local Funds - Time Contributions of Faculty and Staff Local Funds - Instructional Resources	Informal Assessment :Classroom Assessments - - 12/20: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	All students and all student groups are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and State student performance standards that all students are expected to meet.	Criterion-Referenced Test :STAAR Tests - - 05/21: 81% of all students in grades 6 – 8 will pass all appropriate grade-level and subject-area STAAR tests.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): 6th-8th Hardin Junior High STAAR scores will be at or above 80% Approaches, 50% Meets, and 20% Masters.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Foundation Assessments - Through the activities of the CEIC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Hardin Junior High. Students in grades 6 – 8 will be administered the IXL Math and Reading Plus assessments periodically throughout the school year to determine specific strengths and weaknesses in the development of reading and math skills and to identify students meeting the state-adopted at-risk criteria. Students meeting the at-risk criteria are those scoring below 70%. 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.	8/2020 - 5/2021	Principal - Kevin Schweers Counselor - Betsy Henry	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/20: 80% of students will receive passing six week grades in core subject areas.	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	Criterion-Referenced Test :STAAR Tests - - 05/21: 81% of all students in grades 6 – 8 will pass all appropriate grade-level and subject-area STAAR tests.
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.	8/2020 - 5/2021	Principal - Kevin Schweers	Local Funds - Time Contributions of Faculty and Staff Local Funds - Eduphoria Services	Informal Assessment :Classroom Assessments - - 12/20: 80% of students achieving passing scores on classroom assignments, unit and six weeks tests and TEKS-based tests.	Program improvements are implemented. All targeted student groups show improvement on STAAR tests. Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/21: 81% of all students in grades 6 – 8 will pass all appropriate grade-level and subject-area STAAR tests.

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Hardin Jr High School 2020-2021

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)**

[TEC §4.001 (b)(2)(4)]

Objective(s): 6th-8th Hardin Junior High STAAR scores will be at or above 80% Approaches, 50% Meets, and 20% Masters.

<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>STAAR Lab - Hardin Junior High will provided additional instructional time for students who are at risk of dropping out of school to assist them in the acquisition of the TEKS and the STAAR objectives. A STAAR Lab will be provided for 50 - 55 minutes during the day to students in grades 6 - 8.</p>	8/2020 - 5/2021	Principal - Kevin Schweers Lab Teacher - Janice Hamilton Lab Teacher - Paula Ringer	<p>Federal - Title I, Part A - Time Contributions of STAAR Lab Staff FTE: 1.42 \$43,346.04</p> <p>Federal - Title II, Part A - Time Contributions of STAAR Lab Teacher FTE: 0.66 \$46,835.82</p> <p>State - State Compensatory Education (SCE) - Reading Site Licenses \$24,000.00</p> <p>State - State Compensatory Education (SCE) - STAAR Prep Resources \$20,000.00</p> <p>State - State Compensatory Education (SCE) - STAAR Master Reading \$1,300.00</p>	Informal Assessment :Classroom Assessments - - 12/20: 80% of students will pass campus benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/21: 81% of all students in grades 6 – 8 will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy:</p> <p>Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).</p>	8/2020 - 5/2021	Principal - Kevin Schweers Counselor - Betsy Henry	State - Special Education Block Grant - Special Education Adjusted Allotment \$839,135.00	Informal Assessment :Classroom Assessments - 12/20: 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 - 05/21: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs and will pass the State required assessment instrument at the end of the school year.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): 6th-8th Hardin Junior High STAAR scores will be at or above 80% Approaches, 50% Meets, and 20% Masters.						
<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 is unable to speak and comprehend English, 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) §29.004, 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>	8/2020 - 5/2021	Counselor - Betsy Henry	State and Local Funds - Assessment Instruments	Documents :School Records - - 12/20: 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 - - 05/21: 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. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): 6th-8th Hardin Junior High STAAR scores will be at or above 80% Approaches, 50% Meets, and 20% Masters.						
<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: Special Education Modifications - Hardin Junior High provides a range of educational programs and different instructional arrangements for students with disabilities. For students in grades 6 – 8 several different instructional arrangements are available. These include Inclusion in the regular classroom and Life Skills. The appropriate instructional setting will be determined for each student by ARD committees. Hardin Junior High ensures that students with disabilities are educated with non-disabled peers in the least restrictive environment.	8/2020 - 5/2021	Special Education Teacher - Brent Anderson Counselor - Betsy Henry	State and Local Funds - Time Contributions of Special Education Staff	Informal Assessment :Classroom Assessments - - 12/20: 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 - - 05/21: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.
Activity: Related Services - Hardin Junior High ensures that students with disabilities who require related services receive the kind and amount necessary to assist the child to benefit from Special Education services, as well as general education activities and classes. Related Services are provided to all students for the time specified in their IEPs, with gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Psychological Services, Social Work Services and Counseling Services, which are provided through the Southeast Texas Co-Op.	8/2020 - 5/2021	Principal - Kevin Schweers Counselor - Betsy Henry	State and Local Funds - Time Contributions of ARD Committee		Students with disabilities involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	Documents :School Records - - 05/21: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Transition Services - Hardin Junior High provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111; TAC §89.1055. 1) Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program). 2) Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school. When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting. The district will post the transition and employment guide on the	8/2020 - 5/2021	Principal - Kevin Schweers Counselor - Betsy Henry	State and Local Funds - Time Contributions of Special Education Staff		Students with disabilities receive the transition services required for success in and out of school, within school and within the world of work.	Documents :School Records - - 05/21: Transition activities are 100% in line with students' IEPs.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): 6th-8th Hardin Junior High STAAR scores will be at or above 80% Approaches, 50% Meets, and 20% Masters.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
district's website in accordance with TEC §29.0112. Strategy: English as a Second Language (ESL) Program - Hardin Junior High School offers an ESL Program whose goal is to enable English Learners (EL) to become competent in the comprehension, speaking, reading and composition of the English language through the integrated use of second language methods. The ESL Program shall emphasize the mastery of English language skills, as well as mathematics, science and social studies, as integral parts of the academic goals for all students to enable EL to participate equitably in school. Hardin ISD will provide services for EL and their families through a Shared Service Arrangement (SSA) with Region V Educational Service Center (ESC).	8/2020 - 5/2021	Principal - Kevin Schweers Counselor - Betsy Henry	State - Bilingual Education Block Grant - Bilingual Education Allotment \$18,431.00 Federal - Title III, Part A - ELA - Region V SSA \$3,184.00	See Activities below.	Narrowing the achievement gap between EL and non-EL.	See Activities below.

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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: English Learner Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. Identification assessments are administered to students to provide information needed for identification, placement, and re-designation of EL. LAS Links (listening, speaking, reading, and writing components) will be administered to students in grades 6 – 8. The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of an EL who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2020 - 5/2021	Counselor - Betsy Henry	State and Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/20: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Significant increase in oral, verbal, and written language proficiency, as assessment results help LPAC determine appropriate ESL placement.	Criterion-Referenced Test :STAAR Reading Test - - 05/21: 56% of EL in grades 6 – 8 will pass all appropriate grade-level and subject-area STAAR tests.
Activity: English Learner Modifications - Based on LPAC prescription, EL in grades 6 – 8 will receive ESL support within the classroom from ELA teachers who are also ESL certified. All teachers in Hardin ISD are ESL certified. The LPAC reviews each student's progress at the end of the school year in order to determine future appropriate placement.	8/2020 - 5/2021	Principal - Kevin Schweers ESL Teacher - Amy Steele	State and Local Funds - Time Contributions of ESL Staff	Informal Assessment :Classroom Assessments - - 12/20: ESL students are progressing at the rate set by the LPAC.	Students exiting EL designation by LPAC. Narrowing the achievement gap between EL and non-EL.	Informal Assessment :Classroom Assessments - - 05/21: Individual students meeting LPAC's expectations based on results of an oral language proficiency test. Criterion-Referenced Test :STAAR Tests - - 05/21: 56% of EL in grades 6 – 8 will pass all appropriate grade-level and subject-area STAAR tests.

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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>Program Exit Criteria - Exit criteria are applicable to students in grades 6 – 8 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>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"> * English Language Proficiency: Grades 6 – 8: Score Advanced High on TELPAS in Listening, Speaking, Reading, and Writing. * English Reading: Grades 6 – 8: Meet passing standard on the STAAR Reading test. * Results of a subjective teacher evaluation using the state's standardized rubric. <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 period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p>	8/2020 - 5/2021	Principal - Kevin Schweers	State and Local Funds - Time Contributions of ESL Staff and LPAC	Informal Assessment :Classroom Assessments - - 12/20: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.	Increase in number of students eligible to exit the ESL Program.	Criterion-Referenced Test :STAAR Tests - - 05/21: 55% of EL in grades 6 – 8 will pass all appropriate grade-level STAAR Reading tests.

