

Hull-Daisetta Elementary School

2016-2017

Campus Improvement Plan

2016-2017 School Year

Campus Improvement Plan
Hull-Daisetta Elementary School 2016-2017

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Frauenberger, Kevin	Elementary Principal	Hull-Daisetta Elementary School	
Camp, Teresa	District Improvement Chair	Hull-Daisetta ISD	
Taylor, Christine	Paraprofessional	Hull-Daisetta Elementary School	6-2017
Ayers, Britani	Teacher	Hull-Daisetta Elementary School	6-2017
Bush, Shayla	Teacher	Hull-Daisetta Elementary School	6-2017
Bautsch, Christine	Special Education Representative	Hull-Daisetta Elementary School	6-2017
Hogan, Kim	Business Representative	Hull-Daisetta Elementary School	6-2017
Rose, Christina	Parent	Hull-Daisetta Elementary School	6-2017
Kubala, Andra	Community Representative	Hull-Daisetta Elementary School	6-2017
Frauenberger, Pam	Teacher	Hull-Daisetta Elementary School	6-2017
Gillikin, Kristie	Teacher	Hull-Daisetta Elementary School	6-2017

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Names of People Responsible For Implementation

Name	Title	Campus / District
Frauenberger, Kevin	Elementary Principal	Hull-Daisetta Elementary School
Huckabay, Mary	Superintendent	Hull-Daisetta ISD
Holder, Carol	Secretary	Hull-Daisetta Elementary School
Taylor, Christine	Attendance Clerk	Hull-Daisetta Elementary School
	Site Based Decision Making Committee (SBDMC)	
Cook, Justus	Technology Director	Hull-Daisetta ISD
Cunningham, Shawntel	Counselor	Hull-Daisetta ISD
Camp, Teresa	Director of Special Services and Curriculum	Hull-Daisetta ISD
Williamson, Laura	Nurse	Hull-Daisetta Elementary School
Taylor, Debbie	Prekindergarten Teacher	Hull-Daisetta Elementary School
Bush, Shayla	Kindergarten Teacher	Hull-Daisetta Elementary School
Ferguson, Britany	Kindergarten Teacher	Hull-Daisetta Elementary School
Godwin, Kim	First Grade Teacher	Hull-Daisetta Elementary School
LaFour, Terrica	First Grade Teacher	Hull-Daisetta Elementary School
Neal, Cheryl	Second Grade Teacher	Hull-Daisetta Elementary School
Gilikin, Kristie	Second Grade Teacher	Hull-Daisetta Elementary School
McCreight, Kaitlyn	Third Grade Teacher	Hull-Daisetta Elementary School
Piatowsk, Leslie	Third Grade Teacher	Hull-Daisetta Elementary School
Ayers, Britani	Fourth Grade Teacher	Hull-Daisetta Elementary School
Eaglin, Stacy	Fifth/Sixth Grade Teacher	Hull-Daisetta Elementary School
Taylor, Cayla	Fourth Grade Teacher	Hull-Daisetta Elementary School
Bellard, Teresa	Fifth/Sixth Grade Teacher	Hull-Daisetta Elementary School
Gandy, Melanie	Fifth/Sixth Grade Teacher	Hull-Daisetta Elementary School
Tiller, Katherine	Fifth/Sixth Grade Teacher	Hull-Daisetta Elementary School

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Names of People Responsible For Implementation

Name	Title	Campus / District
Thomsen, Courtney	Fourth Grade Math Teacher	Hull-Daisetta Elementary School
Fuller, Louellen	Phonics Teacher	Hull-Daisetta Elementary School
Fuller, Louellen	Dyslexia Teacher	Hull-Daisetta Elementary School
Randolph, Beth	Teacher Facilitator	Hull-Daisetta Elementary School
Frauenberger, Pam	Rtl Teacher	Hull-Daisetta Elementary School
Hill, Lauren	Reading Aide	Hull-Daisetta Elementary School
Thurman, Taylor	Special Education Teacher	Hull-Daisetta Elementary School
Bautsch, Christy	Special Education Teacher	Hull-Daisetta Elementary School
Martin, Jeff	P. E. Teacher	Hull-Daisetta Elementary School
Cunningham, Cody	Music Teacher	Hull-Daisetta ISD
Tanner, Mary Lois	Prekindergarten Aide	Hull-Daisetta Elementary School
Stengler, Kandyce	Lab Aide	Hull-Daisetta Elementary School
Vaclavik, Brittany	Rtl Aide	Hull-Daisetta Elementary School
Bushnell, Melissa	Instructional Aide	Hull-Daisetta Elementary School
Nolen, Hannah	Instructional Aide	Hull-Daisetta Elementary School
McKey, Sherry	Instructional Aide	Hull-Daisetta Elementary School
Frank, Linda	Instructional Aide	Hull-Daisetta Elementary School
Levalais, Jeanette	District Food Director	Hull-Daisetta ISD

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Attendance

Attendance

Goal:

	2006	2007	2008	2009	2010	2011	2012	2013	2014
All Students	95.20	94.10	94.50	94.70	95.50	95.60	96.10	96.20	96.30
African American	96.70	96.20	96.00	96.20	97.00	96.90	97.20	97.00	96.70
Economically Disadvantaged	95.00	93.90	94.60	95.00	95.60	95.60	96.00	96.20	96.10
Hispanic	95.20	94.70	96.60	93.40	94.90	96.70	97.30	96.60	96.50
Special Education	94.20	93.20	93.40	94.30	94.70	65.10	95.80	94.70	96.00
White	94.70	93.60	94.10	94.50	95.30	95.10	95.80	96.00	96.30

STAAR

Grade: **3rd-6th**

All Subjects

100%

	2013	2014	2015	2016	2017
All Students	55.00	62.00	69.00	68.00	100.00
African American	68.00	68.00	77.00	47.00	100.00
Economically Disadvantaged	51.00	57.00	67.00	69.00	100.00
Hispanic	0.00	55.00	75.00	68.00	100.00
White	57.00	63.00	67.00	71.00	100.00

Grade: **3rd-6th**

STAAR Mathematics

100%

	2014	2015	2016	2017
All Students	62.00	63.00	67.00	100.00
African American	55.00	43.00	46.00	100.00
Economically Disadvantaged	56.00	63.00	71.00	100.00
Hispanic	60.00	80.00	63.00	100.00
White	63.00	64.00	69.00	100.00

Grade: **3rd-6th**

STAAR Reading

100%

	2013	2014	2015	2016	2017
All Students	67.00	68.00	73.00	69.00	100.00
African American	79.00	73.00	86.00	38.00	100.00
Economically Disadvantaged	60.00	64.00	70.00	68.00	100.00
Hispanic	0.00	60.00	78.00	75.00	100.00
White	68.00	70.00	70.00	74.00	100.00

STAAR

Grade: **4th**

STAAR Writing

100%

	2013	2014	2015	2016	2017
All Students	57.00	31.00	56.00	72.00	100.00
Economically Disadvantaged	0.00	0.00	52.00	65.00	100.00
White	61.00	28.00	50.00	77.00	100.00

Grade: **5th**

STAAR Science

100%

	2013	2014	2015	2016	2017
All Students	54.00	65.00	69.00	64.00	100.00
Economically Disadvantaged	40.00	64.00	69.00	68.00	100.00
White	55.00	64.00	73.00	60.00	100.00

About Hull-Daisetta Elementary School

Mission Statement:

The mission of Hull-Daisetta Elementary School is for all students to develop a feeling of self-worth and a life-long love of learning in an enjoyable environment, while striving to reach their potential, enabling each child to become a productive citizen. Our mission is to facilitate optimal learning for all students to enable them to lead fulfilling and productive lives in a rapidly changing and increasingly complex society.

