

Hull-Daisetta ISD 2016-2017

District Improvement Plan

2016-2017 School Year

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Huckabay, Mary	Superintendent	Hull-Daisetta ISD	
Frauenberger, Kevin	Elementary Principal	Hull-Daisetta Elementary School	
Camp, Teresa	District Improvement Coordinator	Hull-Daisetta ISD	
Cunningham, Shawntel	Counselor	Hull-Daisetta High School	
Bautsch, Christine	Special Education Representative	Hull-Daisetta ISD	5-2017
Hogan, Kim	Business Representative	Hull-Daisetta ISD	5-2017
DeBarge, Candace	Parent	Hull-Daisetta ISD	5-2017
Key, Kitty	Community Representative	Hull-Daisetta ISD	5-2017
Dillard, Kerry	Teacher	Hull-Daisetta High School	5-2017
Taylor, Angela	Teacher	Hull-Daisetta High School	5-2017
Taylor, Christine	Paraprofessional Representative	Hull-Daisetta Jr High School	5-2017
Frauenberger, Pam	Teacher	Hull-Daisetta Elementary School	5-2017
Ayers, Britani	Teacher	Hull-Daisetta Elementary School	5-2017
Johnson, Rhonda	PEIMS Coordinator	Hull-Daisetta ISD	5-2017
West, Karen	Teacher	Hull-Daisetta Jr High School	5-2017

Names of People Responsible For Implementation

Name	Title	Campus / District
Huckabay, Mary	Superintendent	Hull-Daisetta ISD
Godwin, Quinn	Jr. High Principal	Hull-Daisetta High School
Frauenberger, Kevin	Elementary Principal	Hull-Daisetta Elementary School
Camp, Teresa	Curriculum Director	Hull-Daisetta ISD
Cunningham, Shawntel	Counselor	Hull-Daisetta High School
Godwin, Quinn	High School Principal	Hull-Daisetta High School
Fuller, Louellen	Dyslexia Director	Hull-Daisetta ISD
Camp, Teresa	Director of Special Services and Curriculum	Hull-Daisetta ISD
Cook, Justus	Technology Director	Hull-Daisetta ISD
Wallace, Trenton	DAEP Facilitator	Hull-Daisetta High School
Hodges, Stan	Athletic Director	Hull-Daisetta ISD
Taylor, Debbie	Prekindergarten Teacher	Hull-Daisetta Elementary School
Williamson, Laura	High School Nurse	Hull-Daisetta High School
Camp, Teresa	District Improvement Coordinator	Hull-Daisetta ISD
Godore, Katie	Art Teacher	Hull-Daisetta ISD
Cunningham, Cody	Band Director	Hull-Daisetta ISD
Brown, Brenda	Cafeteria Manager	Hull-Daisetta ISD
	Classroom Teachers	
	CTE Staff	
	Other Campus Professional-Instructional	

District Improvement Plan
Hull-Daisetta ISD 2016-2017

Attendance

Attendance

Goal:

	2006	2007	2008	2009	2010	2011	2012	2013	2014
All Students	95.20	94.30	94.30	94.80	95.50	95.50	95.80	95.40	95.80
African American	96.70	96.20	96.00	96.80	97.00	96.30	97.10	96.10	97.00
Economically Disadvantaged	95.00	94.20	94.20	94.70	95.50	95.40	95.80	95.60	95.80
Hispanic	95.20	94.70	94.10	93.40	94.70	95.50	96.80	96.10	97.00
Special Education	94.20	92.60	92.70	94.00	94.70	95.20	95.60	94.60	94.40
Two or More Races	0.00	0.00	0.00	0.00	0.00	96.60	95.50	95.60	94.50
White	94.70	93.80	93.80	94.40	95.20	95.30	95.40	95.30	95.60

District Improvement Plan
Hull-Daisetta ISD 2016-2017

Dropouts

Dropouts

Goal:

	2006	2007	2008	2009	2010	2011	2012	2013	2014
All Students	2.10	2.60	3.00	1.10	0.40	0.00	0.00	0.00	0.50
African American	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3.30
Economically Disadvantaged	1.40	0.80	1.90	0.80	0.00	0.00	0.00	0.00	0.70
Hispanic	28.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Education	2.40	5.10	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Two or More Races	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
White	1.60	3.50	2.70	1.40	0.50	0.00	0.00	0.00	0.00

STAAR

Grade: **4th, 7th**

STAAR Writing

100%

	2013	2014	2015	2016	2017
All Students	64.00	51.00	79.00	81.00	100.00
Economically Disadvantaged	54.00	40.00	71.00	77.00	100.00
White	54.00	50.00	75.00	86.00	100.00

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

STAAR Science

100%

	2013	2014	2015	2016	2017
All Students	72.00	74.00	83.00	76.00	100.00
African American	70.00	80.00	79.00	83.00	100.00
Economically Disadvantaged	68.00	72.00	81.00	80.00	100.00
Hispanic	73.00	67.00	75.00	89.00	100.00
White	72.00	74.00	85.00	73.00	100.00

Grade: **3rd-12th**

All Subjects

100%

STAAR

	2013	2014	2015	2016	2017
All Students	68.00	71.00	79.00	74.00	100.00
African American	70.00	76.00	81.00	65.00	100.00
Economically Disadvantaged	65.00	68.00	76.00	75.00	100.00
English Language Learners	0.00	0.00	56.00	56.00	100.00
Hispanic	61.00	68.00	70.00	66.00	100.00
Special Education	696.00	69.00	62.00	41.00	100.00
Two or More Races	63.00	63.00	88.00	82.00	100.00
White	69.00	72.00	80.00	76.00	100.00

Grade: **3rd-12th**

STAAR Mathematics

100%

	2013	2014	2015	2016	2017
All Students	66.00	73.00	72.00	78.00	100.00
African American	64.00	81.00	62.00	56.00	100.00
Economically Disadvantaged	63.00	70.00	71.00	78.00	100.00
Hispanic	60.00	70.00	86.00	80.00	100.00
Special Education	0.00	78.00	52.00	50.00	100.00
White	65.00	72.00	71.00	80.00	100.00

Grade: **3rd-12th**

STAAR Reading

100%

STAAR

	2013	2014	2015	2016	2017
All Students	77.00	70.00	77.00	67.00	100.00
African American	83.00	74.00	87.00	59.00	100.00
Economically Disadvantaged	74.00	66.00	74.00	67.00	100.00
Hispanic	62.00	68.00	54.00	48.00	100.00
White	78.00	71.00	78.00	71.00	100.00

Grade: **8th-12th**

STAAR Social Studies

100%

	2013	2014	2015	2016	2017
All Students	68.00	80.00	76.00	81.00	100.00
African American	70.00	60.00	67.00	88.00	100.00
Economically Disadvantaged	63.00	76.00	71.00	90.00	100.00
White	70.00	81.00	76.00	82.00	100.00

About Hull-Daisetta ISD

Mission Statement:

The District's mission is to provide a safe, healthy, educational environment where all students can achieve their potential and develop a feeling of self-worth, so that they may become productive individuals in school as well as in society.

High expectations are set not only for students but for administrators, faculty, and staff as well.

Students shall be provided a well-balanced instructional program that meets their needs. The district believes that all students can and must learn, develop a love of learning, and exhibit a positive attitude throughout life.

The student's progress shall be monitored through a well-balanced curriculum that promotes fluency and problem-solving abilities in academic, vocational, artistic, physical, and technological areas.

An effective communication shall be developed between the home and the school that involves parents, school, and the community cooperating to provide the best opportunities for each student.

We pledge ourselves to prepare all students for the challenge, current and future. We realize that the future belongs to the educated.

Motto:

Experience the pride.

Grade Span:

PK - 12

Enrollment:

488

Accountability Ratings:

2016 State Accountability Rating:

Hull-Daisetta ISD: Met Standard

Hull-Daisetta High School: Met Standard

Hull-Daisetta Junior High: Met Standard

Hull-Daisetta Elementary: Met Standard

Demographics

2014-2015 Enrollment:

0 – Early Childhood (4 years old)
31 – Prekindergarten
32 – Kindergarten
33 – First Grade
25 – Second Grade
38 – Third Grade
34 – Fourth Grade
25 – Fifth Grade
35 – Sixth Grade
38 – Seventh Grade
35 – Eighth Grade
41 – Ninth Grade
44 – Tenth Grade
36 – Eleventh Grade
43 – Twelfth Grade

2014-2015 Ethnic Distribution:

56 (11.4%) – African American
37 (7.6%) – Hispanic
378 (77.1%) – White
1 (0.2%) – American Indian
0 (0.0%) – Asian
0 (0.0%) – Pacific Islander
18 (3.7%) – Two or More Races

2014-2015 Student Groups:

354 (72.2%) – Economically Disadvantaged
9 (1.8%) – English Language Learners
17 (2.8%) - Students with Disciplinary Placement
314 (64.1%) - At-Risk Students

2014-2015 Students per Teacher:

16.0 – Kindergarten
16.0 – Grade 1
12.5 – Grade 2

19.0 – Grade 3
17.0 – Grade 4
12.5 – Grade 5
17.5 – Grade 6

10.0 – English/Language Arts
16.2 – Foreign Languages
11.5 – Mathematics
11.6 – Science
10.6 – Social Studies

2014-2015 Student Enrollment by Program

9 (1.8%) - Bilingual/ESL Education
148 (30.2%) - Career and Technical Education
22 (4.5%) - Gifted and Talented
38 (7.8%) - Special Education

Federal Requirements - Schoolwide Program

In accordance with the revised (10/12/09) Section 1114(b)(1) of Title I, Part A Statute, a Schoolwide program shall include the following ten federally required components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
 - (A) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
 - (B) use effective methods and instructional strategies that are based on scientifically based research that—
 - (1) strengthen the core academic program in the school;
 - (2) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - (3) include strategies for meeting the educational needs of historically underserved populations;
 - (C)(1) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - (a) counseling, pupil services, and mentoring services;
 - (b) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - (c) the integration of vocational and technical education programs; and
 - (2) address how the school will determine if such needs have been met; and
 - (D) are consistent with, and are designed to implement, the State and local improvement plans, if any.
2. Schoolwide reform strategies that—
 - (A) provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement described in section 1111(b)(1)(D);
 - (B) use effective methods and instructional strategies that are based on scientifically based research that—
 - (1) strengthen the core academic program in the school;
 - (2) increase the amount and quality of learning time, such as providing an extended school year and before- and after-school and summer programs and opportunities, and help provide an enriched and accelerated curriculum; and
 - (3) include strategies for meeting the educational needs of historically underserved populations;
 - (C)(1) include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include—
 - (a) counseling, pupil services, and mentoring services;
 - (b) college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies; and
 - (c) the integration of vocational and technical education programs; and
 - (2) address how the school will determine if such needs have been met; and
- (D) are consistent with, and are designed to implement, the State and local improvement plans, if any.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal Requirements - Schoolwide Program Components

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

1. A comprehensive needs assessment of the entire school.
 - Goal #2: Campus Performance Objectives Strategy
 - Goal #2: Foundation Program Strategy
 - Goal #6: Technology Enriched Curriculum Strategy
2. Schoolwide reform strategies.
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Program Strategy
3. Instruction by highly qualified teachers.
 - Goal #5: Recruitment and Retention Initiatives Strategy
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals.
 - Goal #5: Professional Development Program Strategy
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
 - Goal #5: Professional Development Program Strategy
 - Goal #5: Recruitment and Retention Initiatives Strategy
6. Strategies to increase parental involvement.
 - Goal #1: Parent and Community Involvement Strategy
 - Goal #1: Evaluation of Parental Involvement Program Strategy
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.
 - Goal #2: Early Intervention Program Strategy
8. Measures to include teachers in the decisions regarding the use of academic assessments.
 - Goal #1: District Planning and Decision Making committee (DPDMC) Strategy
9. Activities to ensure that students shall be provided with effective, timely additional assistance.
 - Goal #2: Accelerated Instruction Strategy
 - Goal #3: Dropout Prevention Program Strategy
10. Coordination and integration of Federal, State and local services and programs including violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education and job training.
 - Goal #4: Career Education Strategy
 - Goal #7: Coordinated School Health program (CSHP) Strategy
 - Goal #7: Safe Schools Initiatives Strategy
 - Goal #7: Counseling Responsive Services Strategy

Needs Assessment Process

Comprehensive Needs Assessment Process

The district conducts teacher, parent, and community surveys on-line. The District Site Based Committee then holds a public meeting to review data, discuss needs, review programs, and make appropriate recommendations. The District Site Based Committee meets periodically throughout the year to discuss needs to review programs, make and monitor changes, and evaluate results.