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Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)**
[TEC §4.001 (b)(2)(4)]
 Objective(s): 6th-8th Hardin Junior High STAAR scores will be at or above 80% Approaches, 50% Meets, and 20% Masters.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Dyslexia Modifications - The Dyslexia program serves students in all grades at Hardin Junior High. Students are provided individualized assistance as prescribed by the appropriate assessment, 504, or ARD committee.</p> <p>At Hardin Junior High, students will receive services through ELA and Intervention classes provided by a trained intervention teacher.</p> <p>Monitored students not progressing in line with their peers may be recommended for reevaluation; and if necessary, a more intensive specialized program will be prescribed.</p> <p>Students who have exited the Dyslexia program are monitored by the Counselor.</p>	<p>8/2020 - 5/2021</p>	<p>Principal - Kevin Schweers Counselor - Betsy Henry</p>	<p>State and Local Funds - Time Contributions of Dyslexia Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/20: 100% of all students will improve their reading skills and comprehension rates at least one grade level from their starting level.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Test :STAAR Reading Test - - 05/21: 80% of all students in grades 6 – 8 will pass all appropriate grade-level STAAR Reading tests.</p>

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): 6th-8th Hardin Junior High STAAR scores will be at or above 80% Approaches, 50% Meets, and 20% Masters.						
<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>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>	8/2020 - 5/2021	Principal - Kevin Schweers Counselor - Betsy Henry	Local Funds - Time Contributions of Faculty and Staff		504 students receiving an equitable education compared to their non-504 peers.	Documents :Counselor's Records - 05/21: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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[TEC §4.001 (b)(2)(4)]
 Objective(s): 6th-8th Hardin Junior High STAAR scores will be at or above 80% Approaches, 50% Meets, and 20% Masters.

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 Junior High has adopted a process for identifying and serving gifted and talented students who are defined as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience or environment and who: 1) exhibits high performance capability in an intellectual, creative or artistic area; 2) possesses an unusual capacity for leadership or 3) excels in a specific academic field.	8/2020 - 5/2021	Principal - Kevin Schweers Counselor - Betsy Henry	State and Local Funds - Time Contributions of G/T Staff	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.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): 6th-8th Hardin Junior High STAAR scores will be at or above 80% Approaches, 50% Meets, and 20% Masters.						
<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>G/T Assessment - Students in grades 6 - 8 are eligible to participate in the G/T Program of Hardin Junior High. Students go through a nomination and assessment process for G/T identification in December that includes at least 3 criteria, which include both qualitative and quantitative measures, gathered by the G/T Building Selection Committee.</p> <p>The G/T Building Selection 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). At Hardin ISD, the committee is comprised of campus administrator(s), a counselor, and teacher(s).</p> <p>Assessment instruments include: * Quantitative criteria include the following: Verbal, Quantitative, and Non-verbal reasoning and specific academic achievement assessments.</p> <p>* Qualitative criteria include the following: a parent survey, a teacher survey and/or observations, and a portfolio of student work, if applicable. Students may be identified as G/T in the four core content areas.</p> <p>Identified G/T students who transfer from one school site to another school site within the district will be placed immediately into the receiving school's program.</p> <p>For out-of-district transfers, Hardin ISD will ensure that services are provided to the student in his/her new school district, within ten (10)</p>	8/2020 - 5/2021	Counselor - Betsy Henry	State and Local Funds - Assessment Instruments	Documents :School Records - - 12/20: 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 - - 05/21: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>days the campus must send to the receiving school district the complete data on the referral and identification of the transferring G/T student.</p> <p>Students who transfer into Hardin ISD from another public school district and who meet or exceed Hardin ISD criteria for gifted services will receive gifted services upon receipt of student test data and permanent records. The parents of those students identified as gifted in another public school district whose identification pattern does not meet the Hardin ISD GT identification criteria will be notified that a re-evaluation is needed. Parent can choose to allow for evaluation or choose to evaluate student during normal testing cycle. If transfer evaluation is chosen, student will be evaluated within thirty (30) instructional days of entering the district.</p> <p>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.</p> <p>Curricular compacting, completion of the Texas Performance Standards Project (TPSP), lesson differentiation, enrichment projects/presentations, and academic competitions are some of the many curricular options afforded to G/T students in the regular classroom setting.</p>	8/2020 - 5/2021	Principal - Kevin Schweers	State and Local Funds - Time Contributions of G/T Staff	Informal Assessment :Classroom Assessments - - 12/20: 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 - - 05/21: 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.

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Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP)**
[TEC §4.001 (b)(2)(4)]
 Objective(s): 6th-8th Hardin Junior High STAAR scores will be at or above 80% Approaches, 50% Meets, and 20% Masters.

<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: Ancillary Services - Hardin Junior High provides Ancillary Services or related services to students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2020 - 5/2021	Principal - Kevin Schweers	Local Funds - Time Contributions of Ancillary Staff	Documents :School Records - 12/20: 70% of students referred for Ancillary Services will have been served as indicated in campus records.	All students and all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field".	Criterion-Referenced Test :STAAR Tests - 05/21: 81% of all students in grades 6 – 8 will pass all appropriate grade-level and subject-area STAAR tests.

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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: Counseling Services - The School Counselor's responsibilities include: * 1:1 review of STAAR scores with students scoring below district expectations; * 1:1 and small group Counseling sessions; * Focused informal groups - behavior and attendance; * Assistance with testing coordination; * STAAR presentations and * Individual student planning. The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to: * Diagnostic/Prescriptive Services; * Coordination of Services - Academic and Related Services; * Child Find Activities; * ARDs; * Parent Training; * Student Planning and Transition Services and * Training Hardin Junior High Foundation Staff on Modifications for Special Education Students.	8/2020 - 5/2021	Counselor - Betsy Henry	Local Funds - Time Contributions of Counselor	Documents :Counselor's Records - - 12/20: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	Issues related to the Counseling and Guidance Program will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.	Criterion-Referenced Test :STAAR Tests - - 05/21: 81% of all students in grades 6 – 8 will pass all appropriate grade-level and subject-area STAAR tests.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (SWP CNA, CIP) [TEC §4.001 (b)(2)(4)] Objective(s): 6th-8th Hardin Junior High STAAR scores will be at or above 80% Approaches, 50% Meets, and 20% Masters.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Library Services - A Library Aide conducts the Library-Media Services. Available resources include: * Full-scale Library facilities available to students; * Computers with internet access; * Electronic encyclopedias and references; and * Interactive Language Arts, Math, Science and Social Studies Software.	8/2020 - 5/2021	Library Aide - Bryn Brashear	Local Funds - Time Contributions of Library Staff FTE: 1.00	Documents :School Records - - 12/20: All Hardin Junior High students have access to the library on a regularly scheduled basis. Librarian and teacher records indicate that at least 90% of the students have participated in Library activities.	The Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Documents :School Records - - 05/21: Librarian and teacher records indicate that 100% of the students have participated in Library activities.
Activity: Homeless Services - The Hardin ISD Homeless Liaison will work with the district administrators and counseling and nursing personnel in the identification and the provision of ancillary services to homeless students to ensure there is no disruption in the students' education. The Homeless Liaison will conduct a districtwide seminar on the identification and plight of the homeless student and strategies and activities that can be implemented at the district level, on the campus level and at the individual level. Hardin ISD will be in compliance with federal Homeless regulations.	8/2020 - 5/2021	Principal - Kevin Schweers Homeless Liaison - Cami Jones	Federal - Title I, Part A - Homeless Resources \$250.00	Documents :Agenda Minutes, Sign-in Sheets - - 12/20: 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 - - 05/21: 90% of the homeless students identified were promoted to the next grade and achieved a passing score on appropriate assessment instruments dictated by the state or federal regulations.