Motto:

Begin The Pride

Grade Span:

PK – 6

Enrollment:

251

Accountability Ratings:

2016 Accountability Summary

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

2014 – 2015 Ethnic Distribution:

34(13.4%) – African American
18 (7.1%) – Hispanic
191 (75.5%) – White
1 (0.4%) – American Indian
0 (0.0%) – Asian
0 (0.0%) – Pacific Islander
9 (3.6%) – Two or More Races

2014 – 2015 Student Groups:

204 (80.6%) – Economically Disadvantaged
4 (1.6%) – English Language Learners
94 (38.1%) – Students Meeting "At-Risk" Criteria
0 (0.0%) – Students with Disciplinary Placements
180 (71.1%) - At Risk

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

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2014 - 2015 Student Enrollment by Program

4 (1.6%) - Bilingual Education
15 (5.9%) – Gifted and Talented
14 (5.5%) - Students with Disabilities

Facilities Review

Year facility opened: 1965

Occupancy Level: 92%

Facilities include:

- * 1 Administration
- * 1 Library
- * 2 Nurse's Office
- * 2 Computer Labs
- * 1 Science Lab
- * 1 Gymnasium
- * 1 Cafeteria
- * 1 Multipurpose Room
- * 15 Toilet Facilities
- * 24 Classrooms
 - * PK has 1 classroom; K – 6 have 2 classrooms per grade level.
- * 1 Resource classroom

Chronic problems include:

- * Insufficient Labs
- * Limited Parking

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).
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.

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

1. A comprehensive needs assessment of the entire school.
 - Goal #2: Foundation Program Strategy
 - Goal #6: Technology Needs Assessment Strategy
2. Schoolwide reform strategies.
 - Goal #2: Foundation Program Strategy
 - 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: Recruitment and Retention Initiatives Strategy
 - Goal #5: Professional Development Program 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: Site-Based Decision-Making Committee (SBDMC) Strategy
9. Activities to ensure that students shall be provided with effective, timely additional assistance.
 - Goal #2: Foundation Program Strategy
 - 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 Guidance and Counseling Strategy
 - Goal #7: Safe Schools Initiative Strategy
 - Goal #7: Counseling Responsive Services Strategy

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

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- * 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
- * RtI 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:

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- * 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

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- * 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 Elementary received an Accountability Rating from TEA in 2016 of Met Standard. This Rating requires that the campus 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: 69% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 75% for Hispanic students to 38% for African American students.

Math: 67% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 71% for Economically Disadvantaged students to 46% for African American students.

Writing: Fourth grade students participated in the STAAR Writing test in 2016. 72% of All Students met the passing standard in Writing. Passing rates for other subgroups ranged from 77% for White students to 65% for Economically Disadvantaged students.

Science: Fifth grade students participated in the STAAR Science test in 2016. 64% of All Students met the passing standard in Science. Passing rates for other subgroups ranged from 68% for Economically Disadvantaged students to 60% for White students.

Interventions: Hull-Daisetta Elementary has several programs in place to address the identified needs. A full day Prekindergarten Program is available to students who meet the State Adopted At Risk Criteria. Rtl assistance is available to students who need additional assistance in Reading and Math. This assistance is designed to identify areas where students need additional support, and then provide appropriate interventions that will allow students to be on grade level. This program is supported by a Phonics Teacher and instructional aides who will provide small group and individual assistance to students.

Students experiencing difficulty in core subject areas are provided with daily tutorials, both during the school day and in after school programs. In addition, every grade level has access to the computer lab and mobile labs, which use software programs such as Reading Eggs, Education City and Flocabulary. These programs are used to support the student learning within the classroom. Summer school programs are available for students experiencing difficulty in any of the core subject areas.

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 Rtl 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. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours.

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Hull-Daisetta Elementary School 2016-2017

Goal: 1 Parents and community members will be full partners with educators in the education of Hull-Daisetta Elementary students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): Pre-K-6th Increase parental involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent/Community Involvement (TI, A SW #6) - The Hull-Daisetta Elementary principal along with the Site-Based Decision Making Committee (SBDMC) will meet periodically to discuss parental involvement issues, programs, strategies and activities.</p> <p>Hull-Daisetta Elementary stakeholders (staff, students, parents, community members and business representatives) will be notified of reports, upcoming conferences, campus-level events, meetings and programs impacting our campus. Stakeholders are notified through the Hull-Daisetta ISD website, marquee postings, newsletters, PTO meetings, emails, and folders/letters from the district and campus in English and Spanish.</p> <p>Information will also be provided through Nixle, which is a community message system. Information about joining is available on the Hull-Daisetta ISD website.</p>	6/2016 - 6/2017	Elementary Principal - Kevin Frauenberger	Coordinated Federal, State and Local Funding - Time Contributions of Teachers and Paraprofessionals	Documents :Parent Involvement Records - Monthly: Increase in parents attending Hull-Daisetta Elementary activities as communication increases between teachers and parents.	Increase in students` achievement, with increased parent and community involvement. Parents and community members will become full partners with educators in the education of their students.	Documents :Parent Involvement Records - 05/17: 90% of the parents will have attended Hull-Daisetta Elementary Parental Involvement activities, including parent/teacher conferences.

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Objective(s): Pre-K-6th Increase parental involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Inclusion of Parents in the Development and Review of the Parent Involvement Policy and Compact and their Effectiveness - In accordance with Title I regulations, school and parent representatives will develop 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>Activity:</p> <p>Conferences, School Visits, Phone Calls and Home Visits - Parent:Teacher conferences are scheduled at least once a semester. A parent may request a conference at any time. Parents are invited to visit the campus. Phone calls are used daily for quick and efficient communication regarding tardiness, absenteeism, student academic needs, and other pertinent issues. Home visits are made to communicate with hard-to-reach parents.</p>	September 2016	Elementary Principal - Kevin Frauenberger	Local Funds - Time Contributions of Parents and Committee Members		A Parental Involvement Policy and Compact that provides guidance for parents in becoming equal partners in their students' education.	Documents :Parent Involvement Records - - 09/16: Parents were given a meaningful opportunity to review and comment on the current Parent, Student, Teacher compact.
	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	Coordinated Federal, State and Local Funding - Time Contributions of Teachers	Documents :Parent Contact Logs - - 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) or guardian(s).	Increased student performance as a result of increased parent participation.	Documents :Parent Contact Logs - - 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.

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Objective(s): Pre-K-6th Increase parental involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: 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' suggestions for improving the districts schools are encouraged and welcomed. These programs include: * "Meet the Teacher Night" (student orientation) * Texas Public Schools Week Open House * Grandparent Day to encourage students to invite their grandparents to school so they can see the students' achievements * Reading/Math night * Award Assemblies * Student Programs * Teacher Appreciation Week activities * Mentoring and volunteer opportunities which include Book Fairs, assisting teachers in the classrooms, Red Ribbon Week activities and Prekindergarten and Kindergarten Rodeo	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	Coordinated Federal, State and Local Funding - Time Contributions of Staff and Faculty Federal - Title I, Part A - Parent Involvement Resources \$164.00	Documents :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 Elementary students.	Documents :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.

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Objective(s): Pre-K-6th Increase parental involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Site-Based Decision Making Committee (SBDMC) (TI, A SW #8) - Under the supervision of the district's Superintendent and the chair of the Hull-Daisetta ISD District Planning and Decision-Making Committee (DPDMC), the SBDMC will play an integral role in the planning, development and evaluation of the educational system of Hull-Daisetta Elementary. Through the activities of the SBDMC, teachers are provided opportunities to participate in the decisions regarding the use of assessments and the Assessment Program of Hull-Daisetta Elementary.</p> <p>Parents will be notified of the special programs and support programs available to their students. Time of Parents, staff and community members</p>	8/2016 - 6/2017	Elementary Principal - Kevin Frauenberger	Local Funds - Time Contributions of Parents, Staff and Community Members	Documents :School Records - 08/16: 100% of the Hull-Daisetta Elementary parents will have received information regarding supplemental federal and state educational support programs in which the district participates and for which their students are eligible to participate.	Parents as full partners with educators in the education of Hull-Daisetta Elementary students.	Documents :Parent Involvement Records - 05/17: Increase in the number of parents who have participated in the planning and development of the educational system of Hull-Daisetta Elementary.