Areas of Concern:

1. Demographics:

a. Committee /Persons Responsible: Superintendent and Principals review monthly

b. Data Sources Reviewed:

- * Enrollment
- * Daily attendance
- * Socioeconomic status
- * Mobility/Stability
- * Special Program Participation
- * Transfer student data

c. Summary of Strengths

- * Attendance rates are high
- * Average to high number of transfer student applications

d. Summary of Weaknesses/Needs

- * High number of low socioeconomic status students
- * High level of mobility due to economic status of families

e. Possible actions;

- * Offer district and campus attendance incentives
- * Provide information and assist in accessing community resources
- * Facilitate community and school partnership of programs

2. Student Achievement

a. Committee/Person Responsible: Administrative Team reviews weekly

b. Data sources reviewed:

- * Academic performance
 - * Report card grades
 - * Student work
 - * Benchmarks
 - * STAAR tests
- * Completion rates
 - * Promotion/graduation rates

- * Retention rates
- * Dropout rates
- * Post-secondary
 - * Number/percent of students attending post-secondary schools
 - * Number/percent of students accepted in the armed forces
- * Instructional programs/activities
 - * Monitoring, evaluating and modifying programs
 - * Maximize student engagement and learning
- * Instructional materials
 - * Amount/quality of textbooks
 - * Supplemental resources
- * Support Personnel
 - * Available professional and paraprofessional staff

c. Summary of Strengths:

- * Stability of teachers and programs
- * Wealth of resources for instructional purposes
- * Strong data-driven instructional program
- * Variety of course offerings

d. Summary of Needs

- * The number of special population students passing the STAAR Assessments
- * Classroom management

e. Possible Actions:

- * Professional development in strategies for multi-style learning
- * Rtl program changes
- * Paraprofessional inclusion training
- * Classroom management/Behavioral professional development in order to maximize instructional time

3. Parent and Community Involvement:

a. Committee/Person Responsible: Administrative Team reviews monthly

b. Data sources reviewed:

- * Parental involvement including available opportunities and activities
 - * Volunteering
 - * Open house
- * Frequency of information disseminated
- * Involvement of parents and community in school decisions
- * Health services

c. Summary of strengths

- * Large parent/community participation in extra-curricular activities such as sporting events

d. Summary of Needs:

- * Increase the number of parents/community members involved in academic events

e. Possible Actions:

- * Additional Parental/community participation opportunities such as "FASFA night"
- * Technology festival to showcase student work
- * Reading/Math night at the elementary campus

4. Staff Quality, Professional Development, Recruitment and Retention:

a. Committee/Person Responsible: Administrative Team reviews quarterly

b. Data Sources Reviewed

- * Highly qualified status and personnel
- * Number of staff specialists
- * Counselors
- * Professional development opportunities and resources
- * Staff demographics
- * School administrators
- * Number of administrators
- * Experience
- * Recruitment and retention strategies

c. Summary of Strengths

- * 100% highly qualified teachers and staff

d. Summary of Needs:

- * Additional ESL Certified teachers
- * Weak classroom management skills in some areas

e. Priority List of Needs:

- * Additional ESL Certified teacher

f. Possible Actions

- * Support/Training for current teachers to pass the ESL Certification Exam
- * Attend Educational Job Fairs in order to recruit additional ESL Certified teachers
- * Classroom management and behavioral support strategies professional development

5. Technology:

a. Committee/Person Responsible: Administrative Team reviews on-going

b. Data Sources Reviewed

- * Amount, quality and availability of equipment, software
- * Extent to which teachers integrate technology into instruction
- * Type of computer systems available
- * Up-to-date/out-of-date hardware and software
- * Barriers preventing effective use of technology
- * Technology professional development opportunities
- * New technology resources

c. Summary of Strengths

- * Amount of District provided technology, both hardware and software, available to teachers for instructional assistance
- * All students, faculty and staff are provided free email addresses

d. Summary of Weaknesses/Needs

- * Internet Capacity
- * Wireless network coverage

e. Possible Actions

- * Increase bandwidth
- * Purchasing new equipment/ reconfigure wireless network

6. School Context and Organization:

a. Committee/Person Responsible: Administration Team reviewed quarterly

b. Data sources reviewed:

Average class size

- * School climate
 - * Quality of student-teacher relationships
 - * Student attitudes toward school
 - * Teacher job satisfaction
- * Student discipline and behaviors
 - * Discipline referrals
 - * Suspensions
 - * Expulsions
 - * Attendance
 - * Tardiness
- * Extracurricular activities and clubs
- * Classroom management and organization
- * Perceptions of the school
 - * Surveys
 - * Meetings

c. Strengths:

- * Average class size is small
- * Faculty and staff job satisfaction

d. Summary of Needs:

- * Parent perception of volunteer opportunities
- * Community perception of student success

e. Possible Actions:

- * Showcase student achievements in the community
- * Facilitate positive media exposure to student success and parental volunteer opportunities

Needs Assessment Summary

Hull-Daisetta ISD received a State Accountability Rating of Met Standard from TEA in 2016. The Met Standard Rating requires that the district met or exceeded the target score on Student Achievement and/or Student Progress, Closing Performance Gaps, and Postsecondary Readiness.

Student Strengths and Needs:

Note: Passing Rates on the STAAR tests in 2016 were at Level II.

Reading/ELA: 67% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 71% for White students to 37% for Special Education students.

Math: 78% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 80% for Hispanic and White students to 50% for Special Education students.

Writing: Fourth and seventh grade students participated in the STAAR Writing test in 2016. 81% of All Students met the passing standard in Writing. Passing rates for other subgroups ranged from 86% for White students to 77% for Economically Disadvantaged students.

Science: Fifth grade students and eighth grade through twelfth grade students participated in the STAAR Science test in 2016. 76% of All Students met the passing standard in Science. Passing rates for other subgroups ranged from 89% for Hispanic students to 73% for White students.

Social Studies: Eighth grade through twelfth grade students participated in the STAAR Social Studies test in 2016. 81% of All Students met the passing standard in Social Studies. Passing rates for other subgroups ranged from 88% for African American students to 60% for Special Education students.

Interventions: Hull-Daisetta ISD has programs at every grade level in place to address the identified needs of its students.

A full day Prekindergarten Program is available to students that meet the State Adopted At Risk Criteria. Tutorials are provided during the school day and after school in the core subject areas for students at risk of failing a class or failing a STAAR test. Hull-Daisetta Elementary provides a Supplemental Phonics program designed to provide appropriate interventions that will allow students to be reading on grade level and intervention services in Math and Reading. Hull-Daisetta Junior High provides Pullout Classes to assist students who are having difficulty in core subject areas and double blocked Math classes. Hull-Daisetta High School provides classes focusing on STAAR concepts in Math and Writing for students who require additional assistance in those areas. An optional summer school program provides additional assistance in all core subject areas as needed to students in all grade levels.

Hull-Daisetta Elementary received a Met Standard rating in 2016, but is still in a School Improvement status for another year. Continuing support for math and reading performance is provided by Instructional Coaches who will assist teachers with teaching strategies and instructional techniques. A Teacher Facilitator will assist teachers with RtI groupings. Additional interventions such as Guided Reading, Leveled Literacy and supplemental learning time with smaller classes will be implemented.

Faculty and Staff: Professional development is encouraged for the staff, particularly focusing on areas where students are low performing where students are low performing. Local and supplemental funds provide opportunities for travel to conferences, stipends for attendance outside of duty hours, as well as reimbursement for tuition and certification fees and signing bonuses for Math, Science and Foreign Language teachers.

Dropout Rate: The dropout rate at Hull-Daisetta ISD for ninth through twelfth graders was at 0% for 2011-2012. Several programs, including parental involvement activities and counseling programs are in place to maintain the number of students graduating from high school.

Goal: 1 Parents and community members will be full partners with educators in the education of Hull-Daisetta ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 Increase parent/community involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent and Community Involvement (TI, A SW #6) - The District Planning and Decision Making Committee (DPDMC) will meet periodically to discuss parental involvement issues, programs, strategies and activities.</p> <p>Hull-Daisetta ISD stakeholders (staff, students, parents, community members and business representatives) will be informed of reports, upcoming conferences, campus-level events, meetings and programs impacting the district. Stakeholders are notified through the Hull-Daisetta ISD website, marquee postings, District Calendar, PTO meetings, newspapers, and letters from the district and campus in English and Spanish.</p> <p>Activity:</p> <p>Inclusion of parents in the development and review of parent involvement policies and their effectiveness (TI, A SW #6) - In accordance with Title I regulations, school and parent representatives will develop a Parent Involvement Policy and a Parent/Student/Teacher Compact. This compact will identify ways the school and parents can share the responsibility for student performance and success.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child(ren).</p>	<p>8/2016 - 5/2017</p>	<p>High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger</p>	<p>Coordinated Local, State and Federal funding - Time Contributions of Staff and Faculty</p> <p>Federal - Title I, Part A - Refreshments for Parental Involvement \$492.00</p>	<p>Documentation :Parent Involvement Records - Monthly: Increase in parents attending Hull-Daisetta ISD activities as communication increases between teachers and parents.</p>	<p>Increase in students` achievement, with increased parent and community involvement.</p> <p>Parents and community members will become full partners with educators in the education of their students.</p>	<p>Documentation :Parent Involvement Records - 05/17: 90% of the parents will have attended Hull-Daisetta ISD Parental Involvement activities, including parent/teacher conferences.</p>
<p>Activity:</p> <p>Inclusion of parents in the development and review of parent involvement policies and their effectiveness (TI, A SW #6) - In accordance with Title I regulations, school and parent representatives will develop a Parent Involvement Policy and a Parent/Student/Teacher Compact. This compact will identify ways the school and parents can share the responsibility for student performance and success.</p> <p>All parents will be given a copy of the compact detailing the responsibilities that teachers, parents and students have in helping students accomplish performance goals. Parent/student signatures will not be required; however, parents are encouraged to discuss the contents of the compact with their child(ren).</p>	<p>8/2016 - 5/2017</p>	<p>Superintendent - Mary Huckabay</p>	<p>Local Funds - Time Contributions of Parents, Staff and Faculty</p>	<p>Documentation :Agendas, Sign-in Sheets, Minutes - - 8/16: 10% of the parents of each campus will participate in the review of the district-level Parental Involvement Policy, making recommendations for changes, if necessary.</p> <p>DPDMC will provide support to the Hull-Daisetta Elementary, Junior High and High School SBDMC's in its review of the current PI Policy and Compact, recommending changes to same.</p>	<p>A district Parental Involvement Policy, the Elementary, Junior High and High School's Policy and Parent-School Compacts provide guidance to parents to become equal partners in their student's education.</p>	<p>Documentation :Parent Involvement Records - - 09/16: Parent involvement policies have been disseminated along with the school/parent/student compacts to all parents.</p>

Goal: 1 Parents and community members will be full partners with educators in the education of Hull-Daisetta ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]

Objective(s): PK-12 Increase parent/community involvement.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Improvement Plans - The DPDMC, that includes parents, community and business representative, will review the District Improvement Plan yearly. Based on continuously updated student achievement data and support data, revisions will be made to the Plan as needed and recommended by the committee.</p>	8/2016 - 5/2017	Superintendent - Mary Huckabay	<p>Local Funds - Time Contributions of Committee Members</p> <p>State - State Compensatory Education (SCE) - DIP/CIPS Updates and Training \$2,133.00</p>	Documentation :Agendas, Sign-in Sheets, Minutes - - 12/16: DPDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the DIP as needed.	A DIP that is a living document that provides guidance to the implementation of the educational system and support components of Hull-Daisetta ISD.	Documentation :District Improvement Plan - - 05/17: A current DIP approved by the Hull-Daisetta ISD Board of Trustees.
<p>Activity: Conferences and School Reports - Parents will be kept informed of their student's progress through progress reports sent every three weeks and report cards sent every six weeks. An online gradebook will also be provided for parents to enable them to check student's grades. Parents will be invited to attend conferences with their student's teachers. Phone calls are used daily for quick and efficient communication regarding tardiness, absenteeism, student academic needs, and other pertinent issues.</p>	8/2016 - 5/2017	High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger	Coordinated Local, State and Federal funding - Time Contributions of Faculty	Documentation :Parent Involvement Records - - 12/16: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s).	Increased student performance as a result of increased parent participation.	Documentation :Parent Involvement Records - - 05/17: 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.