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Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s): 6th-8th Hardin Junior High will encourage students to attend school daily and actively monitor the attendance rate.						
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 semester rewards.</p> <p>Parents of students who are chronically absent will be notified through phone calls, notes, home visits and/or conferences. Truancy charges will be filed against parents/guardians of students with poor attendance.</p>	8/2020 - 5/2021	Principal - Kevin Schweers Assistant Principal - Tanya Cain Counselor - Betsy Henry	Local Funds - Time Contributions of Staff and Faculty Local Funds - Awards	<p>Documents :School Records - 08/20: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.</p> <p>Documents :Parent Contact Logs - 12/20: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p>	Through the use of positive reinforcements, Hardin Junior High faculty will encourage academic growth and increased student attendance.	<p>Documents :Attendance Records - 05/21: Attendance rate at 97% or above.</p> <p>Documents :Parent Contact Logs - 05/21: Contact with 100% of parents/guardians of students who have excessive absences.</p>
<p>Strategy:</p> <p>Dropout Prevention Program (SWP CIP) - Dropout prevention and intervention efforts begin in Prekindergarten and continue in Hardin Junior High. Through enhanced dropout prevention efforts, 100% students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials and Individualized Assistance to assist them in their academic success.</p>	8/2020 - 5/2021	Principal - Kevin Schweers	Local Funds - Time Contributions of Faculty and Staff	<p>Documents :Attendance Records - 12/20: Attendance rate at 97% or above.</p>	Positive school attitudes and personal habits are formed to prevent dropouts and discipline problems when these students reach high school.	<p>Documents :School Records - 05/21: 90% of students will be promoted to the next grade level.</p>

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Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (SWP CIP) [TEC §4.001 (b)(3)]						
Objective(s): 6th-8th Hardin Junior High will encourage students to attend school daily and actively monitor the attendance rate.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Credit Recovery Program - Hardin Junior High offers a summer credit recovery program allowing students the opportunity to regain failed credits.</p> <p>Web-based programs are used for credit recovery for students who have failed a class and/or STAAR test and serves as a tool to reduce dropout rates. Students who are having difficulty mastering the TEKS in core subject areas will be able to use these programs to receive targeted interventions that extend and support the classroom lessons.</p> <p>These programs will also accommodate students with different learning styles by providing multi-dimensional learning opportunities and allow students to work at their own pace outside of the foundation classroom.</p>	8/2021 - 7/2021	Principal - Kevin Schweers	State - State Compensatory Education (SCE) - Time Contributions of Teachers \$15,474.17 State - State Compensatory Education (SCE) - Summer Remediation Resources \$5,000.00 Federal - Title I, Part A - Summer Reading \$30,000.00		Increased student achievement.	Documents :School Records - - 07/21: 95% of students in the program will have regained lost credits.
<p>Strategy:</p> <p>Extracurricular Activities - Hardin Junior High encourages student participation in UIL academic and athletic competitions to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p> <p>The 6th grade Science department hosts an after school Science Club each year in which our students experience new science concepts related to the real world through presenters and group experiments. The Science Club also hosts 3 school dances each year to build positive student relations.</p>	8/2020 - 5/2021	Principal - Kevin Schweers Athletic Director - Randy Snell Band Director - Meagan Tantillo UIL Coordinator - Amy Steele Sixth Grade Teacher - Sandra Weaver	Local Funds - Time Contributions of Extracurricular Staff	Informal Assessment :Report Card Grades - 12/20: 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 - 05/21: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)

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

Objective(s): 6th-8th Hardin Junior High will encourage students to attend school daily and actively monitor the attendance rate.

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

Goal: 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, as well as, provide career and technology education. (SWP CIP) [TEC §4.001 (b)(5)(11)]

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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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Career Guidance and Counseling (SWP CIP) - The counselor will assist students in monitoring and understanding their own development. Areas addressed include: * Education: Acquisition of study skills and choosing appropriate programs and services; * Career: Need for positive work habits, career awareness and investigations of opportunities and * Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior. The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents: 1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.); 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56; 3) The need for students to make informed curriculum choices to be prepared for success beyond high school; 4) Source of information on higher education admissions and financial aid; and 5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits,	8/2020 - 5/2021	Principal - Kevin Schweers Counselor - Betsy Henry Health Teacher - Dusty Collins CTE Teacher - Brian Beck	Local Funds - Time Contributions of Faculty and Staff	Documents :Teacher Lesson Plans- 12/20: Lesson plans will detail activities that will provide information about career opportunities.	Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documents :School Records - 05/21: All students will make informed curriculum choices to prepare for success in high school and beyond high school.

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Objective(s):

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

Goal: 5 **Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]**
 Objective(s): 6th-8th Hardin Junior High will recruit, develop, retain, and support teachers through proven leadership practices.

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

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Professional Development Program (SWP CNA, CIP) - The Hardin ISD Professional Development (PD) Coordinator, DEIC, Principal, and CEIC of Hardin Junior High design and support professional development programs and activities that: * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * will relate to the TEKS; * will enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet and * will apply research to meet the learning needs of all students. Annual needs assessment results indicate a need for: * Training and mentorships for new teachers - Student Engagement Strategies (Teach Like a Champion) Mentoring Program and Buddy system for veteran teachers new to the district; * Professional development in specialized areas, i.e., teaching EL, G/T students, students meeting the state-adopted at-risk criteria, and students with disabilities; * Professional development in technology; * Professional development in curriculum areas such as reading, writing, math, and social studies - CAST, CAMT, Region IV STEM	8/2020 - 5/2021	Principal - Kevin Schweers	Federal - Title I, Part A - Region IV Math/ELA Training \$5,000.00 Federal - Title I, Part A - District-wide Contracted ECS PD \$5,000.00 Federal - ESSER - PD Resources \$5,000.00	Documents :Agenda Minutes, Sign-in Sheets - 12/20: A professional development program will have been designed that meets the needs of Hardin Junior High.	A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Documents :Professional Development Records - 05/21: The principal and the CEIC 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.

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)] Objective(s): 6th-8th Hardin Junior High will recruit, develop, retain, and support teachers through proven leadership practices.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Conference, Region IV Social Studies Conference, Region VI Math Collaboration, Reading/Writing Academy, Unpacking the TEKS, Lead4ward, and Social Studies workshop; * Region IV Counselor Advisory Committee * Campus in-services in Accountability/Data Analysis, ADHD/LD Classroom Strategies, Web page Development, TEKS Resource Management Designing Unit Assessments, Purposeful Planning - lesson cycle and alignment of TEKS, and Lesson Planning workshops; * Training in discipline strategies; * Training in accelerated education; * Staff development in the interpretation and use of assessment data; * Training in effective strategies for dropout prevention and credit recovery; and * Training to facilitate transition to remote learning in response to COVID-19. PD will be available at the district level, local educational service center, and campus level. Strategy: Evaluation of Professional Development Program - The Hardin Jr. High Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.	May 2021	Principal - Kevin Schweers	Local Funds - Time Contributions of Staff		Increased student achievement.	Criterion-Referenced Test :STAAR Tests - 05/21: 81% of all students in grades 6 – 8 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (SWP CNA, CIP) [TEC §4.001 (b)(6)(9)]						
Objective(s): 6th-8th Hardin Junior High will recruit, develop, retain, and support teachers through proven leadership practices.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Recruitment and Retention Initiatives - The CEIC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job postings through the district's website, Region IV and Region V. All applicants are screened prior to the interview process. Recruiting activities will ensure that Hardin Junior High has 100% highly effective faculty in each teaching position, as defined by state law.</p> <p>Hardin Junior High ensures professional development opportunities are available for staff to be able to maintain and enhance their highly effective status.</p> <p>Human Resources and the CEIC analyze data from all teachers' certifications, testing, staff development history and service records to ensure that all meet the state certification qualifications.</p> <p>Professional Development opportunities will be provided for maintaining and enhancing highly qualified instruction in the classroom. Based on identified needs, PD programs and activities are available to both professionals and paraprofessionals to maintain Hardin Junior High's highly effective status of 100%.</p> <p>Deficiency Plans are completed for Summer fulfillment of certification needs.</p>	8/2020 - 5/2021	Principal - Kevin Schweers	Local Funds - Region IV and Region V Membership Fees		Lower teacher turnover rate and 100% Highly Effective and Certified Faculty.	Documents :School Records - 05/21: 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. (SWP CNA, CIP)**
[TEC §4.001 (b)(10)]
 Objective(s): 6th-8th Hardin Junior High will be encouraged to explore the available technology, teaching techniques, and technology designed to foster student learning.

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

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP) [TEC §4.001 (b)(10)] Objective(s): 6th-8th Hardin Junior High will be encouraged to explore the available technology, teaching techniques, and technology designed to foster student learning.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Technology Needs Assessment (SWP CNA) - As part of the Comprehensive Needs Assessment, Hardin Junior High reviews the following areas:</p> <ul style="list-style-type: none"> - 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 Junior High 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. In response to COVID-19, there is an additional need to expand the use of technology to provide remote learning. The campus will address these needs by purchasing updated software and hardware, purchasing educational technology to facilitate remote learning, funding a wide variety of professional development activities, and incorporating technology into the curriculum via Blended Learning and Flipped Classroom.</p> <p>As the need arises, Special Population students such as ESL students will use portable electronic</p>	August 2020	Principal - Kevin Schweers Director of Technology - Todd English Technology Teacher - Jared Listenbee	Local Funds - Time Contributions of Technology Director Local Funds - Time Contributions of Technology Teachers		The educational system of Hardin Junior High will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Documents :Agenda Minutes, Sign-in Sheets - 08/20: A technology CNA has been conducted and the results have been made available to the appropriate staff.

