

# **Hull-Daisetta High School 2016-2017**

*Campus Improvement Plan*

**2016-2017 School Year**

Campus Improvement Plan  
Hull-Daisetta High School 2016-2017

**Committee Members - Planning and Decision Making**

Name	Title	Campus / District	Term Ends
Godwin, Quinn	Principal	Hull-Daisetta High School	
Camp, Teresa	District Improvement Chair	Hull-Daisetta High School	
Dillard, Kerry	CT TEacher	Hull-Daisetta High School	5-2017
Taylor, Angela	Teacher	Hull-Daisetta High School	5-2017
Cunningham, Shawntel	Counselor	Hull-Daisetta High School	
Johnson, Rhonda	Paraprofessional	Hull-Daisetta High School	5-2017
Key, Kitty	Community Representative	Hull-Daisetta High School	5-2017
Hogan, Kim	Business Representative	Hull-Daisetta High School	5-2017
West, Karen	Teacher	Hull-Daisetta High School	5-2017
DeBarge, Candace	Parent	Hull-Daisetta High School	5-2017
Thomsen, Courtney	Teacher	Hull-Daisetta High School	5-2017
Stephens, Bryan	Teacher	Hull-Daisetta High School	5-2017
Godare, Katie	Teacher	Hull-Daisetta High School	5-2017

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**Names of People Responsible For Implementation**

Name	Title	Campus / District
Huckabay, Mary	Superintendent	Hull-Daisetta ISD
Godwin, Quinn	Principal	Hull-Daisetta High School
Camp, Teresa	Director of Special Services and Curriculum	Hull-Daisetta ISD
Hodges, Stan	Athletic Director	Hull-Daisetta ISD
Cunningham, Cody	Band Director	Hull-Daisetta High School
Cunningham, Shawntel	Counselor	Hull-Daisetta High School
Williamson, Laurie	School Nurse	Hull-Daisetta ISD
Hawthorne, Judy	Library Aide	Hull-Daisetta ISD
Camp, Teresa	Special Education Coordinator	Hull-Daisetta ISD
Cook, Justus	Technology Director	Hull-Daisetta ISD
Godare, Katie	Art Teacher	Hull-Daisetta High School
Merendino, Jared	Math Teacher	Hull-Daisetta High School
Taylor, Angela	English Teacher	Hull-Daisetta High School
Warren, Dennis	English Teacher	Hull-Daisetta High School
Walker, Addie	Science Teacher	Hull-Daisetta High School
Brown, Brenda	Cafeteria Manager	Hull-Daisetta ISD
Fuller, Louellen	Dyslexia Director	Hull-Daisetta ISD
Ritter, Rhonda	CT TEacher	Hull-Daisetta High School
Johnson, Rhonda	Attendance Clerks	Hull-Daisetta High School
Taylor, Angela	Limited English Proficient (LEP) Teacher	Hull-Daisetta High School
Thibodeaux, Jarett	Physical Education Staff	Hull-Daisetta High School
	Site Based Decision Making Committee (SBDMC)	

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**Attendance**

**Attendance**

Goal:

	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	0.00	93.90	94.50	95.20	95.30	95.20	94.80	95.20
African American	96.30	96.00	96.50	96.60	95.30	96.80	94.30	96.80
Economically Disadvantaged	94.30	93.50	93.70	94.80	94.70	95.10	95.10	95.20
Hispanic	0.00	91.50	0.00	93.90	93.80	95.80	95.20	96.70
Special Education	93.50	93.30	92.80	94.10	95.30	95.50	94.60	93.30
Two or More Races	0.00	0.00	0.00	0.00	0.00	95.40	94.80	94.30
White	93.70	93.30	94.10	94.90	95.40	94.90	94.90	94.80

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**Dropouts**

**Dropouts**

Goal:

	2006	2007	2008	2009	2010	2011	2012	2013	2014
*All Students*	2.10	2.80	4.10	1.60	0.50	0.00	0.00	0.00	0.50
African American	1.30	0.00	6.30	0.00	0.00	0.00	0.00	0.00	3.30
Economically Disadvantaged	1.40	1.20	2.80	1.20	0.00	0.00	0.00	0.00	0.70
Hispanic	28.60	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Special Education	2.40	3.40	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Two or More Races	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
White	1.60	3.80	3.80	2.00	0.70	0.00	0.00	0.00	0.00