Goal: 1 Parents and community members will be full partners with educators in the education of Hull-Daisetta ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 Increase parent/community involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Events and Programs - The school will support varied parental involvement activities as it strives to develop and maintain an optimum learning environment for all students. Parents and community members may contribute through volunteer programs at school as well as create a supportive home atmosphere. Parents and community members' suggestions for improving the districts schools are encouraged and welcomed.</p> <p>These programs include:</p> <ul style="list-style-type: none"> * "Meet the Teacher Night" (student orientation) held before the beginning of school to allow students and parents to meet their teachers and pick up student's schedules) * Texas Public Schools Week Open House * Grandparent Day to encourage students to invite their grandparents to school so they can see the students' achievements * Award Assemblies * Veteran's Day Program * Mentoring * PTO Meetings * Field Trips * FASFA Night * Technology Festival to showcase student work * Reading/Math night at the Elementary campus * College Day and * Drug Awareness Programs * Volunteer opportunities which include Teacher Appreciation Week Activities, Book Fairs, Assisting in the classroom, Red Ribbon Week activities, Athletic Boosters and Band Boosters. 	8/2016 - 5/2017	High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger	Coordinated Local, State and Federal funding - Time Contributions of Staff and Faculty	Documentation :Parent Involvement Records - - 12/16: Increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.	Parents as full partners in the education of Hull-Daisetta ISD students.	Documentation :Parent Involvement Records - - 05/17: Increase in the percentage of parents and community members who are participating in school activities when compared to the previous school year.

Goal: 1 Parents and community members will be full partners with educators in the education of Hull-Daisetta ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 Increase parent/community involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>District Planning and Decision Making Committee (DPDMC) (TI, A SW #8) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the Site Based Decision Making Committees (SBDMCs)will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>Under the supervision of the district's Superintendent and the chair of the Hull-Daisetta ISD DPDMC, the SBDMCs will play an integral role in the planning, development and evaluation of the educational system of Hull-Daisetta Elementary, Junior High and High School. Through the activities of the SBDMCs, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program.</p> <p>With needs assessment data and reports available, the DPDMC and SBDMCs, in consultation with districtwide Special Programs Directors and Coordinators, will refine the Educational System of Hull-Daisetta ISD, ensuring that all students and all student groups' needs are addressed – both academic and academic support.</p> <p>The SBDMCs will coordinate services available at the district with other agencies providing services to students, youths and families, including health and social services.</p> <p>Parents will be notified of the special</p>	5/2016 - 5/2017	Superintendent - Mary Huckabay	Local Funds - Time Contributions of Staff and Parents	Documentation :Parent Involvement Records - 08/16: 100% of the Hull-Daisetta ISD parents will have received information regarding supplemental federal and state educational support programs in which the district participates and for which their students are eligible to participate.	Meaningful parental support offered to the HDISD Educational System.	Documentation :Agendas, Sign-in Sheets, Minutes - 05/17: DPDMC agendas and minutes will reflect that parents have participated in the planning and development of the educational system of Hull-Daisetta ISD, and that they were able to make educated decisions regarding their student's participation in educational programs of Hull-Daisetta ISD.

Goal: 1 Parents and community members will be full partners with educators in the education of Hull-Daisetta ISD students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): PK-12 Increase parent/community involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>programs and support programs available to their students.</p> <p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The LEA, through the activities of the Superintendent and the DPDMC, and in tandem with the Title I Schoolwide Consultant from SECCA, acts as the Title I Schoolwide School Support Team, ensuring that the members of the SPDMCs are cognizant of the regulations governing Schoolwide programs, understand the ten components of a Title I Schoolwide Program and include these components in the Hull-Daisetta DIP and the campus CIPs.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A program and other federal, state and local programs. Technical assistance is available for NCLB requirements such as supplement, not supplant, campus allocations, and compliance and accountability.</p> <p>Strategy:</p> <p>Evaluation of the Parental Involvement Program [TI, A SW #6] - A component of the Parental Involvement evaluation process is the distribution of a survey to parents. Surveys are available and accessible on the HDISD website. Survey results will be analyzed by the SBCMCs to determine material strengths and weaknesses of the overall Parental and Community Involvement program, as well as individual components of same.</p>	<p>8/2016 - 5/2017</p>	<p>High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger</p>	<p>Federal - Title I, Part A - SECCA, Inc Consulting Services \$1,792.00</p> <p>Federal - Title II, Part A TPTR - SECCA, Inc Consulting Services \$682.00</p> <p>State - State Compensatory Education (SCE) - SECCA, Inc Consulting Services \$11,094.00</p>	<p>Documentation :Agendas, Sign-in Sheets, Minutes - - 12/16: The campus SBDMCs' agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>Hull-Daisetta ISD will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.</p>	<p>Criterion-Referenced Test :STAAR Test - - 08/17: All campuses will receive the state rating of Met Standard.</p>
<p>Evaluation of the Parental Involvement Program [TI, A SW #6] - A component of the Parental Involvement evaluation process is the distribution of a survey to parents. Surveys are available and accessible on the HDISD website. Survey results will be analyzed by the SBCMCs to determine material strengths and weaknesses of the overall Parental and Community Involvement program, as well as individual components of same.</p>	<p>2/2017 - 5/2017</p>	<p>Superintendent - Mary Huckabay</p>	<p>Local Funds - Time Contributions of Committee Members</p> <p>Local Funds - Surveys for Parents and Staff</p>	<p>Documentation :Agendas, Sign-in Sheets, Minutes - 02/17: DPDMC agenda and minutes will indicate that parent surveys have been distributed in English or Spanish to all parents.</p>	<p>Parents as full partners in the Educational System of HDISD.</p>	<p>Documentation :Survey Results - 05/17: DPDMC agenda and minutes will indicate that surveys have been returned by parents and the results will be used to enhance or modify the Hull-Daisetta Parent/Community Involvement Program.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Campus Performance Objectives (TI, A SW #1) - The Superintendent and Chair of the DPDMC will assist the Hull-Daisetta campus SBDMCs with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process. Hull-Daisetta Elementary, Junior High and High School will adopt performance objectives reflective of their students' unique needs.</p>	8/2016 - 5/2017	Superintendent - Mary Huckabay	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments - 12/16: 80% of students will pass campus benchmark tests.	The campus performance objectives will support the needs of the district and the immediate needs of the campuses.	<p>Informal Assessment :Classroom Assessments - 05/17: Prekindergarten: 90% of students will master the State's Prekindergarten goals.</p> <p>Grades K - 12: 90% of students will pass campus benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Test - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Hull-Daisetta ISD participates in the State-Developed Testing Program that is consistent with the regulations of NCLB. The State of Texas Assessments of Academic Readiness (STAAR) program for will measure Math and Reading (grades 3 – 8), Writing (grades 4 and 7), Social Studies (grade 8) and Science (grades 5 and 8).</p> <p>The STAAR program for high school will measure English Language Arts (ELA), Math, Science and Social Studies through the 5 End-Of-Course (EOC) assessments.</p> <p>The STAAR program 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>	8/2016 - 5/2017	High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger	Local Funds - Assessment Instruments/Evaluations	Informal Assessment :Classroom Assessments - 12/16: 80% of students will pass campus benchmark tests.	Increased Student Achievement	<p>Informal Assessment :Classroom Assessments - 05/17: Prekindergarten: 90% of students will master the State's Prekindergarten goals.</p> <p>Grades K – 12: 90% of students will pass campus benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Test - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Foundation Program (TI, A SW #1) - The Hull-Daisetta ISD PK – 12 curriculum is based on the TEKS. 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 Hull-Daisetta ISD.	8/2016 - 5/2017	High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger	Local Funds - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - 12/16: 80% of students will pass campus benchmark tests.	All students and all student groups academically successful as the educational system meets the needs of all.	Informal Assessment :Classroom Assessments - 05/17: Prekindergarten: 90% of students will master the State's Prekindergarten goals. Grades K - 12: 90% of students will pass campus benchmark tests. Criterion-Referenced Test :STAAR Test - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Reading Assessments - A variety of TEKS and STAAR based reading assessments will be administered at all grade levels throughout the year.</p> <p>Prekindergarten: Students will be administered the Brigance Diagnostic Assessment of Basic Skills at the beginning of each school year to determine students' developmental levels and deficiencies and to identify students meeting the State-adopted "at-risk" criteria.</p> <p>The Teacher-Made Developmental Skills Checklist will be administered in January and May in grades K-3 to determine individual student progress and to provide academic data for students' cumulative folders.</p> <p>Kindergarten - 2nd Grade: Students will be administered the District Phonic Assessment at the beginning of each school year to determine students' developmental levels and deficiencies and to identify students meeting the State-adopted "at-risk" criteria.</p> <p>Students in grade K will be administered the Texas Primary Reading Inventory (TPRI) in October, January and May, and students in grades 1 and 2 will be administered the TPRI in September, January and May to determine specific strengths and weaknesses in the development of reading skills. Assessment results will be used to prescribe prevention and early intervention strategies for students demonstrating need, and will ensure that all children receive</p>	<p>8/2016 - 5/2017</p>	<p>High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger</p>	<p>State - State and Local Funds - Assessment Resources</p> <p>State - State Compensatory Education (SCE) - Time Contributions of DEAR Instructional Aide FTE: 0.50</p> <p style="text-align: right;">\$9,376.86</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of the students will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.</p>	<p>Increased academic performance by all students and all student groups.</p>	<p>Informal Assessment :Classroom Assessments - - 05/17: 100% of students who are at risk for reading difficulties are identified in a timely manner and appropriate programs and interventions implemented.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>assistance in learning to read at the earliest possible time.</p> <p>Grades 3 - 8: Students will be administered the STAR Reading diagnostic test at the beginning of the school year to determine specific skill deficiencies and to identify students meeting the State-adopted "at-risk" criteria. Students meeting the "at-risk" criteria are those scoring below grade level. Drop Everything and Read (DEAR) strategies are also implemented in 7th and 8th grades to facilitate student achievement in STAAR Reading tests.</p> <p>Students will be administered the Study Island Assessment in December and February. Assessment results will be used to prescribe prevention and early intervention strategies for students demonstrating need, and will ensure that all children receive assistance in learning to read at the earliest possible time.</p> <p>Activity:</p> <p>Math Assessments - A variety of TEKS based math assessments will be administered at all grade levels throughout the year, as well as disaggregating the previous year's Math STAAR scores for 4th through 11th graders. They will be used to monitor mastery of math concepts, evaluate growth and pinpoint areas where additional assistance is needed. These will include Math benchmark tests and the STAR Math Program. The results of these assessments will be disseminated to the staff to assist in planning student mastery of math goals.</p>	<p>8/2016 - 5/2017</p>	<p>High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger</p>	<p>Local Funds - Assessment Instruments</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus math benchmark tests.</p>	<p>Increased student achievement.</p>	<p>Informal Assessment :Classroom Assessments - - 05/17: Prekindergarten: 90% of students will master the State's Prekindergarten goals.</p> <p>Grades K - 2: 90% of students will pass campus math benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Test - - 05/17: Grades 3 - 12: 100% will achieve a passing score on appropriate grade level Math STAAR tests.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Curriculum Management - Teachers will promote learning activities coordinated with the TEKS Resource system, which is a comprehensive, customized curriculum management system that ensures vertically and horizontally aligned curriculums in the core subject areas.</p>	<p>8/2016 - 5/2017</p>	<p>High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger</p>	<p>Local Funds - Time Contributions of Staff and Faculty</p>	<p>Informal Assessment :Classroom Assessments - - Every six weeks: 70% of all students will pass benchmark tests.</p>	<p>Increased Student Achievement</p>	<p>Criterion-Referenced Test :STAAR Test - - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity: College Readiness Activities - Hull-Daisetta High School encourages students to follow graduation plans and participate in other activities to enable them to pursue higher education opportunities after high school. Some of these activities include: * Texas Grant Program which provides rewards for students in the Recommended High School program or Distinguished Achievement Program * College Entrance exams * Accelerated Credit Accrual See High School CIP for more details.</p>	<p>8/2016 - 5/2017</p>	<p>Counselor - Shawntel Cunningham</p>	<p>Local Funds - Time Contributions of Staff and Faculty State - High School Allotment - Fees and Dues \$48,788.00</p>	<p>Documentation :Student Records - - 08/16: 100% of students are given information about higher education.</p>	<p>Increase in the number of HDISD students attending college.</p>	<p>Documentation :School Records - - 05/17: Increase in grant applications and scholarships.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Early Intervention Program (TI, A SW #7) - A Prekindergarten program will be conducted through coordination of funding of state/local funds. The program will be available to all students meeting the State criteria of being eligible for participation in the National Free and Reduced-priced School Lunch program, Limited English proficient, child of an active duty member of the military, is or ever has been in the conservatorship of DFPS and/or homeless.</p> <p>Hull-Daisetta Elementary conducts a full-day Prekindergarten program with emphasis on language acquisition skills for special population groups.</p> <p>Activity:</p> <p>Prekindergarten Transition Services (TI A SW #7) - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Hull-Daisetta Elementary.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits, student teaming, team teaching and parent meetings.</p> <p>The Prekindergarten teacher will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.</p> <p>The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.</p>	<p>8/2016 - 5/2017</p>	<p>Elementary Principal - Kevin Frauenberger</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of PreKindergarten Staff FTE: 1.50 \$43,451.10</p> <p>State - High-Quality Prekindergarten Grant - Supplemental Prekindergarten Resources \$13,952.00</p> <p>State - High-Quality Prekindergarten Grant - Supplemental Resources \$1,785.00</p>	<p>Informal Assessment :Classroom Assessments - 12/16: 80% of PreK students meet minimum expectations on weekly assessments.</p>	<p>Students with prerequisite early school readiness skills for success in Kindergarten.</p> <p>Decrease in number of students identified as being in an "at-risk" situation as students gain prerequisite developmental skills for entrance into Kindergarten.</p>	<p>Informal Assessment :Classroom Assessments - 05/17: 90% of PreK students meet minimum expectations on weekly assessments.</p>
<p>Activity:</p> <p>Prekindergarten Transition Services (TI A SW #7) - Prekindergarten students and their families participate in the Kindergarten Roundup activities at Hull-Daisetta Elementary.</p> <p>Activities to ensure smooth transitioning from Prekindergarten to Kindergarten will include class visits, student teaming, team teaching and parent meetings.</p> <p>The Prekindergarten teacher will introduce early Kindergarten-level activities to their students to stretch their comprehension and familiarize themselves with some of the academic elements of Kindergarten.</p> <p>The staff will work with students on behavioral and hygiene issues ensuring students will be ready for Kindergarten and the behavioral and hygiene assumptions that go with same.</p>	<p>8/2016 - 5/2017</p>	<p>Prekindergarten Teacher - Debbie Taylor</p>	<p>State - State Compensatory Education (SCE) - Time Contributions of PreKindergarten Staff FTE: 1.50</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of PreK students meet minimum expectations on weekly assessments.</p>	<p>Students and parents familiarized with the Kindergarten program.</p> <p>Students' with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.</p>	<p>Informal Assessment :Classroom Assessments - - 05/17: 90% of PreK students meet minimum expectations on weekly assessments.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Accelerated Instruction [TI, A SW #2, #9] - Hull-Daisetta ISD uses the student performance data resulting from the basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students that enable them to be performing at grade level at the conclusion of the next regular school term.	8/2016 - 5/2017	High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger	Coordinated Local, State and Federal funding - See Individual Activities		Students "at risk of dropping out of school" 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.	Documentation :Counselor Records - 05/17: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment "Students at Risk of Dropping out of School" - Hull-Daisetta ISD follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013]</p> <p>For purposes of this section, "student at risk of dropping out of school" includes each student who is under 26 years of age and who:</p> <p>(1) was not advanced from one grade level to the next for one or more school years;</p> <p>(2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;</p> <p>(3) did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;</p> <p>(4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;</p> <p>(5) is pregnant or is a parent;</p>	<p>8/2016 - 5/2017</p>	<p>Counselor - Shawntel Cunningham</p>	<p>State - State and Local Funds - Time Contributions of Counselor</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of the students meeting the State-adopted "at risk" criteria will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.</p>	<p>Increased academic performance by all students and all student groups.</p> <p>Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.</p>	<p>Documentation :Student Records - - 05/17: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>(6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;</p> <p>(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;</p> <p>(8) is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</p> <p>(10) is a student of limited English proficiency, as defined by Section 29.052;</p> <p>(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</p> <p>(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or</p> <p>(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</p>						