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[TEC §4.001 (b)(10)]
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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>
devices to expand knowledge and language skills, as well as narrow the achievement gap between EL and non-EL.						

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Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP) [TEC §4.001 (b)(10)] Objective(s): 6th-8th Hardin Junior High will be encouraged to explore the available technology, teaching techniques, and technology designed to foster student learning.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Integrated Curriculum (SWP CIP) - Hardin Junior High classroom teachers are using technology as an alternative instructional tool. Activities include: 1) Using instructional software programs such as Discovery Ed, IXL, and Apex Learning to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression. 2) Using computer software and Internet access to support instruction, teachers' access websites to introduce lessons, extend lessons, and provide demonstrations to teach or support a lesson. 3) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills. 4) Each classroom has an Elmo and wireless Internet connection to utilize for instructional purposes. Our campus also has 4 Chromebook carts and 2 technology labs with desktop computers. 5) Teachers and students have access to on-line curriculum and intervention resources at school and at home. Students are instructed each year through our technology elective class on the various technology resources being used on campus: Google Classroom, Typing Pal and additional Google Applications. Hardin Junior High provides a 1:1	8/2020 - 5/2021	Principal - Kevin Schweers Director of Technology - Todd English Technology Teacher - Jared Listenbee	Federal - Title I, Part A - District-wide Technology Resources \$36,193.00 Federal - Title I, Part A - District-wide Discovery Ed Site License \$1,801.80 Federal - Title I, Part A - Educational Site Licenses \$1,480.00 Federal - Title II, Part A - District-wide Technology Resources \$14,721.00 State - State Compensatory Education (SCE) - District-wide Educational Site Licenses \$20,245.00 Federal - ESSER - District-wide Technology Resources \$120,062.00	Documents :Teacher Lesson Plans - 12/20: 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 and G/T students, benefiting from the differentiation of instruction and enrichment activities that meet their specific needs. An educational system that is strengthened by utilizing technology as an integral component.	Criterion-Referenced Test :STAAR Tests - 05/21: 81% of all students in grades 6 – 8 will pass all appropriate grade-level and subject-area STAAR tests.

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Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (SWP CNA, CIP) [TEC §4.001 (b)(10)]						
Objective(s): 6th-8th Hardin Junior High will be encouraged to explore the available technology, teaching techniques, and technology designed to foster student learning.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Chromebook environment in grades 7 - 8. Online resources will be available for teachers and students to use at school and home to supplement instruction. Strategy: Technology Policies - Every Hardin Junior High faculty member, student and parent having access to Hardin Junior High computers, networked, Internet connected, or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form. Hardin Junior High is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Hardin Junior High has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Hardin ISD School Board Policy CQ (Local).	8/2020 - 5/2021	Principal - Kevin Schweers Director of Technology - Todd English	Local Funds - Technology Policies	Documents :School Records - 08/20: 100% of the students at Hardin Junior High that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documents :School Records - 06/21: No incidents of students breaking the Acceptable Use Policy.
Strategy: Evaluation of Technology Program - At least once a year the technology program will be evaluated for effectiveness and to ensure that students and teachers are utilizing the program with the frequency and purpose intended. Modifications and adjustments will be made as needed in order to improve student achievement.	Annually	Principal - Kevin Schweers Director of Technology - Todd English	Local Funds - Time Contributions of Faculty and Staff		All staff and students using technology appropriately and efficiently.	Documents :Principal Observation Report - 05/21: Principal's classroom observations indicate that 80% of all classroom teachers are integrating technology into weekly instructions and are enriching instruction with technology.

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Goal: 7 **Hardin Junior High will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**
 Objective(s): 6th-8th Hardin Junior High will implement/consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.

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

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 Objective(s): 6th-8th Hardin Junior High will implement/consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and 	<p>8/2020 - 5/2021</p>	<p>Principal - Kevin Schweers Child Nutrition - Susan Armstrong Counselor - Betsy Henry Nurse - Kayla Hobson Coach/P.E. Teacher - Cameron Terrell Coach/P.E. Teacher - Regina Snell</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Federal - ESSER - District-wide Contracted Cleaning and Sanitization Services \$10,000.00</p> <p>Federal - ESSER - District-wide Cleaning and Sanitization Supplies \$10,000.00</p>	<p>Informal Assessment :Health and Fitness Assessments - 12/20: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.</p> <p>Documents :Discipline Records - 12/20: 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 Records - 05/21: 5% decrease in discipline referrals.</p>

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

Objective(s): 6th-8th Hardin Junior High will implement/consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>In response to COVID-19, the Hardin ISD will purchase supplies and contract with an outside source to sanitize and clean the facilities to minimize the spread of infectious diseases.</p>						

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Goal: 7 **Hardin Junior High will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**
 Objective(s): 6th-8th Hardin Junior High will implement/consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy: Safe School Initiatives (SWP CIP) - The health and safety of Hardin Junior High students is of utmost importance, and the district seeks to ensure student safety through compliance with Federal, State and local policy. Various preventative measures are taken to ensure that students, faculty, and visitors remain safe while on and off campus.</p> <p>In an effort to promote "Safe Schools", Hardin Junior High will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * Campus Safety Rules * Campus Dress and Discipline Codes * Regularly scheduled fire and tornado drills * Security Audits * Safety Resources in response to COVID-19 * 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 - Campus Safety and Security through the Principal * Dating Violence Policy (see Board Policy FFH-Local) * Limit points of entry by ensuring doors and building are secure at all 	<p>8/2020 - 5/2021</p>	<p>Principal - Kevin Schweers Technology Teacher - Jared Listenbee Health Teacher - Dusty Collins</p>	<p>Federal - Title IV, Part A - Time Contributions of SRO FTE: 0.44 \$21,411.98</p> <p>Federal - Title I, Part A - Time Contributions of SRO FTE: 0.56 \$26,779.55</p> <p>State - School Safety Allotment - School Safety Allotment \$13,258.00</p> <p>Federal - ESSER - District-wide Safety Resources \$5,000.00</p>	<p>Documents :School Records - 12/20: A log for emergency drill and safety inspections has been established and updated on a regular basis.</p>	<p>Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.</p>	<p>Documents :Discipline Records - 05/21: 5% decrease in discipline referrals.</p>

Campus Improvement Plan
Hardin Jr High School 2020-2021

Goal: 7 **Hardin Junior High will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]**
 Objective(s): 6th-8th Hardin Junior High will implement/consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>times.</p> <p>To implement the District's comprehensive safety programs, the District has entered into an agreement with a local law enforcement agency for school resource officers. School resource officers shall provide services consistent with the terms of the agreement, the comprehensive safety programs, and Board policy. All school resource officers shall receive at least the minimum amount of education and training required by law. (TEC §37.081(d); Board Policy CKE-Local)</p> <p>Activity:</p> <p>Emergency and Security Operations - Hardin Junior High will implement an Emergency Management Plan that includes emergency response training, student and staff emergency drills and periodic security audits of the campus facilities with coordination with local emergency management agencies, law enforcement and fire departments.</p> <p>The purpose of the Emergency Operations Plan is to establish and organize response protocol should an actual emergency occur on campus. Hardin Junior High will make any necessary changes to improve safety and security for their students.</p>	<p>8/2020 - 5/2021</p>	<p>Principal - Kevin Schweers Assistant Principal - Tanya Cain</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - Security Audit Reports</p>		<p>Hardin Junior High will maintain a safe and disciplined school environment for all students, staff and community members.</p>	<p>Documents :School Records - - 05/21: An Emergency and Security Operations Plan has been implemented.</p>