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Goal: 1 Parents and community members will be full partners with educators in the education of Hull-Daisetta Elementary students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]						
Objective(s): Pre-K-6th Increase parental involvement.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance - The SBDMC, through the activities of the Superintendent 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 SPDMC 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 Elementary School CIP.</p> <p>Grant management consultation services are provided for the implementation of the Title I, Part A program and coordination with the Title II, Part A 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 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 SBCMC 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 - 7/2017</p>	<p>Elementary Principal - Kevin Frauenberger</p>	<p>Federal - Title I, Part A - SECCA, Inc Consulting Services \$1,793.00</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>Documents :Agendas, Sign-in Sheets, Minutes - - 12/16: Hull-Daisetta Elementary SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.</p>	<p>Hull-Daisetta Elementary will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/17: Hull-Daisetta Elementary will achieve the State Accountability rating of Met Standard.</p>
<p>Evaluation of 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 SBCMC to determine material strengths and weaknesses of the overall Parental and Community Involvement program, as well as individual components of same.</p>	<p>9/2016 - 5/2017</p>	<p>Elementary Principal - Kevin Frauenberger</p>	<p>State - State and Local Funds - Time Contributions of Faculty and Staff</p>	<p>Documents :Parent Involvement Records - 12/16: An increase in community and parent involvement activities as compared to the previous year.</p>	<p>Parents as full partners in the Educational System of Hull-Daisetta Elementary.</p>	<p>Documents :Parent Involvement Records - 05/17: A review of parent involvement records indicates that a greater number of parents and community members were involved in the educational system of their students.</p>

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): Pre-K-6th 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:</p> <p>Campus Performance Objectives - The Superintendent and Chair of the DPDMC will assist the Hull-Daisetta Elementary campus SBDMC with guidance in setting the campus' performance objectives.</p> <p>Districtwide performance objectives are based on data available through the comprehensive needs assessment process.</p> <p>The SBDMC meets bi-annually to review the campus curriculum, instruction and assessment. Some of the areas evaluated include monitoring the instructional programs and activities for their effectiveness; reviewing the amount and quality of textbooks and what supplemental resources are available to support the baseline program; and reviewing the professional and paraprofessional staff available.</p> <p>Hull-Daisetta Elementary will adopt performance objectives reflective of their students' unique needs.</p>	6/2016 - 8/2017	Superintendent - Mary Huckabay Elementary Principal - Kevin Frauenberger	Local Funds - Time Contributions of Committee Members	Informal Assessment :Classroom Assessments - 12/16: 70% of students will pass campus benchmark tests.	The campus performance objectives will support the needs of the district and the immediate needs of the campus.	Informal Assessment :Classroom Assessments - 05/17: 90% of PK students will master the State's Prekindergarten goals. Informal Assessment :Classroom Assessments - 05/17: 90% of students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students in grades 3 - 6 will pass all appropriate grade-level and subject-area STAAR tests.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): Pre-K-6th 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>Basic Federal and State Mandated Testing Program - Hull-Daisetta Elementary participates in the State-Developed Testing Program that is consistent with the regulations of No Child Left Behind (NCLB).</p> <p>The State of Texas Assessments of Academic Readiness (STAAR) tests will measure Math and Reading (grades 3 – 6), Writing (grade 4) and Science (grade 5).</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> <p>Strategy:</p> <p>Foundation Program (TI, A SW #1, #2, #9) - The Hull-Daisetta Elementary PK – 6 curriculum is based on the Texas Essential Knowledge and Skills (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 Elementary.</p> <p>The SBDMC meets bi-annually and reviews as part of the Comprehensive Needs Assessment student academic performance. The committee reviews report card grades, student work, benchmark results and results of the STAAR tests.</p>	1/2017 - 6/2017	Elementary Principal - Kevin Frauenberger	Local Funds - Assessment Instruments/Evaluations	Informal Assessment :Classroom Assessments - 12/16: 70% of students will pass campus benchmark tests.	Increased Student Achievement	Informal Assessment :Classroom Assessments - 05/17: 90% of PK students will master the State's Prekindergarten goals. Informal Assessment :Classroom Assessments - 05/17: 90% of students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students will pass all appropriate grade-level and subject-area STAAR tests.
<p>Strategy:</p> <p>Foundation Program (TI, A SW #1, #2, #9) - The Hull-Daisetta Elementary PK – 6 curriculum is based on the Texas Essential Knowledge and Skills (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 Elementary.</p> <p>The SBDMC meets bi-annually and reviews as part of the Comprehensive Needs Assessment student academic performance. The committee reviews report card grades, student work, benchmark results and results of the STAAR tests.</p>	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	State - State and Local Funds - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - 12/16: 70% 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: 90% of PK students will master the State's Prekindergarten goals. Informal Assessment :Classroom Assessments - 05/17: 90% of students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students in grades 3 - 6 will pass all appropriate grade-level and subject-area STAAR tests.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): Pre-K-6th 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 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 will be administered the Texas Primary Reading Inventory (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 assistance in learning to read at the earliest possible time.</p> <p>Grades 3 - 6: Students will be administered the STAR Reading</p>	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/16: 80% of the students will demonstrate accelerated improvement, as reflected on appropriate mid-year test scores.	Increased academic performance by all students and all student groups.	Informal Assessment :Classroom Assessments - - 05/17: 90% of students will pass campus reading benchmark tests.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): Pre-K-6th 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>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.</p> <p>Students will be administered the released STAAR assessment in January. 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 and STAAR 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 and 5th 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>	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	Local Funds - Assessment Instruments/Evaluations	Informal Assessment :Classroom Assessments - - 12/16: 70% of students will pass campus math benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/17: 90% of students will pass campus math benchmark tests. Criterion-Referenced Test :STAAR Math - - 05/17: 100% of students in grades 3 - 6 will pass the STAAR Math test.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): Pre-K-6th 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: Increase Writing Achievement - Hull-Daisetta Elementary has instituted very specific writing activities for each grade level to increase student proficiency in writing and to ensure all 4th grade students successfully meet minimum standards on the STAAR writing test. Kindergarten: Kindergarten students will learn to form letters correctly, will be exposed to written language and expression through language experience stories and daily journal writing. These activities will expose students to translating spoken words into written words and will also introduce them to written conventions such as capitalization, punctuation, and sentence structure. First Grade: First graders will participate in daily journal writing. Students will learn to proofread and make appropriate corrections to written work, eventually generating an independently written short paragraph, with an emphasis on correct handwriting. Second Grade: Second graders will continue to work on handwriting skills as well as written conventions such as capitalization, punctuation, and sentence structure. Students will participate in interactive writing, shared writing, multisensory grammar activities, and proofreading activities. Students will produce detailed paragraphs and learn to edit their own work. Third Grade: Third graders will participate in journal writing. The teacher will model the writing and editing processes and will	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	Local Funds - Time Contributions of Faculty Federal - Title I, Part A - Vantage Learning Site License \$4,500.00	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus writing benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/17: 90% of students will pass EOY writing benchmark tests. Criterion-Referenced Test :STAAR Writing - - 05/17: 100% of 4th grade students will pass the STAAR Writing test.