**STAAR**

Grade: **9th-12th**

**All Subjects**

100%

	2013	2014	2015	2016	2017
*All Students*	72.00	80.00	84.00	78.00	100.00
African American	73.00	81.00	85.00	78.00	100.00
Economically Disadvantaged	70.00	78.00	84.00	78.00	100.00
English Language Learners	0.00	0.00	50.00	50.00	100.00
Hispanic	74.00	87.00	63.00	63.00	100.00
Special Education	63.00	70.00	73.00	44.00	100.00
Two or More Races	56.00	78.00	91.00	100.00	100.00
White	73.00	80.00	86.00	80.00	100.00

Grade: **9th-12th**

**STAAR Mathematics**

100%

	2013	2014	2015	2016	2017
*All Students*	77.00	95.00	100.00	96.00	100.00
Economically Disadvantaged	77.00	97.00	100.00	100.00	100.00
White	77.00	93.00	100.00	95.00	100.00

Grade: **9th-12th**

**STAAR Reading**

100%

	2013	2014	2015	2016	2017
*All Students*	79.00	64.00	76.00	62.00	100.00
African American	82.00	64.00	85.00	64.00	100.00
Economically Disadvantaged	78.00	62.00	75.00	61.00	100.00
White	81.00	65.00	80.00	66.00	100.00

**STAAR**

Grade: **9th-12th**

**STAAR Science**

100%

	2013	2014	2015	2016	2017
*All Students*	77.00	96.00	98.00	89.00	100.00
African American	76.00	88.00	100.00	83.00	100.00
Economically Disadvantaged	75.00	93.00	100.00	90.00	100.00
White	78.00	94.00	97.00	88.00	100.00

Grade: **9th-12th**

**STAAR Social Studies**

100%

	2013	2014	2015	2016	2017
*All Students*	75.00	92.00	84.00	96.00	100.00
Economically Disadvantaged	73.00	89.00	79.00	100.00	100.00
White	77.00	92.00	86.00	97.00	100.00

## About Hull-Daisetta High School

**Mission Statement:**

The mission of Hull-Daisetta High School is to ensure academic excellence for all students, while building character, responsibility, and productive citizens.

**Motto:**

Experience the pride.

**Grade Span:**

9 – 12

**Enrollment:**

158

**Accountability Ratings:**

2016 Accountability Summary:

Met Standard



## Demographics

### 2014-2015 Enrollment:

41 – Ninth Grade  
44 – Tenth Grade  
36 – Eleventh Grade  
42 – Twelfth Grade

### 2014-2015 Ethnic Distribution:

18 (11.0%) – African American  
11 (6.7%) – Hispanic  
126 (77.3%) – White  
0 (0.0%) – American Indian  
0 (0.0%) – Asian  
0 (0.0%) – Pacific Islander  
8 (4.9%) – Two or More Races

### 2014-2015 Student Groups:

103 (63.2%) – Economically Disadvantaged  
2 (1.2%) – English Language Learners  
13 (6.3%) – Students with Disciplinary Placements  
94 (57.7%) – Students Meeting "At-Risk" Criteria  
38 (18.3%) – Mobility

### 2014-2015 Students per Teacher:

9.2 – English/Language Arts  
16.2 – Foreign Languages  
12.1 – Mathematics  
11.4 – Science  
10.1 – Social Studies

### 2014-2015 Student Enrollment by Program:

2 (1.2%) - Bilingual/ESL Education  
147 (90.2%) - Career and Technical Education  
5 (3.1%) - Gifted and Talented Education  
16 (9.8%) - Special Education

### Federal Requirements - Schoolwide Program

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

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
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 High School conducts a Title I Schoolwide Program on the campus. The Schoolwide Components are addressed in the Campus Improvement Plan under the following goals.

1. A comprehensive needs assessment of the entire school.
  - Goal #2: Campus Performance Objectives Strategy
  - Goal #2: Foundation Program Strategy
  - Goal #6: Technology Enriched Curriculum Strategy
2. Schoolwide reform strategies.
  - Goal #2: Accelerated Instruction Strategy
  - Goal #3: Dropout Prevention Program Strategy
  - Goal #6: Technology Enriched Curriculum Strategy
3. Instruction by highly qualified teachers.
  - Goal #5: Recruitment and Retention Initiatives Strategy
4. High-quality and ongoing professional development for teachers, principals and paraprofessionals.
  - Goal #5: Professional Development Program Strategy
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
  - Goal #5: Professional Development Program Strategy
  - Goal #5: Recruitment and Retention Initiatives Strategy
6. Strategies to increase parental involvement.
  - Goal #1: Parent and Community Involvement Strategy
  - Goal #1: Evaluation of Parental Involvement Program Strategy
7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs.
  - N/A
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: 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