Campus Improvement Plan
Hardin Jr High School 2020-2021

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

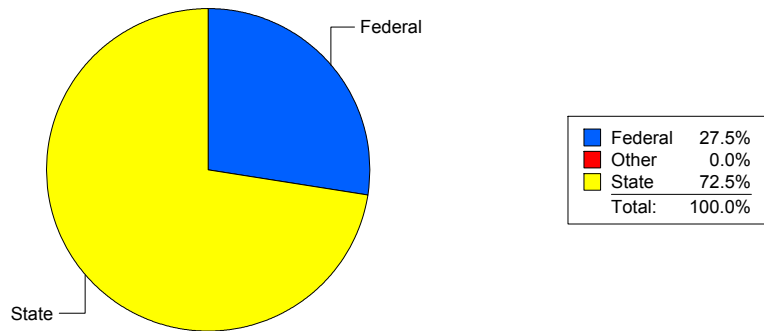
Objective(s): 6th-8th Hardin Junior High will implement/consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<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>	8/2020 - 5/2021	Principal - Kevin Schweers Assistant Principal - Tanya Cain	Local Funds - Time Contributions of DAEP Staff	Documents :School Records - - 12/20: 50% reduction in infractions of the Student Code of Conduct, as reflected on the Principal's records.	Reduction in discipline referrals to the DAEP. Dropout rate remains at 0%.	Documents :School Records - - 05/21: 75% reduction in infractions of the Student Code of Conduct, as reflected on the Principal's records. Documents :School Records - - 05/21: Fewer incidences of illegal and/or disorderly activities.
<p>Activity: Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Hardin Junior High recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselor and Principal, using the data to plan specific programs and activities. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> * National Red Ribbon Week * D. A. R. E. * Just Say No * Student Assemblies to enhance Drug/Alcohol Awareness 	8/2020 - 5/2021	Principal - Kevin Schweers Counselor - Betsy Henry	Local Funds - Time Contributions of Faculty and Staff	Documents :Agenda Minutes, Sign-in Sheets - - 08/20: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year. Documents :Counselor's Records - - 12/20: Counselor's Summary Report will indicate that 80% of students have a heightened awareness of the dangers of substance use and abuse.	A drug-free student body, faculty and staff. Reduction in PEIMS 425 Incidents.	Documents :Counselor's Records - - 05/21: Counselor's Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.

Campus Improvement Plan
Hardin Jr High School 2020-2021

<p>Goal: 7 Hardin Junior High will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. (SWP CIP) [TEC §4.001 (b)(8), §11.252(3)(B)(E), §11.253(8)]</p> <p>Objective(s): 6th-8th Hardin Junior High will implement/consistently enforce policies, procedures, and campus rules to ensure that high-quality teaching and learning is the primary focus of the school community.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Counseling Responsive Services (SWP CIP) - The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> * 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. 	8/2020 - 5/2021	Counselor - Betsy Henry	Local Funds - Time Contributions of Counselor	Documents :Agenda Minutes, Sign-in Sheets - 12/20: Scheduled staff meetings to discuss and monitor any situation that may need extra attention.	All students get along with their peer with a healthy outlook toward life. Reduction in retention and dropout rates.	Documents :Counselor's Records - 05/21: Referrals to counselor have decreased as compared to the previous year.

Funding Values By Program



Campus Improvement Plan
Hardin Jr High School 2020-2021
Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
ESSER		
PD Resources	0.00	\$5000.00
District-wide Contracted Cleaning and Sanitization Services	0.00	\$10000.00
District-wide Cleaning and Sanitization Supplies	0.00	\$10000.00
District-wide Safety Resources	0.00	\$5000.00
District-wide Technology Resources	0.00	\$120062.00
SECCA, Inc Consulting Services	0.00	\$6027.00
Title I, Part A		
Time Contributions of SRO	0.56	\$26779.55
Time Contributions of STAAR Lab Staff	1.42	\$43346.04
Homeless Resources	0.00	\$250.00
SECCA, Inc Consulting Services	0.00	\$9624.00
Summer Reading	0.00	\$30000.00

Campus Improvement Plan
Hardin Jr High School 2020-2021

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
District-wide Technology Resources	0.00	\$36193.00
Region IV Math/ELA Training	0.00	\$5000.00
District-wide Contracted ECS PD	0.00	\$5000.00
District-wide Discovery Ed Site License	0.00	\$1801.80
Educational Site Licenses	0.00	\$1480.00
Title II, Part A		
District-wide Technology Resources	0.00	\$14721.00
Time Contributions of STAAR Lab Teacher	0.66	\$46835.82
SECCA, Inc Consulting Services	0.00	\$1578.00
Title III, Part A - ELA		
Region V SSA	0.00	\$3184.00
Title IV, Part A		
Time Contributions of SRO	0.44	\$21411.98
SECCA, Inc Consulting Services	0.00	\$800.00
Title V, Part B - RLIS		
SECCA, Inc Consulting Services	0.00	\$800.00
Supplemental Instructional Resources	0.00	\$8561.33
		<hr/> \$413,455.52 <hr/>
Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Awards	0.00	\$0.00

Campus Improvement Plan
Hardin Jr High School 2020-2021

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Extracurricular Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff, Parents, and Community	0.00	\$0.00
Time Contributions of Parents and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Community 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 Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Technology Policies	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Region IV and Region V Membership Fees	0.00	\$0.00
Time Contributions of Technology Director	0.00	\$0.00
Time Contributions of Technology Teachers	0.00	\$0.00
Time Contributions of Counselor	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

Campus Improvement Plan
Hardin Jr High School 2020-2021

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Eduphoria Services	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Library Staff	1.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Security Audit Reports	0.00	\$0.00
Time Contributions of DAEP Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
State and Local Funds		
Assessment Instruments	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Time Contributions of ARD Committee	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of ESL Staff	0.00	\$0.00
Time Contributions of ESL Staff and LPAC	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Dyslexia Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of G/T Staff	0.00	\$0.00
Time Contributions of G/T Staff	0.00	\$0.00
		<hr/> \$0.00 <hr/>
State	<u>FTE</u>	<u>DollarValue</u>

Campus Improvement Plan
Hardin Jr High School 2020-2021

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Education Block Grant		
Bilingual Education Allotment	0.00	\$18431.00
 Dyslexia Allotment		
Dyslexia Allotment	0.00	\$21815.00
 School Safety Allotment		
School Safety Allotment	0.00	\$13258.00
 Special Education Block Grant		
Special Education Adjusted Allotment	0.00	\$839135.00
 State Compensatory Education (SCE)		
District-wide Instructional Resources	0.00	\$20000.00
District-wide Educational Site Licenses	0.00	\$20245.00
Time Contributions of Teachers	0.00	\$15474.17
Summer Remediation Resources	0.00	\$5000.00
STAAR Prep Resources	0.00	\$20000.00
STAAR Master Reading	0.00	\$1300.00
SECCA, Inc Consulting Services	0.00	\$18161.00
Time Contributions of Tutorial Teachers	1.36	\$74314.66
Reading Site Licenses	0.00	\$24000.00
		<u>\$1,091,133.83</u>
Grand Total:		\$1,504,589.35

2019-20 Texas Academic Performance Report

District Name: **HARDIN ISD**

Campus Name: **HARDIN J H**

Campus Number: **146904041**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	59%	58%	80%	38%	63%	*	-	-	60%	0%	*	61%	48%	48%	*
At Meets Grade Level or Above	2019	37%	25%	24%	0%	25%	28%	*	-	-	0%	0%	*	23%	28%	17%	*
At Masters Grade Level	2019	18%	8%	8%	0%	19%	8%	*	-	-	0%	0%	*	10%	4%	6%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	66%	66%	80%	56%	65%	*	-	-	80%	13%	*	63%	76%	60%	*
At Meets Grade Level or Above	2019	47%	19%	18%	0%	25%	18%	*	-	-	20%	0%	*	18%	16%	15%	*
At Masters Grade Level	2019	21%	2%	2%	0%	6%	1%	*	-	-	0%	0%	*	1%	4%	3%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	75%	75%	*	81%	74%	-	-	-	60%	*	*	71%	83%	70%	*
	2018	74%	68%	68%	*	44%	71%	-	-	-	*	38%	*	69%	67%	61%	*
At Meets Grade Level or Above	2019	49%	45%	45%	*	52%	40%	-	-	-	60%	*	*	44%	45%	34%	*
	2018	48%	47%	47%	*	44%	49%	*	-	-	*	13%	*	47%	45%	37%	*
At Masters Grade Level	2019	29%	26%	25%	*	24%	25%	-	-	-	20%	*	*	32%	10%	16%	*
	2018	29%	25%	25%	*	11%	27%	*	-	-	*	13%	*	22%	30%	16%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	80%	79%	*	81%	78%	-	-	-	80%	*	*	79%	79%	73%	*
	2018	72%	77%	77%	*	78%	76%	*	-	-	*	67%	*	76%	77%	71%	*
At Meets Grade Level or Above	2019	43%	43%	42%	*	62%	38%	-	-	-	20%	*	*	43%	41%	38%	*
	2018	40%	34%	34%	*	33%	35%	*	-	-	*	11%	*	32%	37%	35%	*
At Masters Grade Level	2019	17%	18%	17%	*	14%	20%	-	-	-	0%	*	*	21%	10%	16%	*
	2018	18%	11%	11%	*	11%	11%	*	-	-	*	0%	*	8%	14%	8%	*
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	77%	76%	*	77%	75%	-	-	-	80%	*	*	78%	72%	68%	*
	2018	69%	66%	66%	*	44%	68%	*	-	-	*	30%	*	72%	57%	59%	*
At Meets Grade Level or Above	2019	42%	41%	41%	*	45%	37%	-	-	-	60%	*	*	44%	34%	33%	*
	2018	43%	45%	45%	*	44%	46%	*	-	-	*	20%	*	45%	46%	41%	*
At Masters Grade Level	2019	18%	12%	11%	*	14%	9%	-	-	-	20%	*	*	13%	7%	7%	*
	2018	15%	8%	8%	*	0%	9%	*	-	-	*	0%	*	8%	9%	6%	*
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	81%	81%	*	67%	84%	*	-	-	*	30%	*	80%	83%	66%	*
	2018	86%	87%	87%	67%	80%	89%	*	-	-	*	57%	*	86%	89%	79%	*
At Meets Grade Level or Above	2019	55%	58%	58%	*	50%	59%	*	-	-	*	0%	*	62%	50%	44%	*
	2018	49%	55%	55%	17%	70%	56%	*	-	-	*	14%	*	54%	56%	31%	*
At Masters Grade Level	2019	28%	30%	30%	*	25%	31%	*	-	-	*	0%	*	34%	22%	22%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 321
Grade Span: 06 - 08
School Type: Middle