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): Pre-K-6th 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>conference with each student about their writing as needed. Student progress will be monitored through weekly assignments and classroom activities. Strengths and weaknesses will be identified and appropriate remediation provided.</p> <p>Fourth Grade: Fourth graders will continue daily journal writing. The writing process will be modeled in class. Students will participate in weekly assignments and classroom activities that lead them to create effective written compositions. Conferencing with students on strengths and weaknesses will be provided as needed.</p> <p>Fifth/Sixth Grades: Teachers will integrate thematic teaching so that writing becomes an integral part of reading, spelling, science and social studies whenever possible. Proofreading and various pre-writing strategies such as brainstorming and the use of graphic organizers will be used. AR books will be summarized prior to comprehension testing.</p> <p>Third through sixth graders will use the Empowering Writers Program. This program has an interactive interface that provides writing topics that are aligned with the STAAR. Prewriting tools are available to assist students in planning their writing, and immediate, detailed and prescriptive feedback is provided once students submit their writing.</p>						

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): Pre-K-6th 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: Increase Science Achievement - Hull-Daisetta Elementary uses TEKS Resource System, a comprehensive, customized, curriculum management system to ensure the science curriculum is fully aligned across the grades. To enrich the foundation Science program and engage students at all levels of learning, supplemental resources are used, such as manipulatives, computer programs, textbooks, and workbooks. A Mobile Science Lab is available and will be able to serve all grades.	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	Local Funds - Time Contributions of Science Teachers	Informal Assessment :Classroom Assessments - - 12/16: 70% of students will pass campus science benchmark tests.	Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/17: 90% of students will pass end of year (EOY) Science benchmark tests. Criterion-Referenced Test :STAAR Science - - 05/17: 100% of 5th grade students will pass the STAAR Science test.
Activity: Band Program, Grade 6 - Four basic strands - perception, creative expression/performance, historical and cultural heritage, and critical evaluation - provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving. By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger Music Teacher - Cody Cunningham	Local Funds - Time Contribution of Music Teacher	Informal Assessment :Classroom Assessments - - 12/16: 100% of students are actively engaged in musical activities and are attaining passing grades on classroom activities.	Students actively engaged in and appreciating musical endeavors.	Informal Assessment :Classroom Assessments - - 05/17: 100% of students will receive passing scores in music courses.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): Pre-K-6th 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:</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>	8/2016 - 5/2017	Prekindergarten Teacher - Debbie Taylor	State - State Compensatory Education (SCE) - Time Contributions of PreKindergarten Staff FTE: 1.50 <p style="text-align: right;">\$43,451.10</p> State - High Quality Prekindergarten Grant - Supplemental Prekindergarten Resources <p style="text-align: right;">\$13,183.53</p> State - Supplemental Funding for Prekindergarten - Supplemental Resources <p style="text-align: right;">\$1,785.00</p>	Informal Assessment :Classroom Assessments - 12/16: 80% of PK students will meet minimum expectations on weekly assessments.	Students with prerequisite early school readiness skills for success in Kindergarten. Decrease in number of students identified as being in an "at-risk" situation as students gain prerequisite developmental skills for entrance into Kindergarten.	Informal Assessment :Classroom Assessments - 05/17: 90% of PK students will meet minimum expectations on weekly assessments.
<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>	8/2016 - 5/2017	Prekindergarten Teacher - Debbie Taylor	State - State Compensatory Education (SCE) - Time Contributions of PreKindergarten Staff FTE: 1.50	Informal Assessment :Classroom Assessments - - 12/16: 80% of PK students will meet minimum expectations on weekly assessments.	Students and parents familiarized with the Kindergarten program. Students' with the behavioral skills and hygiene practices prerequisite for success in Kindergarten.	Informal Assessment :Classroom Assessments - - 05/17: 90% of PK students will meet minimum expectations on weekly assessments.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Accelerated Instruction [TI, A SW #2(a)(c), #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	Elementary Principal - Kevin Frauenberger	Coordinated Federal, State and Local 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.	Informal Assessment :Classroom Assessments - 05/17: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions implemented.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): Pre-K-6th 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>
Activity: Assessment "Students at Risk of Dropping out of School - Hull-Daisetta Elementary follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081(d) – Revised 2013] 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: (1) was not advanced from one grade level to the next for one or more school years; (2) NA; (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; (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; (5) NA; (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year; (7) has been expelled in accordance with Section 37.007 during the preceding or current	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp Elementary Principal - Kevin Frauenberger	State - State and Local Funds - Assessment Instruments/Evaluations	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.	Increased academic performance by all students and all student groups. Students meeting the State-adopted "at-risk" criteria are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Informal Assessment :Classroom Assessments - - 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): Pre-K-6th 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>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>						

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

Objective(s): Pre-K-6th 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: Tutorials - Tutorial assistance is provided to assist students with subject mastery in Reading, Math, Science or Social Studies. All teachers offer assistance for 30 minutes daily to students who are at risk of either failing a course during the semester or failing a STAAR test.</p> <p>After School tutorials are offered biweekly for a period of four weeks before the STAAR tests in the spring.</p>	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	<p>State - State Compensatory Education (SCE) - Time Contributions of Tutorial Teachers FTE: 2.25 \$108,052.20</p> <p>State - State Compensatory Education (SCE) - Extra Duty Pay for Tutorials \$10,261.24</p> <p>State - State Compensatory Education (SCE) - Supplemental Instructional Resources \$3,124.00</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.</p>	<p>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.</p>	<p>Informal Assessment :Classroom Assessments - - 05/17: 90% of students in grades K - 2 will pass campus benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 6 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity: Phonics Instruction - Supplemental Phonics instruction is offered to students in grades K - 2 as part of Response to Intervention, Tier 2. This class is structured as a 30 minute pullout class daily.</p>	8/2016 - 5/2017	Phonics Teacher - Louellen Fuller	<p>State - State Compensatory Education (SCE) - Time Contributions of Phonics Teacher FTE: 0.43 \$23,861.13</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests in reading and phonics.</p>	<p>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.</p>	<p>Informal Assessment :Classroom Assessments - - 05/17: 90% of students will pass campus benchmark test in reading and phonics.</p> <p>90% will score "Developed" on the TPRI.</p>

Campus Improvement Plan
Hull-Daisetta Elementary School 2016-2017

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Summer School - Instruction in Math for grades 2 - 6 will be provided by a certified teacher during a summer session to those students who are at risk of dropping out school either because of a failure on the STAAR Math test or STAAR Reading test, or failure to meet minimum expectations in Math or Reading during the school year. Summer school duration is four weeks.	June 2017	Elementary Principal - Kevin Frauenberger	State - State Compensatory Education (SCE) - Time Contributions of Summer School Teacher <p style="text-align: right;">\$6,156.74</p> Federal - Title I, Part A - District Summer School Transportation Costs <p style="text-align: right;">\$508.00</p> Federal - Title II, Part A, TPTR - Supplemental Resources for Summer School <p style="text-align: right;">\$343.00</p>		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 - - 06/17: 90% of students will pass campus benchmark tests in Math and Reading.
Activity: Reading and Math Assistance - Supplemental assistance in Reading and Math will be offered to Elementary students in grades 2 - 6 who need additional assistance in those areas. Classroom aides will provide small group and individualized instruction under the supervision of classroom teachers.	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	Federal - Title I, Part A - Time Contributions of Instructional Aides FTE: 2.00 <p style="text-align: right;">\$31,162.26</p> State - State Compensatory Education (SCE) - STAAR Calculators/Electronic Spellers <p style="text-align: right;">\$1,600.00</p>	Informal Assessment :Classroom Assessments - - 12/16: 80% of all students will pass reading and math benchmark tests.	Increased Student Achievement.	Informal Assessment :Classroom Assessments - - 05/17: 90% of students will pass reading and math benchmark tests. Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 6 will meet minimum standards on the STAAR Math and Reading tests.
Activity: Computer Assisted Instruction - Students needing additional assistance in Reading, Math, Writing, Science or Social Studies will receive additional help in the computer lab. Students will attend biweekly for 30 minutes a day. The programs used are Reading Eggs, Education City and Flocabulary.	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger Director of Special Services and Curriculum - Teresa Camp	Federal - Title I, Part A - Time Contributions of Computer Lab Aide FTE: 0.30 <p style="text-align: right;">\$4,674.33</p>	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.	Increased Student Achievement.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will pass all appropriate grade-level and subject-area STAAR tests.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Special Education Program - Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	Federal - IDEA-B Formula - Time Contributions of Special Education Coordinator	Informal Assessment :Classroom Assessments - 12/16: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Increased student achievement. Students with disabilities have every opportunity to meet their full educational potential in the least restrictive environment.	Informal Assessment :Classroom Assessments - 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.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Special Education Assessment - A student will be referred for a full and individual initial evaluation for possible Special Education Services when there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies and activities. If a student has limited English proficiency, a member of the Language Proficiency Assessment Committee (LPAC) participates in a pre-referral. 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. Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status. Hull-Daisetta Elementary uses the following assessments: * The Wechsler Intelligence Scale for Children—Fourth Edition (WISC-IV) used to measure cognitive strengths and weaknesses in verbal comprehension, perceptual reasoning, working memory and processing speed. * The Woodcock-Johnson used to measure general intellectual ability, specific cognitive abilities, scholastic aptitude, oral language and academic achievement.	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/16: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulation and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations completed in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students as described in the students' IEPs.	Informal Assessment :Classroom Assessments - - 05/17: 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.