District Improvement Plan
Hull-Daisetta ISD 2016-2017

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

<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>Academic Support - Academic support for Junior High and High School students is provided both in the form of tutorials after school and pullout support classes during the day. This support is provided to students who are experiencing difficulties in any of the core subject area classes.</p> <p>At the elementary school, 30 minute tutorials are built into the daily schedule and after school tutorials are offered for 2 days a week for a period of four weeks before the STAAR tests in the spring.</p> <p>Elementary students in grades two through six also receive individualized instruction in the classroom through the assistance of instructional aides.</p> <p>Students in grades three through twelve will receive supplemental writing assistance through Vantage Learning Writing Program.</p> <p>Writing Labs are also available for seventh through twelfth graders who are at risk because of not meeting the standard on the STAAR Reading and Writing tests, or the English I or English II EOC exam. Students will be given opportunities to apply writing strategies to a variety of practical situations.</p>	8/2016 - 5/2017	High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger	<p>State - State Compensatory Education (SCE) - Extra Duty Pay for After School Tutorials \$22,677.34</p> <p>State - State Compensatory Education (SCE) - Elementary Tutorial Staff FTE: 2.25 \$108,052.20</p> <p>State - State Compensatory Education (SCE) - Time Contributions of Writing Lab Instructors FTE: 0.79 \$39,916.31</p> <p>State - State Compensatory Education (SCE) - Time Contribution of STAAR Acceleration Instructor FTE: 0.14 \$7,883.53</p> <p>State - State Compensatory Education (SCE) - Extra Duty Pay for Response to Intervention Program \$4,852.54</p> <p>State - State Compensatory Education (SCE) - STAAR Resources \$8,724.00</p> <p>Federal - Title I, Part A - Junior High Academic Support Teacher FTE: 0.14 \$7,866.60</p> <p>Federal - Title I, Part A - Time Contribution of RTI Aides</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.</p>	Students have every opportunity to meet their full educational potential.	<p>Criterion-Referenced Test :STAAR Test - - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Phonics Instruction - Supplemental Phonics instruction is offered to students in Kindergarten through 2nd grade as part of Response to Intervention, Tier 2. This class is structured as a 30 minute pullout class daily.</p>	8/2016 - 5/2017	Dyslexia Director - Louellen Fuller	<p>FTE: 2.00 \$31,162.26</p> <p>Federal - Title I, Part A - Vantage Learning Writing Instruction Site License \$4,500.00</p> <p>State - State Compensatory Education (SCE) - Time Contribution of Phonics Instructor FTE: 0.43 \$23,861.13</p>	Informal Assessment :Classroom Assessments - - 12/16: 70% of students will pass campus benchmark tests in reading and phonics.	Students "at risk of dropping out of school" 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 - - 05/17: 90% of students will pass campus benchmark test in reading and phonics.
<p>Activity: Summer Program - Instruction in core subject areas for seventh through twelfth graders and in reading and math for second through sixth graders will be provided by a certified teachers during a summer session. Summer school duration is four weeks.</p>	June 2017	High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger	<p>State - State Compensatory Education (SCE) - Time Contributions of Summer School Staff \$16,417.98</p> <p>Federal - Title I, Part A - Summer School Transportation Costs \$508.00</p> <p>Federal - Title II, Part A TPTR - Summer School Supplies \$1,029.00</p> <p>Federal - Title II, Part A TPTR - Time Contributions of Summer School Staff \$2,860.00</p>		Students have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 06/17: Students will receive on-time credit accrual and be promoted to the next grade.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Supplemental Math Assistance - Students who have failed a STAAR Math test or are in danger of failing the STARR Math test will participate in supplemental Math assistance until they pass standards on the STARR Math test. Students have access to the Math Lab on a daily basis. Students in need of additional instruction in Math will receive a double block of instruction in Algebra I at the high school or at the junior high. This extended time period will allow students to receive more individualized assistance in a small group setting and to spend more time on task with their regular teacher.	8/2016 - 5/2017	High School Principal - Quinn Godwin	State - State Compensatory Education (SCE) - Time Contributions of Double Block Algebra Teacher FTE: 0.43 <p style="text-align: right;">\$23,656.11</p> Federal - Title I, Part A - Time Contributions of HS Math Aide FTE: 1.00 <p style="text-align: right;">\$17,658.22</p>	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark Math tests.	Increased student achievement	Criterion-Referenced Test :STAAR Test - - 05/17: 100% of students will pass the STAAR Math test.
Activity: Computer Assisted Instruction - Elementary students needing additional assistance in Reading and/or Math will receive additional help in the computer lab. Programs that will be used are Reading Eggs, Education City and Flowcubularly. Students will attend biweekly for 45 minutes. A Credit Recovery Software program is available for students who need to regain credits in order to be on track for graduation.	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger High School Principal - Quinn Godwin	Federal - Title I, Part A - Time Contributions of Computer Lab Aide FTE: 0.30 <p style="text-align: right;">\$4,674.00</p> State - State Compensatory Education (SCE) - Credit Recovery Program Site License <p style="text-align: right;">\$2,500.00</p> State - State Compensatory Education (SCE) - Elementary Site Licenses <p style="text-align: right;">\$4,000.00</p>	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.	Students "at risk of dropping out of school" 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.	Criterion-Referenced Test :STAAR Test - - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

<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: 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>	<p>8/2016 - 5/2017</p>	<p>Director of Special Services and Curriculum - Teresa Camp</p>	<p>Coordinated Local, State and Federal funding - Time Contributions of Special Education Staff</p>	<p>Informal Assessment :Classroom Assessments - 12/16: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>	<p>Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.</p>	<p>Criterion-Referenced Test :STAAR Test - 05/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs and will pass the State required assessment instrument at the end of the school year.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment Special Education - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral.</p> <p>The referral may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. School personnel will complete the referral in accordance with Texas Education Code (TEC) §29.024, related to the 45 calendar day time line.</p> <p>Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status.</p> <p>Hull-Daisetta ISD uses the following assessments: * For students in Preschool, the following assessments are used as appropriate: * Weschler Preschool and Primary Scale of Intelligence (WPPSI) * Development Assessment of Young Children (DAYC)</p> <p>For students in grades K - 12, the evaluation instruments below are used: * Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV)</p>	<p>8/2016 - 5/2017</p>	<p>Director of Special Services and Curriculum - Teresa Camp</p>	<p>Local Funds - Assessment Instruments/Evaluations</p>	<p>Documentation :Student Records - - 12/16: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.</p>	<p>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.</p>	<p>Documentation :Student Records - - 05/17: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules. Students with disabilities will improve by 1% on the appropriate mandated assessment instrument(s), as prescribed by the individual student's ARD.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

<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>* Wechsler Individual Achievement Test, Second Edition (WIAT-II) * Woodcock Johnson, Third Edition Test of Achievement * Universal Nonverbal Intelligence Test Scale (UNIT) * Kaufman Assessment Battery for Children, Second Edition (KABC-II)</p> <p>For Speech assessment: * Comprehensive Assessment of Spoken Language (CASL).</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>						

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Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Special Education Resource and Mainstream Settings - As dictated by their ARDs, Special Education students are served in self-contained or departmentalized Resource settings and/or mainstreamed into the general population for instruction. Some students only leave the Special Education Resource class to participate in Science, Social Studies, Fine Arts and Physical Education, while others only may be ARDed into a Special Education class for English Language Arts and/or Math. A Content Mastery center is available for students who may need additional assistance in any of the core subject areas.</p> <p>Other instructional arrangements include Inclusion classrooms, a Life Skills class, PPCD for three year olds and an Adaptive Behavior Unit.</p> <p>The "Least Restrictive Environment" required for academic success is always a main consideration.</p>	<p>8/2016 - 5/2017</p>	<p>Director of Special Services and Curriculum - Teresa Camp</p>	<p>State - State Special Education Block Grant - Time Contributions of Special Education Staff</p> <p style="text-align: right;">\$363,917.00</p>		<p>Students with disabilities have every opportunity to meet their full educational potential.</p>	<p>Informal Assessment :Classroom Assessments - - 05/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Related Services - Hull-Daisetta ISD ensures that students' with disabilities who require related services receive the kind and amount necessary to assist the child to benefit from Special Education services, as well as general education activities and classes.</p> <p>1) The ARD committee assures that the need for related services is considered for each student with disabilities and there is evidence of the link between the need for the related service and educational benefit to the student.</p> <p>2) Services support IEP goals and are based on assessment and educational needs.</p> <p>3) 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, Visually Impaired Services, Auditorially Impaired Services, Special Transportation. These services are provided by the Liberty County Special Education Co-Op, which includes Hull-Daisetta ISD as a member.</p>	<p>8/2016 - 5/2017</p>	<p>Director of Special Services and Curriculum - Teresa Camp</p>	<p>Local Funds - Time Contributions of Staff</p>		<p>Students with disabilities 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 children are expected to meet.</p>	<p>Documentation :School Records - - 05/17: 100% of the students with disabilities on the Hull-Daisetta ISD campus are receiving Related Services as dictated in their IEPs as noted in students' records.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Transition Services - Special Education - Hull-Daisetta ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111; TAC §89.1055.</p> <p>1) Transition from Junior High School to High School: Activities for students with disabilities are conducted as students are ready to move from the eighth grade to the ninth. Activities include:</p> <ul style="list-style-type: none"> * Visits with the School Counselor, discussing student, parent, faculty and administrator's expectations; * Student interest survey is administered and, if appropriate, a vocational assessment; * Through the 8th grade ARDs, going into the 9th grade ARDs, a 4-year Plan is developed - a Graduation Plan. Regular High School Curriculum and possible modifications are reviewed. Parent and teacher input is solicited. <p>2) 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);</p> <p>3) 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</p>	<p>8/2016 - 5/2017</p>	<p>Director of Special Services and Curriculum - Teresa Camp</p>	<p>Coordinated Local, State and Federal funding - ARD Committee Time Contributions</p>		<p>Students with disabilities are involved in a comprehensive and holistic educational system and 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 children are expected to meet, and that their transition from school to work will provide them equitable opportunities to become self-sufficient.</p>	<p>Documentation :Student Records - - 05/17: Monitoring of students participating in Transition activities indicate that all elements are being implemented as dictated by regulation and IEPs.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>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.</p> <p>4) When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that the one of 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.</p> <p>Activity: Child Find Effort - Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Hull-Daisetta ISD puts forth a comprehensive and proactive effort to find anyone needing Special Education services. Activities for Child Find include:</p> <ul style="list-style-type: none"> * regional television commercial, * countywide: contact with each school district and talk with each contact person, * develops a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters. 	<p>7/2016 - 6/2017</p>	<p>Director of Special Services and Curriculum - Teresa Camp</p>	<p>State - State Special Education Block Grant - Materials, Calendars, Child Find Resources</p>		<p>100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames.</p>	<p>Documentation :School Records - - 05/17: 100% of the activities posted on the Child Find Calendar completed. Any child found to need services referred as required.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