District Name: HARDIN ISD
Campus Name: HARDIN J H
Campus Number: 146904041

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Mathematics^	2018	27%	34%	34%	17%	50%	35%	*	-	-	*	0%	*	35%	33%	19%	*
At Approaches Grade Level or Above	2019	88%	83%	83%	*	75%	83%	*	-	-	*	30%	*	83%	83%	72%	*
	2018	86%	80%	80%	33%	100%	82%	*	-	-	*	29%	*	80%	83%	75%	*
At Meets Grade Level or Above	2019	57%	51%	51%	*	50%	53%	*	-	-	*	10%	*	54%	46%	40%	*
	2018	51%	45%	45%	17%	60%	46%	*	-	-	*	0%	*	46%	44%	27%	*
At Masters Grade Level	2019	17%	15%	15%	*	17%	16%	*	-	-	*	0%	*	15%	14%	14%	*
	2018	15%	20%	20%	0%	20%	20%	*	-	-	*	0%	*	19%	22%	6%	*
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	69%	69%	*	58%	70%	*	-	-	*	10%	*	69%	69%	54%	*
	2018	76%	82%	82%	33%	90%	84%	*	-	-	*	14%	*	80%	89%	75%	*
At Meets Grade Level or Above	2019	51%	30%	30%	*	25%	31%	*	-	-	*	10%	*	26%	36%	22%	*
	2018	52%	60%	60%	17%	60%	64%	*	-	-	*	0%	*	61%	56%	46%	*
At Masters Grade Level	2019	25%	8%	8%	*	8%	9%	*	-	-	*	0%	*	7%	11%	6%	*
	2018	28%	33%	33%	0%	20%	36%	*	-	-	*	0%	*	34%	28%	19%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	65%	65%	*	50%	69%	*	-	-	*	20%	*	64%	67%	52%	*
	2018	65%	64%	64%	33%	90%	63%	*	-	-	*	29%	*	63%	72%	54%	*
At Meets Grade Level or Above	2019	37%	31%	31%	*	33%	31%	*	-	-	*	0%	*	30%	33%	22%	*
	2018	36%	28%	28%	0%	30%	29%	*	-	-	*	0%	*	30%	17%	19%	*
At Masters Grade Level	2019	21%	13%	13%	*	17%	13%	*	-	-	*	0%	*	15%	11%	10%	*
	2018	21%	10%	10%	0%	20%	10%	*	-	-	*	0%	*	13%	0%	6%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	72%	72%	72%	67%	73%	75%	-	-	76%	20%	56%	71%	74%	62%	35%
	2018	77%	70%	75%	51%	76%	76%	100%	-	-	86%	38%	91%	76%	74%	68%	60%
At Meets Grade Level or Above	2019	50%	39%	37%	16%	42%	37%	0%	-	-	41%	3%	22%	37%	38%	29%	12%
	2018	48%	37%	45%	9%	49%	46%	57%	-	-	57%	9%	55%	46%	43%	34%	30%
At Masters Grade Level	2019	24%	15%	14%	4%	16%	14%	0%	-	-	14%	0%	0%	16%	11%	11%	0%
	2018	22%	13%	20%	3%	19%	21%	29%	-	-	29%	2%	0%	21%	19%	11%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	71%	78%	63%	73%	*	-	-	64%	19%	*	70%	73%	60%	33%
	2018	74%	68%	78%	67%	63%	80%	*	-	-	*	47%	*	79%	75%	70%	*
At Meets Grade Level or Above	2019	48%	38%	41%	33%	43%	42%	*	-	-	36%	0%	*	41%	42%	30%	11%
	2018	46%	40%	51%	11%	58%	52%	*	-	-	*	13%	*	51%	49%	34%	*
At Masters Grade Level	2019	21%	15%	21%	11%	22%	21%	*	-	-	18%	0%	*	24%	13%	14%	0%
	2018	19%	14%	30%	11%	32%	31%	*	-	-	*	7%	*	29%	31%	17%	*
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	75%	76%	89%	71%	75%	*	-	-	82%	24%	*	74%	80%	68%	44%
	2018	81%	74%	79%	50%	89%	79%	*	-	-	*	50%	*	78%	79%	73%	*
At Meets Grade Level or Above	2019	52%	39%	36%	0%	47%	36%	*	-	-	27%	5%	*	36%	36%	30%	11%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 321
 Grade Span: 06 - 08
 School Type: Middle

District Name: HARDIN ISD
 Campus Name: HARDIN J H
 Campus Number: 146904041

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	37%	40%	10%	47%	41%	*	-	-	0%	6%	*	40%	40%	31%	*
	2019	26%	16%	11%	0%	12%	12%	*	-	-	0%	0%	*	11%	10%	11%	0%
	2018	24%	13%	15%	0%	16%	16%	*	-	-	*	0%	*	14%	17%	7%	*
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	65%	76%	*	77%	75%	-	-	-	80%	*	*	78%	72%	68%	*
	2018	66%	60%	66%	*	44%	68%	*	-	-	*	30%	*	72%	57%	59%	*
	2019	38%	32%	41%	*	45%	37%	-	-	-	60%	*	*	44%	34%	33%	*
At Meets Grade Level or Above	2018	41%	33%	45%	*	44%	46%	*	-	-	*	20%	*	45%	46%	41%	*
	2019	14%	9%	11%	*	14%	9%	-	-	-	20%	*	*	13%	7%	7%	*
	2018	13%	4%	8%	*	0%	9%	*	-	-	*	0%	*	8%	9%	6%	*
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	76%	69%	*	58%	70%	*	-	-	*	10%	*	69%	69%	54%	*
	2018	80%	72%	82%	33%	90%	84%	*	-	-	*	14%	*	80%	89%	75%	*
	2019	54%	42%	30%	*	25%	31%	*	-	-	*	10%	*	26%	36%	22%	*
At Meets Grade Level or Above	2018	51%	32%	60%	17%	60%	64%	*	-	-	*	0%	*	61%	56%	46%	*
	2019	25%	15%	8%	*	8%	9%	*	-	-	*	0%	*	7%	11%	6%	*
	2018	23%	11%	33%	0%	20%	36%	*	-	-	*	0%	*	34%	28%	19%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	65%	*	50%	69%	*	-	-	*	20%	*	64%	67%	52%	*
	2018	78%	79%	64%	33%	90%	63%	*	-	-	*	29%	*	63%	72%	54%	*
	2019	55%	52%	31%	*	33%	31%	*	-	-	*	0%	*	30%	33%	22%	*
At Meets Grade Level or Above	2018	53%	43%	28%	0%	30%	29%	*	-	-	*	0%	*	30%	17%	19%	*
	2019	33%	24%	13%	*	17%	13%	*	-	-	*	0%	*	15%	11%	10%	*
	2018	31%	18%	10%	0%	20%	10%	*	-	-	*	0%	*	13%	0%	6%	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	44	45	30	50	44	*	-	-	60	50	*	48	35	45	*
	2018	47	55	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics	2019	54	55	55	70	68	51	*	-	-	70	75	*	58	43	60	*
	2018	56	70	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 ELA/Reading	2019	77	72	72	*	67	76	-	-	-	*	*	*	73	70	67	*
	2018	76	75	75	*	50	78	*	-	-	*	86	*	75	74	69	*
Grade 7 Mathematics	2019	62	68	67	*	67	67	-	-	-	*	*	*	71	59	60	*
	2018	67	65	65	*	67	64	*	-	-	*	56	*	65	66	68	*
Grade 8 ELA/Reading	2019	77	82	82	*	77	82	*	-	-	*	31	*	85	77	77	*
	2018	79	84	84	100	85	85	*	-	-	*	71	*	85	78	77	*
Grade 8 Mathematics	2019	82	85	85	*	86	84	*	-	-	*	63	*	82	90	78	*
	2018	81	71	71	42	75	73	*	-	-	*	71	*	69	78	66	*
All Grades Both Subjects	2019	69	67	67	72	68	67	67	-	-	60	51	58	67	65	63	47
	2018	69	69	74	72	70	75	*	-	-	*	71	75	74	73	70	100
All Grades ELA/Reading	2019	68	64	65	61	64	67	*	-	-	50	39	*	66	64	62	38
	2018	69	69	80	83	68	81	*	-	-	*	79	*	81	76	73	*
All Grades Mathematics	2019	70	69	68	83	72	67	*	-	-	70	63	*	69	67	65	56
	2018	70	69	68	61	71	68	*	-	-	*	63	*	67	70	67	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	28%	32%	*	32%	33%	*	-	-	40%	6%	25%	29%
	2018	38%	34%	40%	*	*	45%	*	-	-	-	*	29%	*
Mathematics	2019	45%	26%	30%	*	17%	29%	-	-	-	*	7%	26%	*
	2018	47%	34%	35%	*	*	34%	-	-	-	-	*	36%	*
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	74%	74%	*	58%	76%	*	-	-	*	20%	59%	*
Students Requiring Accelerated Instruction														
	2019	22%	26%	26%	*	42%	24%	*	-	-	*	80%	41%	*
STAAR Cumulative Met Standard														
	2019	85%	81%	81%	*	67%	84%	*	-	-	*	30%	66%	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	77%	77%	*	67%	79%	*	-	-	*	20%	61%	*
Students Requiring Accelerated Instruction														
	2019	18%	23%	23%	*	33%	21%	*	-	-	*	80%	39%	*
STAAR Cumulative Met Standard														
	2019	88%	83%	83%	*	75%	83%	*	-	-	*	30%	72%	*