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): Pre-K-6th 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) used to measure verbal comprehension, perceptual reasoning, working memory and processing speed.</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>						

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): Pre-K-6th 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>
Activity: 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. Other instructional arrangements include Inclusion classrooms, a Resource class and PPCD for three year olds. Mainstreamed students are monitored by the Special Education teachers. Each regular education teacher is provided a copy of their students' IEPs. If the ARD Committee deems it advantageous, students with disabilities are ARDed into Special Programs classes, i.e., State Compensatory Education and Title I, Part A. The "Least Restrictive Environment" required for academic success is always a main consideration.	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	State - State Special Education Block Grant - Time Contributions of SPED Staff \$363,917.00	Informal Assessment :Classroom Assessments - - 12/16: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Documents :Student Records - - 05/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and an increase of 1% in the number of students who pass the State required assessment instrument at the end of the school year. The appropriate assessment instrument will be determined for each student by ARD committees.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): Pre-K-6th 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 Elementary 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) 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, Counseling and Auditorially Impaired Services.</p> <p>These services are provided by the S. E. Texas Special Education Co-op, which includes Hull-Daisetta ISD as a member.</p>	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	State - State Special Education Block Grant - Special Education Co-op Fee	Documents :Student Records - - 12/16: 100% of the students with disabilities on the Hull-Daisetta Elementary campus are receiving Related Services as dictated in their IEPs as indicated in students' records.	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.	Documents :Student Records - - 05/17: 100% of the students with disabilities on the Hull-Daisetta Elementary campus are receiving Related Services as dictated in their IEPs as noted in students' records.

Campus Improvement Plan
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: English as a Second Language (ESL) Program - Hull-Daisetta Elementary School 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 English as a second language 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.	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	Federal - State Bilingual Supplement Block Grant - Time Contributions of ESL Staff <p style="text-align: right;">\$7,171.00</p> Federal - Title III, Part A, Language Instruction for LEP and Immigrant Students - Region V Bilingual Co-op <p style="text-align: right;">\$586.00</p>	Informal Assessment :See Activities below.	Narrowing the achievement gap between LEP students and non-LEP students.	Informal Assessment :See Activities below.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: 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. The Stanford English Language Proficiency Test (Stanford ELP) is to be administered to LEP students in grades K - 6 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 3 through 6. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments based on classroom observations. 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	State - State and 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 Tests - - 05/17: 100% of students in grades 3 - 6 will pass all appropriate grade-level and subject-area STAAR tests.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): Pre-K-6th An appropriate curriculum will be provided to all students regardless of individual educational needs.						
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<p>Activity:</p> <p>Modifications for Limited English Students - LEP students are served in an English as a Second Language (ESL) program as dictated by TEC Sections 29.053 and 29.063.</p> <p>The LPAC is responsible for designing the appropriate program and student placement in the program, as dictated by the home language survey, the language proficiency test results, individual student achievement in content areas, and the emotional and social attainment of each student.</p> <p>Based on LPAC prescription, Hull-Daisetta Elementary 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 reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement.</p>	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	Coordinated Federal, State and Local Funding - Time Contributions of Faculty	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: 90% of students in grades K - 2 will pass all assessments given to continue on grade level. Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 6 will pass all appropriate grade-level and subject-area STAAR tests.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): Pre-K-6th 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>LEP Exit Criteria: - Students in grades Pre-Kindergarten and Kindergarten cannot be exited from a Bilingual Education Program. An annual review is still conducted by LPAC, but LEP students cannot be reclassified as English proficient in these grade levels (TAC 89.1225(i)). Exit criteria are applicable to students in grades one through six 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</p>	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	State - State and Local Funds - Time Contributions of Staff and LPAC	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.	Increase in number of students eligible to exit the Bilingual/ESL Program.	Criterion-Referenced Test :STAAR Reading - - 05/17: 100% of students in grades three through six will pass the STAAR Reading tests in English and/or Spanish. Informal Assessment :Classroom Assessments - - 05/17: 100% of students exited from the ESL program have passing grades in all subjects and courses taken.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC.</p> <p>Strategy:</p> <p>Dyslexia Program - 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>	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger Dyslexia Teacher - Louellen Fuller	Local Funds - Time Contribution of Dyslexia Teacher	Informal Assessment :See Activities below.	Students participating in supplemental monitoring, assistance and instruction will be performing equally with their non-Dyslexic peers.	Informal Assessment :See Activities below.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Dyslexia and Related Disorders 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. These tests include: * Gray Oral Reading Test (GORT) * Kaufman Brief Intelligence Test (K-BIT) * Comprehensive Test of Phonological Processing (CTOPP) 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.	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger Dyslexia Teacher - Louellen Fuller	Local Funds - Assessment Instruments/Evaluations		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.	Documents :Counselor's Records - - 05/17: 100% of the students identified as dyslexic have had their individual needs diagnosed appropriately and are receiving timely and appropriate assistance, per counselor records.