<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: English as a Second Language (ESL) Program - Hull-Daisetta ISD offers an English as a second language program whose goal is to enable limited English proficient students 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 limited English proficient students to participate equitably in school.</p>	<p>8/2016 - 5/2017</p>	<p>Director of Special Services and Curriculum - Teresa Camp</p>	<p>State - Bilingual Education Allotment - Time Contributions of ESL Staff \$7,171.00</p> <p>Federal - Title III, Part A, Language Instruction for LEP and Immigrant Students - Region V Bilingual Co-op \$586.00</p>	<p>See Activities Below</p>	<p>Narrowing the achievement gap between LEP students and non-LEP students.</p>	<p>See Activities Below</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Limited English Proficient (LEP) Assessment - Within four weeks of a student's enrollment, a home language survey (HLS) is conducted to determine the language normally used in the home and by the student. The HLS is filed in each student's permanent record folder. Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of English language learners (ELLs). The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to LEP students in grades K – 12. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments. The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency (LEP) student who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	Local Funds - Assessment Instruments/Evaluations	Informal Assessment :Classroom Assessments - - 12/16: Increase in the number of students passing formal and informal assessment instruments, as well as computer-adapted assessments, as the assessment and intervention process is refined.	LEP students receiving individualized instruction to address their individual needs. Teachers utilizing assessment results to fine tune instructional delivery and content.	Informal Assessment :Classroom Assessments - - 05/17: 90% of students passing formal and informal assessment instruments. Criterion-Referenced Test :STAAR Test - - 05/17: 100% of students will achieve a passing score on appropriate grade-level and subject-area STAAR tests.

<p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>LEP Modifications - Based on LPAC prescription, Hull-Daisetta ISD LEP students participate in Content-based ESL program with the purpose of developing competence in English. Students will be served by a full-time teacher certified to provide supplementary instruction for all content area instruction. The program integrates English as a second language instruction with subject matter instruction which focuses not only on learning a second language, but uses that language as a medium to learn mathematics, science, social studies, or other academic subjects. Technology is used to accelerate the development of all four language skills.</p> <p>The LPAC prescribes the academic achievement test that will be administered to each LEP student:</p> <ul style="list-style-type: none"> * STAAR * STAAR L * STAAR A or STAAR Alternate II. 	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	Coordinated Local, State and Federal funding - Time Contributions of ESL and Regular Staff	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.	Students exiting LEP designation by LPAC. Narrowing the achievement gap between LEP students and non-LEP students.	Informal Assessment :Classroom Assessments - - 05/17: Grades K – 12: 90% of students will pass campus benchmark tests. Criterion-Referenced Test :STAAR Test - - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Exit from ESL Program - Exit criteria are applicable to students in grades 1 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>To exit from an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.</p> <p>The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken. <p>The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time</p>	<p>8/2016 - 5/2017</p>	<p>Director of Special Services and Curriculum - Teresa Camp</p>	<p>State - State and Local Funds - Time Contributions of Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students served in the ESL program have met LPAC expectations based on results of an oral language proficiency test.</p>	<p>Increased student achievement.</p>	<p>Criterion-Referenced Test :STAAR Test - - 05/17: 100% of students in grades 3 - 8 will pass the STAAR Reading tests in English and/or Spanish.</p> <p>Criterion-Referenced Test :STAAR Test - - 05/17: 100% of students in grades 9 – 11 will pass the STAAR EOC English I or English II exam in English and/or Spanish.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

<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>during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p> <p>Strategy: Program for Students with Dyslexia - Hull-Daisetta ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.</p> <p>(1) "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence, and sociocultural opportunity.</p> <p>(2) "Related disorders" includes disorders similar to or related to dyslexia, such as developmental auditory imperception, dysphasia, specific developmental dyslexia, developmental dysgraphia, and developmental spelling disability.</p>	<p>8/2016 - 5/2017</p>	<p>Dyslexia Director - Louellen Fuller</p>	<p>Local Funds - Time Contribution of Dyslexia Teacher</p>	<p>See Activities Below</p>	<p>Students participating in supplemental monitoring, assistance and instruction will be performing equally with their non-Dyslexic peers.</p>	<p>See Activities Below</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
 Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Dyslexia Assessment - The district Dyslexia Coordinator coordinates the identification of dyslexic students with the individual campuses. Children are given several assessments that measure the level of phonological awareness, the knowledge of letter names and sound, the ability to read and decode single words in isolation, understanding of what they read, understanding of what is read to them and how well they are able to organize and sequence thoughts in writing.</p> <p>These tests include: * CTOPP - Comprehensive Test of Phonological Processing * Gray Oral Reading Test * Woodcock Reading Mastery * TWS-4 - Test of Written Spelling, and * IRPS - Irlen Reading Perceptual Schedule</p> <p>The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the child, and develops an individual education plan for him/her that will include and modifications or accommodations that may be needed. 504 meetings are held yearly and parents are welcome to attend.</p>	<p>8/2016 - 6/2017</p>	<p>Dyslexia Director - Louellen Fuller</p>	<p>Local Funds - Assessment Instruments/Evaluations</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 100% of all students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.</p>	<p>Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of the needs of each student.</p>	<p>Informal Assessment :Classroom Assessments - - 05/17: Grades 1 and 2: 90% of all students and student groups will score at least "Developed" on the four screening sections of the TPRI.</p> <p>Criterion-Referenced Test :STAAR Test - - 05/17: 100% of students in grades three 3 - 12 will achieve a passing score on appropriate grade-level Reading STAAR tests.</p>

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Modifications for Dyslexic Students - Students who are identified as dyslexic are provided with services using the Neuhaus Dyslexia program. Elementary students will receive dyslexia therapy in a pullout program for 30 minutes daily. Juior High and High School students will be served once a week or an hour.</p> <p>Interventions focus on Phonemic Awareness, instant letter recognition, explicit instruction in decoding, extended reading in connected text (helps to gain fluency), explicit instruction of spelling, extended writing, oral language development, listening/reading development.</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>8/2016 - 5/2017</p>	<p>Dyslexia Director - Louellen Fuller</p>	<p>Local Funds - Time Contributions of Dyslexia Teacher</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students will demonstrate improved reading and comprehension skills.</p>	<p>Students participating in supplemental monitoring, assistance and instruction will be performing equally with their non-Dyslexic peers.</p>	<p>Informal Assessment :Classroom Assessments - - 05/17: Grades 1 and 2: 90% of students will score at least "Developed" on the four screening sections of the TPRI.</p> <p>Criterion-Referenced Test :STAAR Test - - 05/17: 100% of students in grades 3 - 12 will achieve a passing score on appropriate grade-level Reading STAAR tests.</p>

<p>Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]</p> <p>Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.</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>Program for Section 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.</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:</p> <ul style="list-style-type: none"> - Individual or small group administration - Projection devices - Manipulating tests materials - Oral/signed administration - Extra time - Large print - Transcription - Use of a calculator - Overlays <p>Environmental accommodations may be made for students. These may include:</p> <ul style="list-style-type: none"> - Change student seating as needed for the situation - Adapt environment to avoid distractions - Provide notebooks for organization - Lighting accommodations - Non-verbal behavior cues (cue cards) <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the TEKS.</p>	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	Coordinated Local, State and Federal funding - Time Contributions of Staff and Faculty		504 students will be given the supplemental assistance required for them to progress along with their non-504 peers.	Documentation :Counselor Records - 05/17: 100% of the students identified as 504 have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Gifted and Talented Program - Hull-Daisetta ISD 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:</p> <p>1) exhibits high performance capability in an intellectual, creative, or artistic area;</p> <p>2) possesses an unusual capacity for leadership; or</p> <p>(3) excels in a specific academic field.</p>	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	State - State Gifted & Talented Block Grant - Time Contributions of G/T Staff \$11,945.00	See Activities Below	The educational needs of G/T students will have been met.	See Activities Below

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>G/T Assessment - New students are identified for eligibility and nominated for the G/T program during the Spring for the following year. Transfer students are identified within 10 days of enrollment.</p> <p>Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that use both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).</p> <p>Assessment instruments include: 1) Portfolios 2) Teacher Recommendations 3) Parent Nomination 4) Torrance Tests of Creative Thinking 5) SAGES 2 – Screening Assessment for Gifted Elementary and Middle School Students 6) Parent and Teacher Assessment Forms</p> <p>Coordinator's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class or through a pullout program.</p>	<p>8/2016 - 5/2017</p>	<p>Director of Special Services and Curriculum - Teresa Camp</p>	<p>Local Funds - Assessment Instruments/Evaluations</p>		<p>G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.</p>	<p>Documentation :Student Records - - 05/17: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Modifications for G/T Students - The G/T Program at Hull-Daisetta Elementary offers differentiated instruction to identified G/T students in Language Arts, Math, Science and Social Studies, within the regular Foundation program. The following classes are offered in the G/T Program at the secondary level: Pre-Advanced Placement Classes include * Algebra * English I * English II * Chemistry * Biology Advanced Placement classes include * English III and IV * Calculus * US History Dual Credit Classes are also offered which allow students to receive both High School credit and College credit for these courses. These include * Us History – Grade 11 * Psychology – Grades 11 and 12 * Sociology – Grades 11 and 12 * Government – Grade 12 * Economics – Grade 12 * English – Grade 12	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	Local Funds - G/T Resources	Informal Assessment :Classroom Assessments - - 12/16: 100% of G/T students will pass campus benchmark tests.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Criterion-Referenced Test :STAAR Test - - 05/17: 100% of the G/T students in grades 3 - 12 will pass each STAAR assessment instrument taken.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>School Improvement - Hull-Daisetta Elementary received a State Accountability Rating of Met Standard in 2016, but still must meet certain requirements due to previously receiving an Improvement Required on Closing Performance Gaps rating. The campus has put strategies, initiatives and activities in place to improve performance.</p>	8/2016 - 5/2017	Superintendent - Mary Huckabay Elementary Principal - Kevin Frauenberger	Local Funds - Time Contributions of Staff and Faculty Federal - Title I, Part A - Contracted Elementary School Improvement Consultant \$8,745.00	Informal Assessment :Classroom Assessments - 12/16: 80% of students will pass campus benchmark tests in Math and Reading.	Students "at risk of dropping out of school" 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 - 05/17: 90% of all students in grades K - 2 will pass campus benchmark tests in Math and Reading. Criterion-Referenced Test :STAAR Test - 05/17: 90% of all students in grades three through six will pass all appropriate grade-level STAAR Math and Reading tests.
<p>Activity:</p> <p>Math Activities - Several activities have been implemented in response to the Improvement Required rating.</p> <p>Instructional Coaches will assist Math teachers with teaching strategies and instructional techniques.</p> <p>Daily "Number Talks" have been implemented in the classrooms to provide students with ongoing practice with computation to complement the math curriculum.</p> <p>There will greater use of data disaggregation to identify areas where students are having difficulty.</p> <p>Students who are having difficulty will be provided with extended learning opportunities in smaller groups to provide more individualized instruction.</p>	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger Director of Special Services and Curriculum - Teresa Camp	Federal - Title I, 1003(a) Priority and Focus Grant - Time Contributions of Teacher Facilitator \$14,705.00	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests in Math.	Attain State Accountability Rating of Met Standard in all areas.	Criterion-Referenced Test :STAAR Test - - 05/17: 100% of students in grades 3 - 6 will meet minimum standards on the STAAR Math tests.

Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Reading Activities - Several activities have been implemented in response to the Improvement Required rating.</p> <p>Instructional Coaches will assist Reading teachers with teaching strategies and instructional techniques.</p> <p>Guided Reading and Leveled Literacy interventions will be implemented in classrooms for those students who are having difficulty with reading and writing.</p> <p>The My Access writing program will be implemented which provides students writing topics aligned with the STAAR objectives, prewriting tools and feedback on submitted writing assignments.</p>	8/2016 - 5/2017	Superintendent - Mary Huckabay Elementary Principal - Kevin Frauenberger	Local Funds - Time Contributions of Staff	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests in Reading.	Attain State Accountability Rating of Met Standard in all areas.	<p>Criterion-Referenced Test :STAAR Test - - 05/17: 100% of students in grades 3 - 6 will pass all appropriate grade-level STAAR Reading tests.</p> <p>100% of 4th grade students will pass STAAR Writing tests.</p>
<p>Strategy:</p> <p>Ancillary Services - Hull-Daisetta ISD provides Ancillary Services or "related services" to all students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.</p>	8/2016 - 5/2017	High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger	Coordinated Local, State and Federal funding - Time Contributions of Ancillary Staff	Documentation :School Records - 12/16: 80% 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."	<p>Criterion-Referenced Test :STAAR Test - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Counseling Services - School Counselor:</p> <ul style="list-style-type: none"> * 1:1 review of STAAR scores with students scoring below district expectations, * 1:1 and small group Counseling sessions, * Focused informal groups- -behavior, attendance, * Assistance with testing coordination, * Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues, * STAAR presentations, * Responsive services, * Parent Training, and * Individual student planning * Flex Days <p>The Counselor also focuses on addressing the needs of students with disabilities. Duties include, but are not limited to:</p> <ul style="list-style-type: none"> * Diagnostic/ Prescriptive Services * Coordination of Services- -Academic and Related Services * Child Find Activities * ARDs * Parent Training * Student Planning and Transition Services * Training Foundation Staff on Modifications for Special Education Students. 	8/2016 - 5/2017	Counselor - Shawntel Cunningham	Local Funds - Time Contributions of Counselor	Documentation :Counselor Records - - 12/16: 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 Test - - 05/17: 100% of students in grades 3 - 12 will achieve a passing score on appropriate grade-level and subject-area STAAR tests.

Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]
Objective(s): PK-12 An appropriate curriculum will be provided to all students regardless of individual educational needs.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Library Services - A Library-Media Services program is available for all campuses. Available resources include: * Full-scale Library facilities available to all students; * Computers with internet access; * Informational resources in many formats such as books and periodicals and * Homework help sites.</p>	8/2016 - 5/2017	High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger	Local Funds - Time Contributions of Library Staff	Informal Assessment :Classroom Assessments - - 12/16: All Hull-Daisetta students have access to the library on a regularly scheduled basis. Student records indicate that at least 90% of the students have participated in library activities.	The Hull-Daisetta ISD Libraries 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 :Student Records - - 05/17: Student records indicate that 100% of the students have participated in Library activities.
<p>Activity: Homeless Services - The Hull-Daisetta 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. Hull-Daisetta ISD will be in compliance with federal Homeless regulations.</p>	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	Federal - Title I, Part A - Homeless Resources	Documentation :Agendas, Sign-in Sheets, Minutes - - 12/16: 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.	Documents :School Records - - 05/17: 80% 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.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]						
Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Hull-Daisetta ISD will focus on intervention and proactive strategies for students with previous attendance problems to insure improvement in their behavior.</p> <p>Hull-Daisetta ISD has set in place procedures and strategies to increase student attendance. 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>Attendance will be monitored daily and parents, counselors and other appropriate school officials will be contacted at each absence date. Letters will be sent to parents whose students who have a pattern of excessive absences and teacher/parent conferences will be held.</p> <p>Mandated attendance requirements will be enforced through the use of Community Service.</p> <p>Students who have perfect attendance will be presented awards, certificates, and medals during the school year and at the end of the year. High School students will be given semester final exemptions and flex days as awards for attendance incentives. Every semester, students with exemplary attendance will qualify for semester test exemptions.</p> <p>The juvenile probation office will be utilized in cases of chronic truancy.</p>	8/2016 - 5/2017	High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger	Coordinated Local, State and Federal funding - Time Contributions of Staff and Faculty	Documentation :Parent Contact Logs - 12/16: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.	Through the use of positive reinforcements, Hull-Daisetta ISD faculty will encourage academic growth and increased student attendance.	Documentation :Attendance Records - 05/17: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 97%. Student groups whose attendance rates have been higher will meet or exceed those rates. Contact with 100% of parents/guardians of students who have excessive absences.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Dropout Prevention Program (TI, A, SW #2, #9) - Through enhanced dropout prevention efforts, 100% of Hull-Daisetta students will remain in school until they obtain a diploma. All students who failed to pass one or more portions of the STAAR tests in the previous year or fail to pass one or more STAAR tests during the current school year will have personal graduation plans, and programs such as tutorials, academic support and parental involvement programs are available to assist struggling students.	8/2016 - 5/2017	Counselor - Shawntel Cunningham High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger	Coordinated Local, State and Federal funding - Time Contributions of Staff and Faculty	Documentation :Attendance Records - 01/17: Attendance rate at 97%, or above.	Increased graduation rate. Increased student achievement	Criterion-Referenced Test :STAAR Test - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Pregnancy Related Services - Any student who is pregnant is eligible to receive Pregnancy Related Services (PRS) as verified by a responsible campus official (administrator, nurse, or counselor); a physician or nurse midwife licensed to practice in the U.S.; or a nurse practitioner. Hull-Daisetta ISD will continue to identify and collect documentation on pregnant students. Documentation will include verification of pregnancy; copies of ARDs and IEPs, if applicable; PRS entry date; date of delivery, and PRS exit date.</p> <p>The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed. The certified teacher serving as the CEHI instructor will maintain a log of home instruction during the days or weeks the students receives CEHI.</p> <p>Counseling services are provided for the students, staff, and parents. They include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities, and coping skills.</p>	<p>8/2016 - 5/2017</p>	<p>High School Principal - Quinn Godwin</p>	<p>Local Funds - Time Contributions of CEHI Instructor</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: Students will have increased class attendance; 80% mastery on TEKS-based benchmark tests.</p>	<p>Students who are pregnant or are parents will have the same opportunity to meet the challenging State student performance standards that all students are expected to meet.</p>	<p>Documentation :Attendance Records - - 05/17: Attendance rates will meet or exceed 97%.</p> <p>Criterion-Referenced Test :STAAR Test - - 05/17: 100% of students will achieve a passing score on appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity:</p> <p>Music Programs - Hull-Daisetta students have the opportunity to participate in Hull-Daisetta Junior High and High School Bands. Students will participate in concerts periodically throughout the year and UIL competitions.</p>	<p>8/2016 - 5/2017</p>	<p>Band Director - Cody Cunningham</p>	<p>Local Funds - Time Contributions of Band Staff</p>		<p>Diversified students.</p>	<p>Documentation :School Records - - 05/17: Increase in the number of UIL participants from the prior year.</p>

Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: UIL Competitions - Hull-Daisetta ISD's U.I.L. activities are available to students to ensure they develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents, social skills and leadership. Students are recruited and encouraged to participate in all the extra curricular activities that are available.</p>	<p>8/2016 - 5/2017</p>	<p>High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger</p>	<p>Local Funds - Time Contributions of UIL Sponsors</p>		<p>Diversified students.</p>	<p>Documentation :School Records - - 05/17: Increase in the number of UIL participants from the prior year.</p>
<p>Activity: Clubs and Organizations - Hull-Daisetta High School students have a variety of clubs and organizations available to them to ensure they develop into goal-oriented and well rounded individuals, and develop social skills and leadership skills. These organizations include Business Professionals of America, Student Council, Yearbook, FFA, FCCLA, National Honor Society, and Project Graduation.</p>	<p>8/2016 - 5/2017</p>	<p>High School Principal - Quinn Godwin</p>	<p>Local Funds - Time Contributions of Club Sponsors</p>		<p>Diversified students.</p>	<p>Documentation :School Records - - 05/17: Increase in the number of participants in clubs and organizations.</p>

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]
Objective(s): 7th-12th Students will be given the opportunity to participate in CTE classes.

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

<p>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]</p> <p>Objective(s): 7th-12th Students will be given the opportunity to participate in CTE classes.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Career Guidance and Counseling - The counselor will assist students in monitoring and understanding their own development. Areas addressed include:</p> <p>* Education: Acquisition of study skills and choosing appropriate programs and services;</p> <p>* Career: Need for positive work habits, career awareness and investigations of opportunities;</p> <p>*Personal-Social: Development of healthy self-concepts and development of adaptive and adjusted social behavior.</p> <p>The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents:</p> <p>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.);</p> <p>2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56;</p> <p>3) The need for students to make informed curriculum choices to be prepared for success beyond high school;</p> <p>4) Source of information on higher education; and</p> <p>5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.</p>	8/2016 - 5/2017	High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger Counselor - Shawntel Cunningham	Local Funds - Time Contributions of Staff and Community Members	Documentation :Lesson Plans - 12/16: Lesson plans will detail activities that will provide information about career opportunities.	Increased student awareness about different career fields. Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Documentation :Student Records - 05/17: All students will complete junior high school with ideas of potential careers and goals to prepare themselves with successful high school studies.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]
Objective(s): 7th-12th Students will be given the opportunity to participate in CTE classes.

<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>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 Investigation is offered through classroom instruction by means of interdisciplinary, thematic or other appropriate instructional modules or arrangements.</p>						

<p>Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)]</p> <p>Objective(s): 7th-12th Students will be given the opportunity to participate in CTE classes.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Career Awareness - Hull-Daisetta High School faculty appreciates the need to expose students, especially students meeting the State adopted at risk criteria--"at-risk of dropping out of school," to a wide range of career opportunities - from those requiring technical skills to those requiring advanced post-graduate degrees.</p> <p>Hull-Daisetta High School:</p> <ol style="list-style-type: none"> 1) Offers a Freshman Orientation for parents and students to present information about the different graduation tracks, including early graduation options; 2) Offers Career Investigation through classroom instruction by means of interdisciplinary, thematic, or other appropriate instructional modules or arrangements; 3) Provides information to students about opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits; 4) Encourages all students to take the ACT/SAT and assist with student registration procedures and 5) Provides scholarship information through newsletter, mail-outs, announcements and student recruitment. 	8/2016 - 5/2017	High School Principal - Quinn Godwin	Coordinated Local, State and Federal funding - Time Contributions of Staff and Faculty		All students will be exposed to the myriad career opportunities available to them and the paths they must follow.	Documentation :Student Records - 05/17: 100% of the Hull-Daisetta High School students will have participated in Career Awareness activities, including guidance sessions with the school counselors.

Goal: 4 Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (TI, A SW #10) [TEC §4.001 (b)(5)] Objective(s): 7th-12th Students will be given the opportunity to participate in CTE classes.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Career Education (TI A SW #10) -Hull-Daisetta ISD offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.</p> <p>Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p> <p>Hull-Daisetta ISD participates in a CTE consortium with Hardin ISD.</p>	8/2016 - 5/2017	High School Principal - Quinn Godwin CTE Staff -	Federal - Carl D. Perkins Vocational and Applied Technology - Supplemental CTE Resources <p style="text-align: right;">\$5,077.00</p> State - State Career and Technology Education Block Grant - Time Contributions of CTE Staff <p style="text-align: right;">\$412,174.00</p>	Informal Assessment :Classroom Assessments - 12/16: 70% of all students and all student groups participating in High School Career and Technology classes will be at least at 70% content mastery for each course.	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 challenging State student performance standards that all students are expected to meet. Students, Grades 9 – 12, will be exposed to the career opportunities available so that they, along with their parents may make informed decisions regarding their course of study.	Informal Assessment :Classroom Assessments - 05/17: High School students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades. 85% of High School students will have participated in one or more of the various Career/Technology Fairs.