### Comprehensive Needs Assessment Process

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

#### Areas of Concern:

##### 1. Demographics:

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

##### b. Data Sources Reviewed:

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

##### c. Summary of Strengths

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

##### d. Summary of Weaknesses/Needs

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

##### e. Possible actions;

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

##### 2. Student Achievement

a. Committee/Person Responsible: Administrative Team reviews weekly

##### b. Data sources reviewed:

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

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

c. Summary of Strengths:

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

d. Summary of Needs

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

e. Possible Actions:

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

3. Parent and Community Involvement:

a. Committee/Person Responsible: Administrative Team reviews monthly

b. Data sources reviewed:

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

c. Summary of strengths

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

d. Summary of Needs:

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

e. Possible Actions:

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

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

a. Committee/Person Responsible: Administrative Team reviews quarterly

b. Data Sources Reviewed

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

c. Summary of Strengths

- \* 100% highly qualified teachers and staff

d. Summary of Needs:

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

e. Priority List of Needs:

- \* Additional ESL Certified teacher

f. Possible Actions

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

5. Technology:

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

b. Data Sources Reviewed

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

c. Summary of Strengths

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

d. Summary of Weaknesses/Needs

- \* Internet Capacity
- \* Wireless network coverage

e. Possible Actions

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

6. School Context and Organization:

a. Committee/Person Responsible: Administration Team reviewed quarterly

b. Data sources reviewed:

Average class size

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

c. Strengths:

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

d. Summary of Needs:

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

e. Possible Actions:

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



## Needs Assessment Summary

Hull-Daisetta High School received an Accountability Rating of Met Standard from TEA in 2016. 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: 62% of All Students met the passing standard in Reading. Passing rates for other subgroups ranged from 66% for White students to 61% for Economically Disadvantaged students.

Math: 96% of All Students met the passing standard in Math. Passing rates for other subgroups ranged from 100% for Economically Disadvantaged students to 95% for White students.

Science: 89% of All Students met the passing standard in Science. Passing rates for other subgroups ranged from 90% for Economically Disadvantaged students to 83% for African American students.

Social Studies: 96% of All Students met the passing standard in Social Studies. Passing rates for other subgroups ranged from 100% for Economically Disadvantaged students to 97% for White students.

Interventions: Hull-Daisetta High School has several programs in place to address the identified needs of its students. Supplemental Tutorials are provided during and after school for students who are having difficulty with mastering the core subject area concepts, or experiencing difficulties with passing the STAAR tests.

Additional Algebra classes, a Math aide and Writing Labs are available for students who require additional assistance in those areas. In addition, an optional Summer School Program focusing on core subject areas are available for students who meet any of the state criteria for being at risk for dropping out of school. A Credit Recovery program is available for high school students to ensure on-time graduation rates.

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, stipends for attendance outside of duty hours, as well as reimbursement for college textbook and signing bonuses for Math and Science teachers.

Attendance: The campus has several activities in place that are designed to encourage attendance, such as attendance incentives and opportunities to make up attendance deficits.

Dropout Rate: The dropout rate at Hull-Daisetta High School for ninth through twelfth graders in 11-12 was 0%. Several programs, including parental involvement activities and counseling programs are in place to increase the number of students graduating from high school.



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<b>Goal: 1 Parents and community members will be full partners with educators in the education of Hull-Daisetta High School students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]</b>						
Objective(s): 9th-12th Increase parental involvement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: 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 and 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.	8/2016 - 5/2017	Principal - Quinn Godwin	Coordinated Local, State and Federal Funding - Time Contributions of Faculty	Documentation :School Records - - 12/16: Teacher records will reflect that at least 50% of all teachers will have had one conference with each of their student's parent(s) or guardian(s).	Increased student performance as a result of increased parent participation.	Documentation :School Records - - 05/17: Campus records will indicate that 100% of the parents/guardians of students not meeting the State's content standards and State student performance standards will have been scheduled for a supplemental conference.