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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 - At Hull-Daisetta Elementary, students who are identified as dyslexic are provided a reading intervention program that is individualized to meet the unique learning needs of the student.</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>The program that is used is from the Neuhaus Education Center for dyslexic training. 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 and listening/reading development.</p> <p>Identified students in grades two through six participate in a 45 minute Pullout Program four times a week.</p>	8/2016 - 5/2017	Dyslexia Teacher - Louellen Fuller	Local Funds - Time Contribution of Dyslexia Teacher	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will demonstrate improved reading and comprehension skills.	Students participating in supplemental monitoring, assistance and instruction will be performing equally with their non-Dyslexic peers.	Informal Assessment :Classroom Assessments - - 05/17: 90% of students in grade 2 will score at least "Developed" on the four screening sections of the TPRI. Criterion-Referenced Test :STAAR Reading - - 05/16: 100% of students in grades 3 - 6 will pass the STAAR Reading 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): Pre-K-6th 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:</p> <p>Programs for 504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, use of a calculator or overlays.</p> <p>Environmental accommodations may also be made for students. These may include: Change student seating as needed for the situation, adapt environment to avoid distractions, provide notebooks for organization, lighting accommodations or non-verbal behavior cues (cue cards).</p> <p>STAAR requirements do not provide for exemptions of Section 504 students from mastery of the Texas Essential Skills and Knowledge.</p>	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	Coordinated Federal, State and Local 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.	Documents :Counselor's 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.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): Pre-K-6th 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: Gifted and Talented (G/T) 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: 1) exhibits high performance capability in an intellectual, creative, or artistic area; 2) possesses an unusual capacity for leadership; or (3) excels in a specific academic field.	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger Director of Special Services and Curriculum - Teresa Camp	State - State Gifted and Talented Block Grant - Time Contributions of G/T Staff \$11,945.00	Informal Assessment :Classroom Assessments - 12/16: Teacher records indicate that 90% of the G/T students are performing in line with district expectations.	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 Tests - 05/17: 100% of the G/T students in grades three through six 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): Pre-K-6th 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>
Activity: Assessment for Gifted and Talented Students - New Students in grades K - 6 are identified for eligibility and nominated for the G/T Program in the fall of each school year. Returning Students are identified within 10 days of return and Transfer Students are identified within 30 days of enrollment. Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include 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). Assessment instruments include: 1) Teacher Recommendation 2) Parent Nomination 3) Torrance Tests of Creative Thinking 4) SAGES (Screening Assessment for Gifted Elementary and Middle School Students) 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.	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	Local Funds - Assessment Instruments/Evaluations		G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Informal Assessment :Classroom Assessments - - 05/17: 100% of students nominated for G/T have been screened and if identified, receive services commensurate with their abilities.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): Pre-K-6th 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. Students in grades K - 6 will attend weekly 30 minute pullout sessions and/or be serviced through differentiated instruction in the regular classroom.	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	State - State Gifted and Talented Block Grant - Time contributions of Staff	Informal Assessment :Classroom Assessments - - 12/16: Teacher records indicate that 90% of the G/T students are performing in line with district expectations.	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 Tests - - 05/17: 100% of the G/T students will pass each STAAR assessment instrument taken.
Strategy: 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.	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	Coordinated Funds - Time Contributions of Faculty and Staff 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 students in grades K - 2 will pass campus benchmark tests in Math and Reading. Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students in grades 3 - 6 will pass all appropriate grade-level STAAR Math and Reading tests.

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): Pre-K-6th 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: Math Activities - Several activities have been implemented in response to the Improvement Required rating. Instructional Coaches will assist Math teachers with teaching strategies and instructional techniques. Daily "Number Talks" have been implemented in the classrooms to provide students with ongoing practice with computation to complement the math curriculum. There will greater use of data disaggregation to identify areas where students are having difficulty. Students who are having difficulty will be provided with extended learning opportunities in smaller groups to provide more individualized instruction.	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger Teacher Facilitator - Beth Randolph	Federal - Title I, 1003(a) Priority and Focus School Grant - Time Contributions of Teacher Facilitator \$14,705.00	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass math benchmark tests.	Attain State Accountability Rating of Met Standard in all areas.	Criterion-Referenced Test :STAAR Math - - 05/17: 100% of students in grades 3 - 6 will meet minimum standards on the STAAR Math tests.
Activity: Reading Activities - Several activities have been implemented in response to the Improvement Required rating. Instructional Coaches will assist Reading teachers with teaching strategies and instructional techniques. Guided Reading and Leveled Literacy interventions will be implemented in classrooms for those students who are having difficulty with reading and writing. 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.	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger Director of Special Services and Curriculum - Teresa Camp	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.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 6 will pass all appropriate grade-level STAAR Reading tests. 100% of fourth grade students will pass the STAAR Writing test.

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Goal: 2 **Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)]**
Objective(s): Pre-K-6th 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>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	Elementary Principal - Kevin Frauenberger	Coordinated Federal, State and Local Funding - See Individual Activities	Documents :School Records - 12/16: 70% of students referred for Ancillary Services will have been served as indicated in campus records.	All students and all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field."	<p>Informal Assessment :Classroom Assessments - 05/17: 90% of students will pass EOY benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students in grades 3 - 6 will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Activity:</p> <p>Counseling Services - The School Counselor:</p> <ul style="list-style-type: none"> * 1:1 and small group counseling sessions; * Focused informal groups - behavior and 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. <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 Hull-Daisetta Elementary Foundation Staff on Modifications for Special Education Students. 	8/2016 - 5/2017	Counselor - Shawntel Cunningham	Local Funds - Time Contributions of Counselor	Documents :Counselor's 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 have 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.	<p>Informal Assessment :Classroom Assessments - - 05/17: 90% of students will pass EOY benchmark tests.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students in grades 3 - 6 will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Goal: 2 Students will be encouraged and challenged to meet their full educational potential, with a well-balanced and appropriate curriculum provided to all students. (TI, A SW #1, #2, #7, #9) [TEC §4.001 (b)(2)(4)] Objective(s): Pre-K-6th 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>
Activity: Library Services - A Library-Media Services program is available for the elementary campus. Available resources include: * Full-scale Library facilities available to all students, * Computers with internet access, * Accelerated Reader Program and * Tech Support.	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	Local Funds - Time Contributions of Library Staff	Informal Assessment :Classroom Assessments - - 12/16: All Hull-Daisetta Elementary students have access to the Hull-Daisetta library on a regularly scheduled basis. Librarian and teacher records indicate that at least 90% of the students have participated in library activities.	The Hull-Daisetta Elementary Library will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.	Informal Assessment :Classroom Assessments - - 05/17: Librarian and Teacher records indicate that 100% of the students have participated in Library activities.

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Goal: 3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TI, A SW #2, #9) [TEC §4.001 (b)(3)]						
Objective(s): Pre-K-6th Encourage students to complete high school.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Attendance Incentives and Strategies - Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct, Student/Parent Handbook, during open house and during parent meetings.</p> <p>Bobcat Bucks are awarded every one to three weeks to students for attendance. For every week a student is present from 8:00 – 3:15, one Bobcat Buck is awarded.</p> <p>Students with perfect attendance will be awarded every third six week period with gained access to the V.I.P. room and will be recognized for perfect attendance at an award ceremony at the end of the school year.</p> <p>Hull-Daisetta Elementary will contact parents after a student has had three consecutive absences.</p> <p>The Principal at Hull-Daisetta Elementary will ensure that the campus attendance procedures are up to date at the beginning of the school year.</p>	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger Attendance Clerk - Christine Taylor	Local Funds - Time Contributions of Staff and Faculty	<p>Documents :School Records - 08/16: Parents will be provided with attendance requirements through the dissemination of the District Code of Conduct and Student/Parent Handbook, during open house and during parent meetings.</p> <p>Documents :Parent Contact Logs - 12/16: 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.</p>	Through the use of positive reinforcements, Hull-Daisetta Elementary faculty will encourage academic growth and increased student attendance.	<p>Documents :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.</p> <p>Documents :Parent Contact Logs - 05/17: Contact with 100% of parents/guardians of students who have excessive absences.</p>

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Hull-Daisetta Elementary School 2016-2017

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): Pre-K-6th Encourage students to complete high school.						
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) - Dropout prevention and intervention efforts begin in Prekindergarten in Hull-Daisetta Elementary. Through enhanced dropout prevention efforts, 100% of Hull-Daisetta Elementary students will remain in school until they obtain a diploma. Students are encouraged to set high personal goals at an early age and are provided with supplemental programs and activities such as Tutorials, Computer Lab, and Summer programs to assist them in their academic success.	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	Local Funds - Time Contributions of Staff	Documents :Attendance Records - 12/16: Attendance rate at 95%, or above. 80% of students will pass campus benchmark tests in all subjects.	Increased student attendance.	Documents :Attendance Records - 05/17: 10% increase in attendance. Informal Assessment :Classroom Assessments - 05/17: 90% of students will pass all EOY campus benchmark tests. Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students in grades 3 - 6 will pass all appropriate grade-level and subject-area STAAR tests.