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]

Objective(s):

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Professional Development (TI, A SW #4, #5) - The staff will be provided resources and ongoing and sustained staff development on research-based strategies and activities in the core subject areas. Selected staff members will attend workshops and then return to the campus to share that information with the remaining staff, with follow-up meetings planned to evaluate the implementation and success of the various programs.</p> <p>Professional Development activities include:</p> <ul style="list-style-type: none"> * Support/Training for ESL Certification exams * Classroom Management and Behavioral Support professional development * Texas Association for the Improvement of Reading (TAIR) Conference. <p>Activity:</p> <p>Professional Development in Core Subject Areas - The staff will be provided resources and ongoing and sustained staff development on research-based strategies and activities in the core subject areas, including reading, math and writing. Selected staff members will attend workshops and then return to the campus to share that information with the remaining staff, with follow-up meetings planned to evaluate the implementation and success of the various programs.</p> <p>Contracted Instructional Coaches will be working with staff members in core subject areas where student achievement needs to be improved.</p>	<p>8/2016 - 5/2017</p>	<p>Superintendent - Mary Huckabay District Improvement Coordinator - Teresa Camp</p>	<p>Federal - Title II, Part A TPTR - Tuition Assistance \$3,572.00</p> <p>Federal - Title II, Part A TPTR - Certification and Testing Fees \$953.00</p>	<p>Documentation :Professional Development Documents - 12/16: A professional development program will have been designed that meets the needs of the Hull-Daisetta ISD.</p>	<p>A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.</p>	<p>Documentation :Professional Development Documents - 05/17: Hull-Daisetta ISD and the SBDMCs will have reviewed the list of PD activities determining that 100% of the teachers and paraprofessionals have participated in activities that support their individual needs.</p>
<p>Activity:</p> <p>Professional Development in Core Subject Areas - The staff will be provided resources and ongoing and sustained staff development on research-based strategies and activities in the core subject areas, including reading, math and writing. Selected staff members will attend workshops and then return to the campus to share that information with the remaining staff, with follow-up meetings planned to evaluate the implementation and success of the various programs.</p> <p>Contracted Instructional Coaches will be working with staff members in core subject areas where student achievement needs to be improved.</p>	<p>8/2016 - 5/2017</p>	<p>Director of Special Services and Curriculum - Teresa Camp High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger</p>	<p>Federal - Title I, Part A - Contracted Instructional Coaches \$12,225.00</p> <p>Federal - Title I, 1003(a) Priority and Focus Grant - Contracted Professional Development \$5,295.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/15: 80% of students will pass benchmark assessments.</p>	<p>Increased student achievement</p>	<p>Criterion-Referenced Test :STAAR Test - - 05/16: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.</p>

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)] Objective(s):						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Evaluation of the Professional Development Program - The Hull-Daisetta ISD 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.	7/2016 - 6/2017	Superintendent - Mary Huckabay	Coordinated Local, State and Federal funding - Time Contributions of Staff and Faculty		Increased student achievement	Informal Assessment :Classroom Assessments - 05/17: Increased student performance over the previous school year due to professional development activities attended.

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Recruitment and Retention Initiatives [TI, A SW #3, #5] - The SBDMC will be involved in the process of developing recruitment and retention initiatives and strategies. Teachers are recruited through Job Fairs and Online job posting. One of the focuses for 2017 will be to recruit additional ESL certified teachers.</p> <p>All applicants are screened prior to the interview process. Recruiting activities will ensure that Hull-Daisetta ISD has 100% Fully Certified faculty in each teaching position, as defined by NCLB.</p> <p>Hull-Daisetta ISD ensures professional development opportunities, tuition assistance and reimbursement for certification/testing fees are available for staff to be able to maintain and enhance their Fully Certified status.</p> <p>Hull-Daisetta High School offers signing bonuses in critical core subject area teachers (i.e. Math, Science and Foreign Languages).</p> <p>Hull-Daisetta ISD offers a local increment of \$5,000 above state base to all certified teachers, as well as reimbursement for Teacher Certification fees and tuition. All teachers must be Fully Certified or enrolled in an Alternative Certification program prior to employment in the district.</p> <p>Hull-Daisetta also will offer Recruitment Incentive bonuses to staff who pursue additional degrees in areas needed by the district.</p>	7/2016 - 6/2017	Superintendent - Mary Huckabay	Federal - Title II, Part A TPTR - Signing Bonuses for Math and Science Teachers \$20,922.80 Federal - Title II, Part A TPTR - Recruitment Incentive Bonus \$4,082.50	Documentation :Human Resources Records - 08/16: 100% Fully Certified Faculty.	100% Fully Certified Faculty.	Documentation :Human Resources Records - 05/17: 100% Fully Certified Faculty.

Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assignment of Child to a non-Highly Qualified Teacher - In compliance with state and federal regulations, parents are notified of situations that ultimately impact their student's education, providing the opportunity for parental input and feedback.</p> <p>Parents are notified at the beginning of school concerning the availability of teachers' qualifications.</p> <p>Parents are notified when a child has been assigned or taught for more than 30 consecutive instructional days by a teacher who is not fully certified.</p>	8/2016 - 5/2017	High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger	Local Funds - Parent Notifications	Documentation :Parent Contact Logs - - 12/16: 100% of all applicable parents were contacted in a timely manner. Parental feedback was documented with each contact.	100% Contact. Parents engaged in their student's education by being solicited to participate in a meaningful and informed manner.	Documentation :Parent Contact Logs - - 05/17: 100% of all applicable parents were contacted in a timely manner. Parental feedback was documented with each contact.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW #1) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Technology Enriched Curriculum (TI, A SW #1) - The results of a comprehensive needs assessment indicate the need to expand the internet capacity and wireless network coverage. 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.	8/2016 - 5/2017	Technology Director - Justus Cook	Local Funds - Technology Equipment	Documentation :School Records - 12/16: Appropriate hardware and software will be available in classrooms and the computer labs so that teachers may continue training on integrating technology into instruction.	The educational system of Hull-Daisetta ISD will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Documentation :School Records - 05/17: School records indicate that progress has been made in increasing the internet capacity and wireless network coverage in the district.
Activity: Technology Integrated Curriculum - Hull-Daisetta ISD classroom teachers are using technology as an alternative instructional tool. Every grade level has access to the computer lab, and mobile labs are also available for use in the classrooms. Activities include: 1) Using instructional software programs, such as Renaissance 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) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.	8/2016 - 5/2017	Technology Director - Justus Cook	Coordinated Local, State and Federal funding - Faculty Time Contributions State - State Compensatory Education (SCE) - Renaissance Learning Site License \$7,256.00 State - State Compensatory Education (SCE) - Study Island Site License \$900.00 State - State Compensatory Education (SCE) - Chrome Books for Writing Lab \$7,570.00	Documentation :Lesson Plans - - 12/16: Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	Increasing numbers of teachers using the internet and software systems to integrate technology into instruction. Special populations 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 Test - - 05/17: 100% of students in grades 3 - 12 will pass all appropriate grade-level and subject-area STAAR tests.

Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW #1) [TEC §4.001 (b)(10)] Objective(s):						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Technology Policies - Every Hull-Daisetta ISD faculty member, student and parent having access to Hull-Daisetta ISD computers, networked, Internet connected--or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.</p> <p>Hull-Daisetta ISD is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Hull-Daisetta ISD 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 Hull-Daisetta ISD School Board Policy CQ (Local).</p>	8/2016 - 5/2017	Superintendent - Mary Huckabay Technology Director - Justus Cook	Local Funds - District Technology Policies	Documentation :Student Records - - 08/16: 100% of the students 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.	Documentation :School Records - - 06/17: No incidents of students breaking the Acceptable Use Policy.

Goal: 7 Hull-Daisetta ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B) (E), §11.253(8)]

Objective(s): PK-12 Provide a safe climate for all students and staff.

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

Goal: 7 Hull-Daisetta ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B) (E), §11.253(8)]

Objective(s): PK-12 Provide a safe climate for all students and staff.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Coordinated School Health Program (CSHP) (TI, A SW #10) - The CSHP is designed to promote healthy behaviors and help students establish and practice healthy habits throughout their school years and beyond. The coordinated efforts of schools, families and the larger community support student development by reducing risky behaviors and improving student's overall health and academic achievement. The CSHP integrates the following eight components into health instruction:</p> <ol style="list-style-type: none"> 1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy; 2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care; 3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being; 4. Counseling services designed to improve the mental, emotional and social health of students; 5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities; 6. School, parent and community involvement in the health and well-being of students; 7. A physical education curriculum that integrates mental and physical learning experiences to promote 	<p>8/2016 - 5/2017</p>	<p>Superintendent - Mary Huckabay</p>	<p>Local Funds - Time Contributions of Faculty and Staff</p>	<p>Benchmark Tests :Heath and Fitness Assessments - 12/16: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.</p>	<p>Increased classroom attendance</p> <p>Higher graduation rates</p> <p>Decreased dropout rates</p> <p>Decreased suspension rates</p> <p>Increased student achievement</p> <p>Decreased discipline referrals</p>	<p>Assessments :Heath and Fitness Assessments - 05/17: 90% of all students will meet minimum expectations on health-related and fitness assessments.</p> <p>Documentation :Discipline Referrals - 05/17: An improvement in student behavior and a decrease in discipline referrals compared to the previous year due to students' improved physical, social, mental and emotional health.</p>

Goal: 7 Hull-Daisetta ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B) (E), §11.253(8)]

Objective(s): PK-12 Provide a safe climate for all students and staff.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>optimum overall student health and social development; and</p> <p>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Activity:</p> <p>School Based Medicaid - Through the School Health and Related Services Program (SHARS), HDISD may obtain Medicaid reimbursements for specified health services for students in Special Education. These services include: assessment, audiology, counseling, school health services, medical services, occupational therapy, physical therapy, psychological services, speech therapy, personal care services, and special transportation. In order to be eligible, students must meet the following requirements:</p> <ul style="list-style-type: none"> • be Medicaid eligible; • be under 21 years of age; • meet eligibility requirements for Special Education described in the Individuals with Disabilities Education Act (IDEA); and • have Individual Educational Plans (IEPs) that prescribe the needed services. <p>The HDISD website contains a link to CHIP Children's Medicaid. Interested parents can visit the site to find out what it covers, who qualifies, expense and how to apply.</p>	<p>8/2016 - 5/2017</p>	<p>Director of Special Services and Curriculum - Teresa Camp</p>	<p>Local Funds - Time Contributions of Staff</p>		<p>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Documentation :School Records - - 05/17: 100% of eligible students will have access to health-related services and health-related information regarding Medicaid.</p>

<p>Goal: 7 Hull-Daisetta ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B) (E), §11.253(8)]</p> <p>Objective(s): PK-12 Provide a safe climate for all students and staff.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: School Health Advisory Council (SHAC) - The School Health Advisory Council (SHAC), made up of > 50% parents, monitors existing school health initiatives and recommends new programs to promote student health. Members meet at least four times a year to discuss prevention and intervention strategies concerning health and wellness. Recently the SHAC established the 100 mile club to encourage walking. Cards are presented to participants and punched for every mile walked. The council's duties include recommending:</p> <ol style="list-style-type: none"> 1. The number of hours of instruction to be provided in health education; 2. Curriculum appropriate for specific grade levels designed to prevent obesity, cardiovascular disease, and type 2 diabetes through coordination of health education, physical education and physical activity, nutrition services, parental involvement, and instruction to prevent the use of tobacco; 3. Appropriate grade levels and methods of instruction for human sexuality instruction; and 4. Strategies for integrating the curriculum components specified above with the following elements in a coordinated school health program: <ol style="list-style-type: none"> a. School health services; b. Counseling and guidance services; c. A safe and healthy school environment; and d. School employee wellness. <p>Texas Education Code 28.004(c)</p>	8/2016 - 5/2017	Superintendent - Mary Huckabay	Local Funds - Time of Staff and Faculty		Parents and guardians of all students have been informed of Hull-Daisetta ISD's medical and health-related policies.	Documentation :Board Policies - - 05/17: Local Board Policies reflect all new mandated medical and health-related policies, as well as Hull-Daisetta's ISD's specific policies.

Goal: 7 Hull-Daisetta ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B) (E), §11.253(8)]
Objective(s): PK-12 Provide a safe climate for all students and staff.