District Name: HARDIN ISD
 Campus Name: HARDIN J H
 Campus Number: 146904041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 321
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	72%	72%	-	-	-	-	-	29%	*	26%	-	29%	29%
	2018	77%	70%	75%	-	-	-	-	-	33%	-	33%	-	33%	33%
At Meets Grade Level or Above	2019	50%	39%	37%	-	-	-	-	-	4%	*	0%	-	4%	4%
	2018	48%	37%	45%	-	-	-	-	-	0%	-	0%	-	0%	0%
At Masters Grade Level	2019	24%	15%	14%	-	-	-	-	-	0%	*	0%	-	0%	0%
	2018	22%	13%	20%	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	71%	-	-	-	-	-	25%	-	25%	-	25%	25%
	2018	74%	68%	78%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	48%	38%	41%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	46%	40%	51%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	21%	15%	21%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	14%	30%	-	-	-	-	-	*	-	*	-	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	75%	76%	-	-	-	-	-	38%	-	38%	-	38%	38%
	2018	81%	74%	79%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	52%	39%	36%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	50%	37%	40%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	26%	16%	11%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	24%	13%	15%	-	-	-	-	-	*	-	*	-	*	*
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	65%	76%	-	-	-	-	-	*	*	*	-	*	*
	2018	66%	60%	66%	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	38%	32%	41%	-	-	-	-	-	*	*	*	-	*	*
	2018	41%	33%	45%	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	14%	9%	11%	-	-	-	-	-	*	*	*	-	*	*
	2018	13%	4%	8%	-	-	-	-	-	*	-	*	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	76%	69%	-	-	-	-	-	*	-	*	-	*	*
	2018	80%	72%	82%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	42%	30%	-	-	-	-	-	*	-	*	-	*	*
	2018	51%	32%	60%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	15%	8%	-	-	-	-	-	*	-	*	-	*	*
	2018	23%	11%	33%	-	-	-	-	-	-	-	-	-	-	-
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	65%	-	-	-	-	-	*	-	*	-	*	*
	2018	78%	79%	64%	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	55%	52%	31%	-	-	-	-	-	*	-	*	-	*	*
	2018	53%	43%	28%	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	33%	24%	13%	-	-	-	-	-	*	-	*	-	*	*
	2018	31%	18%	10%	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	67%	67%	-	-	-	-	-	39%	-	39%	-	39%	39%
	2018	69%	69%	74%	-	-	-	-	-	*	-	*	-	*	*
All Grades ELA/Reading	2019	68%	64%	65%	-	-	-	-	-	29%	-	29%	-	29%	29%
	2018	69%	69%	80%	-	-	-	-	-	*	-	*	-	*	*
All Grades Mathematics	2019	70%	69%	68%	-	-	-	-	-	50%	-	50%	-	50%	50%

District Name: HARDIN ISD
 Campus Name: HARDIN J H
 Campus Number: 146904041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 321
 Grade Span: 06 - 08
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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	2018	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	69%	68%	-	-	-	-	-	*	-	*	-	*	*
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	28%	32%	-	-	-	-	-	29%	-	29%	-	29%	29%
	2018	38%	34%	40%	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2019	45%	26%	30%	-	-	-	-	-	*	-	*	-	*	*
	2018	47%	34%	35%	-	-	-	-	-	*	-	*	-	*	*

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%
Included in Accountability	94%	93%	94%	86%	95%	94%	73%	-	-	88%	97%	92%	96%
Not Included in Accountability													
Mobile	4%	6%	6%	14%	4%	5%	27%	-	-	12%	3%	8%	0%
Other Exclusions	1%	0%	0%	0%	1%	0%	0%	-	-	0%	0%	0%	4%
Not Tested	1%	1%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%
Included in Accountability	94%	93%	92%	92%	100%	91%	100%	-	-	100%	86%	89%	100%
Not Included in Accountability													
Mobile	4%	7%	8%	8%	0%	9%	0%	-	-	0%	14%	11%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	-	-	0%	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 321
Grade Span: 06 - 08
School Type: Middle

District Name: HARDIN ISD
Campus Name: HARDIN J H
Campus Number: 146904041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	94.3%	95.1%	95.8%	95.0%	95.0%	*	-	-	97.3%	93.8%	94.5%	97.2%
2017-18	95.4%	94.2%	95.0%	94.6%	96.5%	94.8%	*	*	-	*	92.9%	94.1%	*
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.4%	0.4%	0.0%	0.0%	0.6%	*	-	-	0.0%	0.0%	0.7%	0.0%
2017-18	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 321
 Grade Span: 06 - 08
 School Type: Middle

District Name: HARDIN ISD
 Campus Name: HARDIN J H
 Campus Number: 146904041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	100.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	97.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	100.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	97.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	100.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: HARDIN ISD
 Campus Name: HARDIN J H
 Campus Number: 146904041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 321
 Grade Span: 06 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	70	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	17	180,673
White	-	-	49	105,577
American Indian	-	-	1	1,293
Asian	-	-	0	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	2	51,579
Foundation H.S. Program (Endorsement)	-	-	0	15,160
Foundation H.S. Program (DLA)	-	-	68	285,538
Special Education Graduates	-	-	4	27,598
Economically Disadvantaged Graduates	-	-	40	186,364
LEP Graduates	-	-	1	25,189
At-Risk Graduates	-	-	46	146,432

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 321
 Grade Span: 06 - 08
 School Type: Middle

District Name: HARDIN ISD
 Campus Name: HARDIN J H
 Campus Number: 146904041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	69.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	61.6%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	34.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	45.2%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	48.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	63.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	32.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	45.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	24.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	39.7%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	15.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	16.4%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	52.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	30.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: HARDIN ISD
 Campus Name: HARDIN J H
 Campus Number: 146904041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 321
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	50.7%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 321
Grade Span: 06 - 08
School Type: Middle

District Name: HARDIN ISD
Campus Name: HARDIN J H
Campus Number: 146904041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	42.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	46.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	15.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	13.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	14.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	11.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	98.6%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	10.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	11.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	5.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	0.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 321
 Grade Span: 06 - 08
 School Type: Middle

District Name: HARDIN ISD
 Campus Name: HARDIN J H
 Campus Number: 146904041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Science	40.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2019 Social Studies	46.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	63.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	20.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	34.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	995	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1004	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	505	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	490	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	498	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	15.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	14.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.8	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	16.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	16.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.3	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 321
 Grade Span: 06 - 08
 School Type: Middle