<b>Goal: 1 Parents and community members will be full partners with educators in the education of Hull-Daisetta High School students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]</b>						
Objective(s): 9th-12th Increase parental involvement.						
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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 may contribute through volunteer programs at school as well as create a supportive home atmosphere. Parents and community members' suggestions for improving the districts schools are encouraged and welcomed.  These programs include:  * "Meet the Teacher Night" (student orientation) held before the beginning of school to allow students and parents to meet their teachers and pick up student's schedules)  * Texas Public Schools Week Open House  * Student Orientations  * Award Assemblies  * Veteran's Day Program  * FASFA night  * Technology festival to showcase student work  * Volunteer Opportunities that include Teacher Appreciation Week Activities, Red Ribbon Week activities, Band Boosters and Athletic Boosters.	8/2016 - 5/2017	Principal - Quinn Godwin	Local Funds - Time Contributions of Faculty and Staff		Parents as full partners in the education of Hull-Daisetta High School students.	Documentation :Parent Contact Logs - - 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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<p>Strategy:</p> <p>Site-Based Decision-Making Committee (SBDMC) (TI, A SW #8) - Board policies and procedures will be reviewed bi-annually to ensure a positive impact on student performance. Revisions will be recommended if necessary. The LEA will provide support in the development of campus policies and procedures.</p> <p>As directed by Board policy, the SBDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development and school organization. [TEC 11.251(d)]</p> <p>Under the supervision of the district's Superintendent and the chair of the Hull-Daisetta ISD 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 High School. 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 High School.</p> <p>With prerequisite needs assessment data and reports available, the DPDMC and SBDMC, in consultation with districtwide Special Programs Directors and Coordinators, will refine the Educational System of Hull-Daisetta High School, ensuring that all students and all student groups' needs are addressed – both academic and academic support.</p> <p>Parents will be notified of the special programs and support programs available to their students</p>	6/2016 - 5/2017	Principal - Quinn Godwin	Local Funds - Coordinated-Time Contributions of Parents, Staff and Community Members	Documentation :Parent Contact Logs - 08/16: 100% of the Hull-Daisetta High School parents will have received information regarding supplemental federal and state educational support programs in which the district participates and for which their students are eligible to participate.	Parents as full partners with educators in the education of Hull-Daisetta High School students.	Documentation :Agendas, Sign-in Sheets, Minutes - 05/17: SBDMC agendas and minutes will reflect that parents have participated in the planning and development of the educational system of Hull-Daisetta High School and that they were able to make educated decisions regarding their student's participation in educational programs at Hull-Daisetta High School.

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<b>Goal: 1 Parents and community members will be full partners with educators in the education of Hull-Daisetta High School students. (TI, A SW #6, #8) [TEC §4.001 (b)(1)]</b>						
Objective(s): 9th-12th Increase parental involvement.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Title I, Part A Schoolwide Assistance District Plan - - 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 High 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>	7/2016 - 6/2017	Principal - Quinn Godwin	Federal - Title I, Part A - SECCA, Inc. Consulting Services <p style="text-align: right;"><b>\$1,793.00</b></p> Federal - Title II, Part A (TPTR) - SECCA, Inc. Consulting Services <p style="text-align: right;"><b>\$682.00</b></p> State - State Compensatory Education (SCE) - SECCA, Inc. Consulting Services <p style="text-align: right;"><b>\$11,094.00</b></p>	Documentation :Agendas, Sign-in Sheets, Minutes - - 12/16: Hull-Daisetta High School SBDMC's agendas and minutes reflect a continued monitoring of the Title I Program.	Hull-Daisetta High School will be in compliance with all federal regulations governing Title I, Part A Schoolwide campuses.	Criterion-Referenced Test :STAAR Tests - - 05/17: Hull-Daisetta High School will receive the state accountability rating of Met Standard.
<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>	2/2017 - 5/2017	Principal - Quinn Godwin	Local Funds - Surveys for parents and staff	Documentation :Agendas, Sign-in Sheets, Minutes - 02/17: SBDMC agenda and minutes will indicate that parent surveys have been distributed in English or Spanish to all parents.	An evaluation instrument that will provide the campus with a vehicle for collecting and assessing the success of the campus' Parent and Community Involvement program.  Parents as full partners in the Educational System of Hull-Daisetta High School.	Documentation :Survey Results - 05/17: SBDMC agenda and minutes will indicate that surveys have been returned by parents and the results will be used to enhance or modify the Hull-Daisetta High School Parent/Community Involvement Program.