<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 Schools Initiatives (TI, A SW #10): - Hull-Daisetta ISD provides age-appropriate programs focusing on promoting a safe and disciplined environment for all students, parents and faculty. Some of these activities include:</p> <p>1) Intervention Training seminars on Anti-Bullying Education tailored to appropriate levels;</p> <p>2) Date Rape education offered at appropriate levels;</p> <p>3) District Dating Violence Policy and Procedures adopted and followed. Dating violence is defined as the intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidate or control another person in a dating relationship;</p> <p>4) Responsive services in prevention and intervention areas;</p> <p>5) Individual Planning, including Adaptive and Adjustive Social Behavior;</p> <p>6) Coordinating program and staff support activities and services; and</p> <p>7) Professional Development for Staff - Crisis Prevention/Intervention which provides training on how to safely manage disruptive and assaultive behavior.</p>	<p>8/2016 - 5/2017</p>	<p>Superintendent - Mary Huckabay High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Documentation :School Records - 12/16: Implementation records will indicate positive feedback from presenters and students regarding the effectiveness of the initiative.</p>	<p>A safe and disciplined school environment for all students, staff, and community members.</p>	<p>Documentation :Discipline Referrals - 06/17: Improved discipline in the classroom and reduced number of referrals per year.</p>

<p>Goal: 7 Hull-Daisetta ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B) (E), §11.253(8)]</p> <p>Objective(s): PK-12 Provide a safe climate for all students and staff.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities [TI, A SW #10] - The staff of Hull-Daisetta ISD recruit 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. In addition to including parents in a meaningful and ongoing dialogue, community members and business representatives are also invited to participate.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the Counselor and Principals, using the data to plan specific programs and activities.</p> <p>See Campus plans for specific program informtion.</p>	8/2016 - 5/2017	High School Principal - Quinn Godwin Elementary Principal - Kevin Frauenberger	Local Funds - Time Contributions of Staff	Documentation :Agendas, Sign-in Sheets, Minutes - - 08/16: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the school year.	A safe climate for student learning and student achievement.	Documentation :School Records - - 05/17: Decreased violence and reduced evidence of drug use as compared to previous year.
<p>Strategy:</p> <p>Discipline Alternative Education Program (DAEP) - Hull-Daisetta ISD's 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>A DAEP is available to students who will benefit from an alternative environment, rather than expulsion, for major violations of the student code of conduct.</p> <p>Students assigned to the DAEP will be provided locally with a regular education program with in each core subject area.</p>	8/2016 - 5/2017	Superintendent - Mary Huckabay DAEP Facilitator - Trenton Wallace	State - State Compensatory Education (SCE) - DAEP Facilitator FTE: 1.00 \$47,182.48	Documentation :Discipline Referrals - 12/16: 5% Reduction in infraction of the Hull-Daisetta ISD's Student Code of Conduct, as reflected on the Principals' records.	A safe climate for student learning, with a positive impact on student achievement.	Documentation :Discipline Referrals - 05/17: 5% reduction in discipline referrals in comparison to the previous year, as evidenced by campus discipline action list.

Goal: 7 Hull-Daisetta ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B) (E), §11.253(8)]
Objective(s): PK-12 Provide a safe climate for all students and staff.

<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>School Safety Audit - A School Safety Audit of the district's facilities will be conducted once every three years and results reported to board in compliance with TEC 37.108.</p> <p>Facilities may include campuses, administration facilities, transportation, warehouses, maintenance facilities, stadiums, special event centers, aquatic centers and construction worksites.</p> <p>Conducting a safety and security audit of a facility consists of surveying students, teachers, staff, and parents, an intruder assessment, an onsite visit, and a document review.</p>	Triennially	Superintendent - Mary Huckabay	Local Funds - School Audit		Increased student safety.	Documentation :School Records - Every 3 years: Results of the School Safety Audit indicate Hull-Daisetta ISD maintains a safe and secure climate for its students, staff and faculty.

Goal: 7 Hull-Daisetta ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B) (E), §11.253(8)]

Objective(s): PK-12 Provide a safe climate for all students and staff.

<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>Child Sexual Abuse and Other Maltreatment of Children - The district has established a plan for addressing child sexual abuse and other maltreatment of children, which may be accessed at the www.hdisd.net. As a parent, it is important for you to be aware of warning signs that could indicate a child may have been or is being sexually abused. Sexual abuse in the Texas Family Code is defined as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as a failure to make a reasonable effort to prevent sexual conduct with a child. Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to Child Protective Services (CPS).</p> <p>Possible physical warning signs of sexual abuse could be difficulty sitting or walking, pain in the genital areas, and claims of stomachaches and headaches. Behavioral indicators may include verbal references or pretend games of sexual activity between adults and children, fear of being alone with adults of a particular gender, or sexually suggestive behavior. Emotional warning signs to be aware of include withdrawal, depression, sleeping and eating disorders, and problems in school.</p> <p>A child who has experienced sexual abuse or any other type of abuse or neglect should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that disclosures of sexual abuse may be more indirect than disclosures of physical abuse and neglect, and it is important to be calm and comforting</p>	<p>8/2016 - 5/2017</p>	<p>Superintendent - Mary Huckabay Elementary Principal - Kevin Frauenberger High School Principal - Quinn Godwin</p>	<p>Local Funds - Child Sexual Abuse Policy</p>	<p>Documents :School Records - 08/16: Sexual Abuse policy has been distributed to staff, parents and students.</p>	<p>Staff, parents and students have an increase awareness of issues regarding the sexual abuse and other maltreatment of children.</p>	<p>Documents :School Records - 05/17: Sexual Abuse policy will have been implemented.</p>

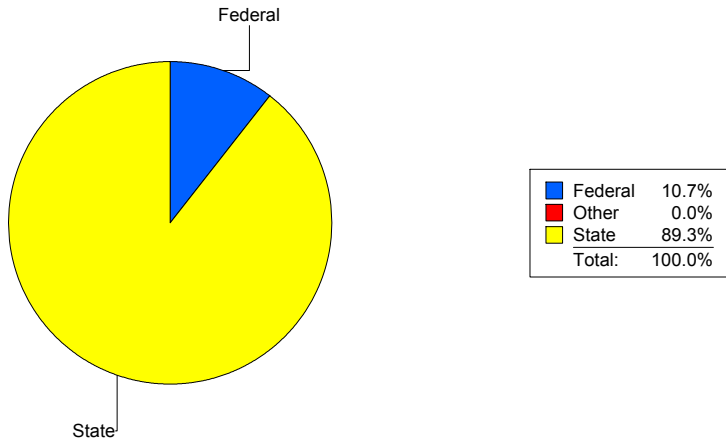
Goal: 7 Hull-Daisetta ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B) (E), §11.253(8)]

Objective(s): PK-12 Provide a safe climate for all students and staff.

<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>if your child, or another child, confides in you. Reassure the child that he or she did the right thing by telling you.</p> <p>As a parent, if your child is a victim of sexual abuse or other maltreatment, the campus counselor or principal will provide information regarding counseling options for you and your child available in your area. The Texas Department of Family and Protective Services (TDFPS) also manages early intervention counseling programs. To find out what services may be available in your county, see http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.</p> <p>The following Web sites might help you become more aware of child abuse and neglect: http://www.childwelfare.gov/pubs/factsheets/signs.cfm http://sapn.nonprofitoffice.com http://www.taasa.org/member/materials2.php http://www.oag.state.tx.us/AG_Publications/txts/childabuse1.shtml http://www.oag.state.tx.us/AG_Publications/txts/childabuse2.shtml</p> <p>Reports may be made to: The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (1 800-252-5400 or on the Web at http://www.txabusehotline.org).</p>						

<p>Goal: 7 Hull-Daisetta ISD will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B) (E), §11.253(8)]</p> <p>Objective(s): PK-12 Provide a safe climate for all students and staff.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Counseling Responsive Services (TI, A SW #10) - The counselor will conduct responsive services in prevention and intervention areas. Areas of focus will include:</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 <p>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 Management * Motivation to Achieve * Decision-Making Skills * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior 	8/2016 - 5/2017	Counselor - Shawntel Cunningham	Local Funds - Time Contributions of counselor and Staff	Documentation :Counselor Records - 12/16: Documentation of scheduled staff meetings to discuss and monitor any situation that may need extra attention.	Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.	Documentation :Counselor Records - 05/17: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

Funding Values By Program



District Improvement Plan
Hull-Daisetta ISD 2016-2017

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Carl D. Perkins Vocational and Applied Technology		
Supplemental CTE Resources	0.00	\$5077.00
Title I, 1003(a) Priority and Focus Grant		
Contracted Professional Development	0.00	\$5295.00
Time Contributions of Teacher Facilitator	0.00	\$14705.00
Title I, Part A		
Contracted Instructional Coaches	0.00	\$12225.00
Homeless Resources	0.00	\$0.00
Time Contributions of HS Math Aide	1.00	\$17658.22
Time Contributions of Computer Lab Aide	0.30	\$4674.00
Summer School Transportation Costs	0.00	\$508.00
Junior High Academic Support Teacher	0.14	\$7866.60

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
Time Contribution of Rtl Aides	2.00	\$31162.26
Vantage Learning Writing Instruction Site License	0.00	\$4500.00
SECCA, Inc Consulting Services	0.00	\$1792.00
Contracted Elementary School Improvement Consultant	0.00	\$8745.00
Refreshments for Parental Involvement	0.00	\$492.00
Title II, Part A TPTR		
Signing Bonuses for Math and Science Teachers	0.00	\$20922.80
Recruitment Incentive Bonus	0.00	\$4082.50
Tuition Assistance	0.00	\$3572.00
Certification and Testing Fees	0.00	\$953.00
SECCA, Inc Consulting Services	0.00	\$682.00
Summer School Supplies	0.00	\$1029.00
Time Contributions of Summer School Staff	0.00	\$2860.00
Title III, Part A, Language Instruction for LEP and Immigrant Students		
Region V Bilingual Co-op	0.00	\$586.00
		\$149,387.38
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Local, State and Federal funding		
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Local, State and Federal funding		
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
See Individual Activities	0.00	\$0.00
Time Contributions of Special Education Staff	0.00	\$0.00
Time Contributions of Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
ARD Committee Time Contributions	0.00	\$0.00
Faculty Time Contributions	0.00	\$0.00
Time Contributions of ESL and Regular Staff	0.00	\$0.00
Local Funds		
Time Contributions of Staff and Parents	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Surveys for Parents and Staff	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments/Evaluations	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contribution of Dyslexia Teacher	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Community Members	0.00	\$0.00
Technology Equipment	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
School Audit	0.00	\$0.00
Child Sexual Abuse Policy	0.00	\$0.00
Time Contributions of counselor and Staff	0.00	\$0.00
Time Contributions of Parents, Staff and Faculty	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Assessment Instruments/Evaluations	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Assessment Instruments/Evaluations	0.00	\$0.00
Time Contributions of Dyslexia Teacher	0.00	\$0.00
Assessment Instruments/Evaluations	0.00	\$0.00
G/T Resources	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	0.00	\$0.00
Time Contributions of CEHI Instructor	0.00	\$0.00
Time Contributions of Coaching Staff	0.00	\$0.00
Time Contributions of Band Staff	0.00	\$0.00
Time Contributions of UIL Sponsors	0.00	\$0.00
Time Contributions of Club Sponsors	0.00	\$0.00
Assessment Instruments/Evaluations	0.00	\$0.00
Parent Notifications	0.00	\$0.00
District Technology Policies	0.00	\$0.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contributions of Staff	0.00	\$0.00
Time of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
		\$0.00
State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Education Allotment		
Time Contributions of ESL Staff	0.00	\$7171.00
High School Allotment		
Fees and Dues	0.00	\$48788.00
High-Quality Prekindergarten Grant		
Supplemental Prekindergarten Resources	0.00	\$13952.00
Supplemental Resources	0.00	\$1785.00
State and Local Funds		
Time Contributions of Counselor	0.00	\$0.00
Assessment Resources	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
State Career and Technology Education Block Grant		
Time Contributions of CTE Staff	0.00	\$412174.00
State Compensatory Education (SCE)		
DAEP Facilitator	1.00	\$47182.48
Time Contributions of PreKindergarten Staff	1.50	\$43451.10
Renaissance Learning Site License	0.00	\$7256.00

Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Compensatory Education (SCE)		
Study Island Site License	0.00	\$900.00
Chrome Books for Writing Lab	0.00	\$7570.00
Time Contributions of DEAR Instructional Aide	0.50	\$9376.86
Credit Recovery Program Site License	0.00	\$2500.00
Elementary Site Licenses	0.00	\$4000.00
Time Contributions of PreKindergarten Staff	1.50	\$0.00
Time Contributions of Double Block Algebra Teacher	0.43	\$23656.11
Extra Duty Pay for Response to Intervention Program	0.00	\$4852.54
Time Contribution of Phonics Instructor	0.43	\$23861.13
Time Contributions of Summer School Staff	0.00	\$16417.98
DIP/CIPS Updates and Training	0.00	\$2133.00
SECCA, Inc Consulting Services	0.00	\$11094.00
Extra Duty Pay for After School Tutorials	0.00	\$22677.34
Elementary Tutorial Staff	2.25	\$108052.20
Time Contributions of Writing Lab Instructors	0.79	\$39916.31
Time Contribution of STAAR Acceleration Instructor	0.14	\$7883.53
STAAR Resources	0.00	\$8724.00
State Gifted & Talented Block Grant		
Time Contributions of G/T Staff	0.00	\$11945.00
State Special Education Block Grant		
Time Contributions of Special Education Staff	0.00	\$363917.00
Materials, Calenders, Child Find Resources	0.00	\$0.00
		<u>\$1,251,236.58</u>

Funding Values By Program

Grand Total: \$1,400,623.96