District Name: HARDIN ISD
 Campus Name: HARDIN J H
 Campus Number: 146904041

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	23.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	25.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	4.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	15.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	17.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	15.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	12.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	49.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	72.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.2%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 321
Grade Span: 06 - 08
School Type: Middle

District Name: HARDIN ISD
Campus Name: HARDIN J H
Campus Number: 146904041

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	321	100.0%	1,400	5,479,173	321	100.0%	1,400	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	4.4%	4.5%	0	0.0%	4.4%	4.5%
Kindergarten	0	0.0%	6.5%	7.0%	0	0.0%	6.5%	7.0%
Grade 1	0	0.0%	7.8%	7.1%	0	0.0%	7.8%	7.1%
Grade 2	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	7.6%	7.3%	0	0.0%	7.6%	7.3%
Grade 5	0	0.0%	10.1%	7.6%	0	0.0%	10.1%	7.6%
Grade 6	111	34.6%	7.9%	7.7%	111	34.6%	7.9%	7.7%
Grade 7	115	35.8%	8.2%	7.7%	115	35.8%	8.2%	7.7%
Grade 8	95	29.6%	6.8%	7.5%	95	29.6%	6.8%	7.5%
Grade 9	0	0.0%	7.3%	8.2%	0	0.0%	7.3%	8.2%
Grade 10	0	0.0%	7.8%	7.4%	0	0.0%	7.8%	7.4%
Grade 11	0	0.0%	5.5%	6.9%	0	0.0%	5.5%	6.9%
Grade 12	0	0.0%	5.6%	6.4%	0	0.0%	5.6%	6.4%
Ethnic Distribution:								
African American	8	2.5%	3.4%	12.6%	8	2.5%	3.4%	12.6%
Hispanic	52	16.2%	14.5%	52.8%	52	16.2%	14.5%	52.8%
White	241	75.1%	78.4%	27.0%	241	75.1%	78.4%	27.0%
American Indian	3	0.9%	0.8%	0.4%	3	0.9%	0.8%	0.4%
Asian	0	0.0%	0.1%	4.6%	0	0.0%	0.1%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	17	5.3%	2.9%	2.5%	17	5.3%	2.9%	2.5%
Sex:								
Female	164	51.1%	49.1%	48.8%	164	51.1%	49.1%	48.8%
Male	157	48.9%	50.9%	51.2%	157	48.9%	50.9%	51.2%
Economically Disadvantaged	199	62.0%	57.3%	60.3%	199	62.0%	57.3%	60.2%
Non-Educationally Disadvantaged	122	38.0%	42.7%	39.7%	122	38.0%	42.7%	39.8%
Section 504 Students	27	8.4%	5.1%	6.9%	27	8.4%	5.1%	6.9%
English Learners (EL)	9	2.8%	2.4%	20.3%	9	2.8%	2.4%	20.3%
Students w/ Disciplinary Placements (2018-19)	5	1.4%	1.1%	1.5%				
Students w/ Dyslexia	12	3.7%	2.0%	4.1%	12	3.7%	2.0%	4.1%
Foster Care	0	0.0%	0.9%	0.3%	0	0.0%	0.9%	0.3%
Homeless	5	1.6%	1.7%	1.4%	5	1.6%	1.7%	1.4%
Immigrant	0	0.0%	0.0%	2.3%	0	0.0%	0.0%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	320	99.7%	99.1%	65.1%	320	99.7%	99.1%	65.1%
Military Connected	0	0.0%	0.1%	1.9%	0	0.0%	0.1%	1.9%
At-Risk	213	66.4%	52.1%	50.6%	213	66.4%	52.1%	50.5%

District Name: HARDIN ISD
 Campus Name: HARDIN J H
 Campus Number: 146904041

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information**

Total Students: 321
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
Count	Percent	Count			Percent			
Students by Instructional Program:								
Bilingual/ESL Education	9	2.8%	2.4%	20.6%	9	2.8%	2.4%	20.6%
Career & Technical Education	0	0.0%	26.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	99.2%	50.8%	0	-	99.2%	50.8%
Gifted & Talented Education	30	9.3%	3.6%	8.1%	30	9.3%	3.6%	8.1%
Special Education	26	8.1%	9.1%	10.5%	26	8.1%	9.1%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	26							
By Type of Primary Disability								
Students with Intellectual Disabilities	16	61.5%	35.4%	42.4%				
Students with Physical Disabilities	*	*	28.3%	21.4%				
Students with Autism	*	*	**	13.8%				
Students with Behavioral Disabilities	*	*	18.9%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	*	1.5%				
Mobility (2018-19):								
Total Mobile Students	60	16.7%	16.7%	15.3%				
By Ethnicity:								
African American	2	0.6%						
Hispanic	8	2.2%						
White	47	13.1%						
American Indian	1	0.3%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.6%						
Student Attrition (2018-19):								
Total Student Attrition	33	15.1%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.6%	-	0.0%	5.5%
Grade 1	-	0.0%	2.9%	-	25.0%	4.9%
Grade 2	-	1.2%	1.6%	-	0.0%	2.0%
Grade 3	-	1.0%	0.9%	-	0.0%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	5.0%	7.8%	-	10.0%	13.1%

District Name: HARDIN ISD
 Campus Name: HARDIN J H
 Campus Number: 146904041

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 321
 Grade Span: 06 - 08
 School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.8	19.0
Grade 1	-	18.3	18.9
Grade 2	-	18.0	18.8
Grade 3	-	14.9	19.0
Grade 4	-	17.3	19.2
Grade 5	-	17.4	20.9
Grade 6	16.2	16.2	20.4
Secondary:			
English/Language Arts	18.8	14.8	16.4
Foreign Languages	-	17.3	18.7
Mathematics	18.5	17.2	17.8
Science	17.3	17.4	18.8
Social Studies	17.1	16.3	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 321
Grade Span: 06 - 08
School Type: Middle

District Name: HARDIN ISD
Campus Name: HARDIN J H
Campus Number: 146904041

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	32.2	100.0%	100.0%	100.0%
Professional Staff:	28.2	87.6%	58.6%	63.7%
Teachers	25.2	78.2%	49.9%	49.4%
Professional Support	0.0	0.0%	3.1%	10.2%
Campus Administration (School Leadership)	3.0	9.3%	4.7%	3.0%
Educational Aides:	4.0	12.4%	11.6%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	0.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	0.0	n/a	2.0	12,901.0
Part-time	0.0	n/a	1.0	1,103.0
Total Minority Staff:	5.0	15.5%	14.7%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	4.0%	3.8%	10.8%
Hispanic	2.0	8.0%	3.8%	28.1%
White	22.2	88.1%	91.6%	57.7%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.8%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.9%	1.1%
Males	8.7	34.7%	21.6%	23.8%
Females	16.4	65.3%	78.4%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.9%	1.3%
Bachelors	22.2	88.2%	87.8%	73.4%
Masters	3.0	11.8%	10.3%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	4.7%	7.4%
1-5 Years Experience	6.0	23.8%	26.9%	27.9%
6-10 Years Experience	4.0	15.9%	14.1%	19.4%
11-20 Years Experience	8.4	33.2%	35.6%	29.4%
Over 20 Years Experience	6.8	27.0%	18.8%	15.9%
Number of Students per Teacher	12.8	n/a	13.1	15.1

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 321
Grade Span: 06 - 08
School Type: Middle

District Name: HARDIN ISD
Campus Name: HARDIN J H
Campus Number: 146904041

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	4.3	6.2
Average Years Experience of Principals with District	5.0	2.3	5.3
Average Years Experience of Assistant Principals	9.5	9.0	5.3
Average Years Experience of Assistant Principals with District	9.5	9.0	4.7
Average Years Experience of Teachers:	14.9	13.1	11.1
Average Years Experience of Teachers with District:	8.9	7.4	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$40,563	\$49,868
1-5 Years Experience	\$45,666	\$45,033	\$52,823
6-10 Years Experience	\$48,534	\$46,902	\$55,756
11-20 Years Experience	\$50,774	\$51,345	\$59,308
Over 20 Years Experience	\$60,549	\$60,170	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$51,844	\$50,175	\$57,091
Professional Support	-	\$57,553	\$67,352
Campus Administration (School Leadership)	\$74,741	\$73,091	\$82,512
Instructional Staff Percent:	n/a	59.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

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2019-20 Campus Staff Information

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District Name: HARDIN ISD
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Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.1%	6.5%
Career & Technical Education	0.4	1.5%	7.2%	5.0%
Compensatory Education	0.0	0.0%	5.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	23.4	93.0%	78.1%	70.9%
Special Education	1.4	5.5%	6.7%	9.3%
Other	0.0	0.0%	2.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)