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): Pre-K-6th Introduce students to careers.						
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 (TI, A SW #10) - 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 and</p> <p>*Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.</p> <p>Classroom instruction is integrated with activities that emphasize career opportunities. Staff members will spend time with individual students discussing careers and career paths. Local owners are invited to the school to talk to individual classrooms about potential careers and the education and training needed to be successful in those fields.</p>	8/2016 - 5/2017	Counselor - Shawntel Cunningham	Local Funds - Time Contributions of Staff and Community Members	Informal Assessment :Classroom Assessments - 12/16: Lesson plans will detail activities that will provide information about career opportunities.	Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.	Informal Assessment :Classroom Assessments - 05/17: All students complete elementary school with ideas of potential careers and goals to prepare themselves with successful junior high and high school studies.

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Goal: 5 Fully Certified 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): Pre-K-6th Appropriate staff development will be attained.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Professional Development Program [TI, A SW #4, #5] - Through the SBDMC, teachers participated in the Professional Development (PD) needs assessment process, recommending programs and activities and approving the PD plan for the district that:</p> <ul style="list-style-type: none"> * will coordinate PD programs and activities across programs that will improve, enhance or develop instructional methods; * will be intense and sustained; * are tied to the TEKS and STAAR; * will apply research to meet the learning needs of all students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, limited English proficient (LEP) students, students with disabilities, Gifted and Talented (G/T), etc. and * will enable all children to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet. <p>Annual needs assessment results indicate a need for:</p> <ul style="list-style-type: none"> * Classroom management professional development * Additional ESL Certified teachers * Instructional Coaches in Math and Reading 	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	Federal - Title I, Part A - Contracted Instructional Coaches <p style="text-align: right;">\$12,225.00</p> Federal - Title II, Part A, TPTR - Tuition Assistance <p style="text-align: right;">\$3,572.00</p> Federal - Title I, 1003(a) Priority and Focus School Grant - Contracted Professional Development <p style="text-align: right;">\$5,295.00</p>	Documents :Professional Development Records - 08/16: The SBDMC will have designed a PD program that meets the needs of the Hull-Daisetta Elementary faculty and is coordinated with the Hull-Daisetta ISD PD program.	A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Documents :Professional Development Records - 04/17: The Principal and SBDMC have reviewed the list of PD activities determining that 100% of the teachers have participated in activities that support their individual needs.

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Goal: 5 Fully Certified 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): Pre-K-6th Appropriate staff development will be attained.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Professional Development Evaluation - The Hull-Daisetta ISD and Hull-Daisetta Elementary Professional Development Program will be evaluated in light of students' performance to ensure that the program as a whole and individual activities have a positive impact on student achievement.</p>	<p>May 2017</p>	<p>Elementary Principal - Kevin Frauenberger</p>	<p>State - State and Local Funds - Time Contributions of Staff</p>	<p>Informal Assessment :Classroom Assessments - 12/16: 80% of students will pass campus TEKS-based benchmark tests.</p>	<p>Increased Student Achievement.</p>	<p>Informal Assessment :Classroom Assessments - 05/17: 90% of students will pass campus benchmark tests. Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students will pass all appropriate grade-level and subject-area STAAR tests.</p>

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Goal: 5 Fully Certified 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): Pre-K-6th Appropriate staff development will be attained.

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. All applicants are screened prior to the interview process. Recruiting activities will ensure that Hull-Daisetta Elementary has 100% fully certified faculty in each teaching position, as defined by state law.</p> <p>Hull-Daisetta Elementary ensures professional development opportunities are available for staff to be able to maintain and enhance their certification status.</p> <p>Hull-Daisetta Elementary offers a local increment of \$5,000 above state base to all certified teachers, as well as reimbursement for tuition/books and Teacher Certification fees. All teachers must be fully certified or enrolled in an alternative certification program prior to employment at Hull-Daisetta Elementary.</p> <p>Other recruitment and retention efforts will include Team building activities and an effort to increase the overall pay scale for help retain teachers.</p>	<p>8/2016 - 5/2017</p>	<p>Elementary Principal - Kevin Frauenberger</p>	<p>Federal - Title II, Part A, TPTR - Certification/Testing Fees \$953.00</p>	<p>Documents :Human Resources Records - 08/16: 100% Fully Certified Faculty.</p>	<p>100% Fully Certified Faculty.</p>	<p>Documents :Human Resources Records - 05/17: 100% Fully Certified Faculty.</p>

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Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW #1) [TEC §4.001 (b)(10)] Objective(s): Pre-K-6th Use technology to enhance learning.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Technology Needs Assessment (TI, A SW #1) - The Technology Committee meets annually and reviews as part of the Comprehensive Needs Assessment the following areas: - the amount, quality and availability of equipment - the types of computer systems available - how current the hardware and software systems being used are - any barriers that exist that are preventing the effective use of technology - technology professional development opportunities. Priority needs in technology include more Internet capacity and increased wireless network coverage. The campus will address these needs in the following ways: - Increase bandwidth - Purchasing new equipment - Reconfigure wireless network	7/2016 - 5/2017	Elementary Principal - Kevin Frauenberger Technology Director - Justus Cook	State - State Compensatory Education (SCE) - Supplemental STAAR Technology Resources \$1,600.00	Documents :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, and thus Hull-Daisetta Elementary, will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Documents :Professional Development Records - 05/17: A review of the professional development activities indicate that 100% of the Hull-Daisetta Elementary faculty has received the prerequisite training for the successful utilization of technology as an instructional tool.

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): Pre-K-6th Use technology to enhance learning.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Technology Integrated Curriculum - Hull-Daisetta Elementary 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 Reading Eggs, Education City and Flocabulary 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) Teachers will use the Internet as a means of differentiating instruction for students meeting the G/T eligibility requirements. 3) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger Technology Director - Justus Cook	State - State Compensatory Education (SCE) - Supplemental Technology and Site Licenses <p style="text-align: right;">\$4,000.00</p> State - State Compensatory Education (SCE) - Renaissance Learning Site License <p style="text-align: right;">\$7,256.00</p>	Informal Assessment :Classroom Assessments - - 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. Lesson plans reflect independent and group projects for Special Populations students through the integration of technology into instruction.	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 Tests - - 05/17: 100% of students in grades 3 - 6 will pass all appropriate grade-level and subject-area STAAR tests.

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Goal: 6 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development and administration. (TI, A SW #1)
[TEC §4.001 (b)(10)]
 Objective(s): Pre-K-6th Use technology to enhance learning.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Technology Acceptable Use Policy - Every Hull-Daisetta Elementary faculty member, student and parent having access to Hull-Daisetta Elementary 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 Elementary is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Hull-Daisetta Elementary 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>	<p>8/2016 - 5/2017</p>	<p>Elementary Principal - Kevin Frauenberger Technology Director - Justus Cook</p>	<p>Local Funds - Acceptable Use Policy</p>	<p>Documents :Student Records - 08/16: 100% of the faculty, students and parents at Hull-Daisetta Elementary that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP. Students' AUP will be signed by the student and a parent or legal guardian, as well as a Parent Permission Form.</p>	<p>Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.</p>	<p>Documents :School Records - 05/17: No incidents of students, faculty or parents breaking the Acceptable Use Policy.</p>

Goal: 7 Hull-Daisetta Elementary 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): Pre-K-6th High level of student discipline.

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

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

Campus Improvement Plan
Hull-Daisetta Elementary School 2016-2017

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>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>Strategy:</p> <p>Safe School Initiatives (TI, A SW #10) - In an effort to promote "Safe Schools", Hull-Daisetta Elementary will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> * Campus Dress Code * Campus discipline Code * Medical Services * CPI (Crisis Prevention and Intervention Program) * Regularly scheduled fire drills * Visitor checkin/badges * Professional Development for Staff - Crisis Prevention/Intervention which provides training on how to safely manage disruptive and assaultive behavior. * Fire Prevention Week * Dating Violence Policy (see Board Policy FFH-Local) 	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	Local Funds - Time Contributions of Staff and Faculty		Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.	Documents :Discipline Records - 05/17: Improved discipline in the classroom and reduced number of referrals per year.

Campus Improvement Plan
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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities - The staff of Hull-Daisetta Elementary recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities. 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 Principal, using the data to plan specific programs and activities.</p> <p>2016-2017 programs include the Bobcat Bucks and Tokens program which uses Bobcat Bucks and Tokens to reward positive behavior and promote anti- violence and anti-drug use.</p>	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	Local Funds - Time Contributions of Staff	Documents :Agendas, Sign-in Sheets, Minutes - - 08/16: Appropriate campus Stakeholders will have held meetings to plan the programs and services for the current school year.	A Drug-Free Student Body, Faculty and Staff	Documents :Counselor's Records - - 05/17: Counselor's Summary Report will indicate that 100% of students have a heightened awareness of the dangers of substance use and abuse.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Disciplinary 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>Hull-Daisetta Elementary students who have violated the district code of conduct will be placed in the DAEP. A regular education program with highly qualified teachers in each core subject areas for grades K through 6 and counseling services will be provided for any student who is at risk of dropping out of school.</p>	8/2016 - 5/2017	Elementary Principal - Kevin Frauenberger	Local Funds - Time Contributions of Staff		A safe climate for student learning, having a positive impact on student achievement.	Documents :Discipline Records - 05/17: 5% reduction in discipline referrals in comparison to the previous year, as evidenced by campus discipline action list.

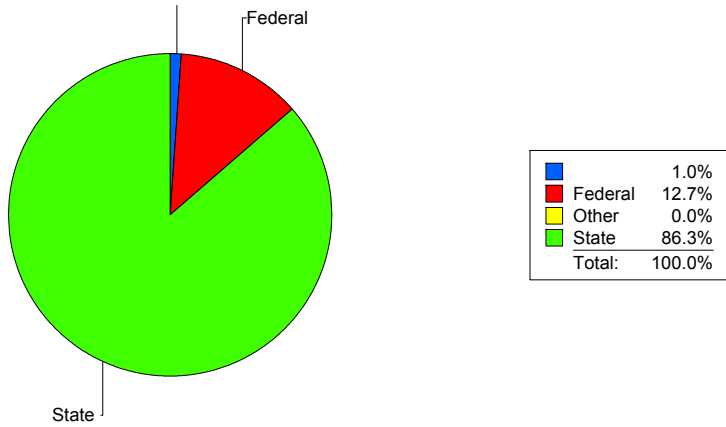
<p>Goal: 7 Hull-Daisetta Elementary will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, discipline management and character education. [TI, A SW #10] [TEC §4.001 (b)(8), §11.252(3)(B) (E), §11.253(8)]</p> <p>Objective(s): Pre-K-6th High level of student discipline.</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 	8/2016 - 5/2017	Counselor - Shawntel Cunningham	Local Funds - Time Contributions of Staff	Documents :Agendas, Sign-in Sheets, Minutes - 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.	Documents :Counselor's Records - 05/17: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

Goal: 7 **Hull-Daisetta Elementary 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): Pre-K-6th High level of student discipline.

<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>
<ul style="list-style-type: none"> * Goal Setting * Planning and Problem-Solving Skills * Interpersonal Effectiveness * Communication Skills * Cross Cultural Effectiveness * Responsible Behavior 						

Funding Values By Program



Campus Improvement Plan
Hull-Daisetta Elementary School 2016-2017

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Time Contributions of ESL Staff	0.00	\$7171.00
		\$7,171.00
Federal	<u>FTE</u>	<u>DollarValue</u>
IDEA-B Formula		
Time Contributions of Special Education Coordinator	0.00	\$0.00
Title I, 1003(a) Priority and Focus School Grant		
Time Contributions of Teacher Facilitator	0.00	\$14705.00
Contracted Professional Development	0.00	\$5295.00
Title I, Part A		
Time Contributions of Computer Lab Aide	0.30	\$4674.33
Time Contributions of Instructional Aides	2.00	\$31162.26

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Campus Improvement Plan
Hull-Daisetta Elementary School 2016-2017

Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title I, Part A		
District Summer School Transportation Costs	0.00	\$508.00
Vantage Learning Site License	0.00	\$4500.00
Parent Involvement Resources	0.00	\$164.00
SECCA, Inc Consulting Services	0.00	\$1793.00
Contracted Elementary School Improvement Consultant	0.00	\$8745.00
Contracted Instructional Coaches	0.00	\$12225.00
Title II, Part A, TPTR		
Tuition Assistance	0.00	\$3572.00
Certification/Testing Fees	0.00	\$953.00
Supplemental Resources for Summer School	0.00	\$343.00
SECCA, Inc Consulting Servicees	0.00	\$682.00
Title III, Part A, Language Instruction for LEP and Immigrant Students		
Region V Bilingual Co-op	0.00	\$586.00
		<hr/> \$89,907.59 <hr/>
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Federal, State and Local Funding		
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Teachers and Paraprofessionals	0.00	\$0.00
See Individual Activities	0.00	\$0.00
See Individual Activities	0.00	\$0.00
Time Contributions of Teachers	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00

Campus Improvement Plan
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Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Federal, State and Local Funding		
Time Contributions of Faculty	0.00	\$0.00
 Coordinated Funds		
Time Contributions of Faculty and Staff	0.00	\$0.00
 Local Funds		
Time Contributions of Parents, Staff and Community Members	0.00	\$0.00
Time Contributions of Committee Members	0.00	\$0.00
Assessment Instruments/Evaluations	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	0.00	\$0.00
Time Contributions of Staff and Community Members	0.00	\$0.00
Acceptable Use Policy	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Parents and Committee Members	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Assessment Instruments/Evaluations	0.00	\$0.00
Time Contributions of Faculty	0.00	\$0.00
Time Contributions of Science Teachers	0.00	\$0.00
Time Contribution of Music Teacher	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Assessment Instruments/Evaluations	0.00	\$0.00

Campus Improvement Plan
Hull-Daisetta Elementary School 2016-2017

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funds		
Time Contribution of Dyslexia Teacher	0.00	\$0.00
Assessment Instruments/Evaluations	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 Staff	0.00	\$0.00
		<hr/> \$0.00 <hr/>
State		
	<u>FTE</u>	<u>DollarValue</u>
High Quality Prekindergarten Grant		
Supplemental Prekindergarten Resources	0.00	\$13183.53
State and Local Funds		
Time Contributions of Staff and LPAC	0.00	\$0.00
Assessment Instruments/Evaluations	0.00	\$0.00
Assessment Instruments/Evaluations	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
State Compensatory Education (SCE)		
Supplemental Technology and Site Licenses	0.00	\$4000.00
Renaissance Learning Site License	0.00	\$7256.00
SECCA, Inc Consulting Services	0.00	\$11094.00
STAAR Calculators/Electronic Spellers	0.00	\$1600.00
Time Contributions of PreKindergarten Staff	1.50	\$0.00

Campus Improvement Plan
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Funding Values By Program

State	<u>FTE</u>	<u>DollarValue</u>
State Compensatory Education (SCE)		
Time Contributions of Tutorial Teachers	2.25	\$108052.20
Extra Duty Pay for Tutorials	0.00	\$10261.24
Supplemental Instructional Resources	0.00	\$3124.00
Time Contributions of Phonics Teacher	0.43	\$23861.13
Time Contributions of Summer School Teacher	0.00	\$6156.74
Time Contributions of PreKindergarten Staff	1.50	\$43451.10
Supplemental STAAR Technology Resources	0.00	\$1600.00
 State Gifted and Talented Block Grant		
Time contributions of Staff	0.00	\$0.00
Time Contributions of G/T Staff	0.00	\$11945.00
 State Special Education Block Grant		
Time Contributions of SPED Staff	0.00	\$363917.00
Special Education Co-op Fee	0.00	\$0.00
 Supplemental Funding for Prekindergarten		
Supplemental Resources	0.00	\$1785.00
		<hr/> \$611,286.94 <hr/>
Grand Total:		\$708,365.53