Campus Improvement Plan  
Hull-Daisetta High School 2016-2017

<b>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, #9) [TEC §4.001 (b)(2)(4)]</b> Objective(s): 9th-12th      An appropriate curriculum will be provided to all students regardless of individual educational needs.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:</p> <p>Campus Performance Objectives (TI, A SW #1) - The Superintendent and Chair of the DPDMC will assist the Hull-Daisetta High School campus SBDMC with guidance in setting the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process. Hull-Daisetta High School will adopt performance objectives reflective of their students' unique needs.</p>	7/2016 - 6/2017	Principal - Quinn Godwin	Local Funds - Time Contribution of Committee Members	Informal Assessment :Classroom Assessments - 12/16: 80% of students will pass campus benchmark tests.	The campus performance objectives will support the needs of the district and the immediate needs of the campus.	Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students will pass all STAAR tests.
<p>Strategy:</p> <p>Basic Federal and State Mandated Testing Program - Hull-Daisetta High School 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) program for high school will measure English Language Arts (ELA), Math, Science and Social Studies through the 5 End-Of-Course (EOC) assessments.</p> <p>The STAAR program is aligned with the State-Adopted Curriculum, the Texas Essential Knowledge and Skills (TEKS). Students will be administered the appropriate grade-level and subject-area STAAR tests in line with the state issued Student Assessment Calendar.</p>	1/2017 - 6/2017	Principal - Quinn Godwin	Local Funds - Assessment Instruments	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 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:  Accelerated Instruction [TI, A SW #2, #9] - Hull-Daisetta High School 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 perform at grade level at the conclusion of the next regular school term.	8/2016 - 5/2017	Principal - Quinn Godwin	Coordinated Local, State and Federal Funding - Time Contributions of Faculty and Staff  State - State Compensatory Education (SCE) - Extra Duty Pay for Response to Intervention Program  <p style="text-align: right;"><b>\$4,852.54</b></p>		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.	Documentation :Student Records - 05/17: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented.

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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: "Students at Risk of Dropping out of School" Assessment - Hull-Daisetta High School 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) if the student is in grade 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;  (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) NA;  (5) is pregnant or is a parent;  (6) has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;	8/2016 - 5/2017	Counselor - Shawntel Cunningham	Local Funds - Assessment Instruments	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.	Documentation :Student Records - - 05/17: 100% of At-Risk students are identified in a timely manner and appropriate programs and interventions are implemented.

<p><b>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, #9) [TEC §4.001 (b)(2)(4)]</b></p> <p>Objective(s): 9th-12th      An appropriate curriculum will be provided to all students regardless of individual educational needs.</p>						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>(7) has been expelled in accordance with Section 37.007 during the preceding or current school year;</p> <p>(8) is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>(9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;</p> <p>(10) is a student of limited English proficiency, as defined by Section 29.052;</p> <p>(11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</p> <p>(12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or</p> <p>(13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</p>						

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Tutorial Program - Tutorials are provided to assist students with subject mastery. All teachers offer assistance for 30 minutes biweekly to students who are at risk of either failing a course during the semester or failing a STAAR test.  A STAAR Acceleration class is available for students who need additional assistance to pass a STAAR EOC exam  After School tutorials are offered for 2 days a week for a period of four weeks before the STAAR tests in the spring.	8/2016 - 5/2017	Principal - Quinn Godwin	State - State Compensatory Education (SCE) - Extra Duty Pay for After School Tutorials <p style="text-align: right;"><b>\$10,261.24</b></p> State - State Compensatory Education (SCE) - Time Contributions of STAAR Acceleration Teacher FTE: 0.14 <p style="text-align: right;"><b>\$7,883.53</b></p> State - State Compensatory Education (SCE) - Study Island Site License <p style="text-align: right;"><b>\$900.00</b></p>	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.	Students "at risk of dropping out of school" are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will pass all area STAAR tests.
Activity: Summer School - Instruction in core subject areas 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 tests, or failure to meet minimum expectations in a core subject area during the school year. Summer school duration is four weeks.	June 2017	Principal - Quinn Godwin	State - State Compensatory Education (SCE) - Extra Duty Pay for Summer School Program Staff <p style="text-align: right;"><b>\$10,261.24</b></p> Federal - Title I, Part A - Summer School Transportation Costs <p style="text-align: right;"><b>\$508.00</b></p> Federal - Title II, Part A (TPTR) - Summer School Supplies <p style="text-align: right;"><b>\$343.00</b></p>		Increased student achievement.	Informal Assessment :Classroom Assessments - - 06/17: 90% of students will pass campus benchmark tests in core subject areas.
Activity: Credit Recovery Program - A Credit Recovery Software program is available for students who need to make up lost credits in order to graduate on time.	8/2016 - 5/2017	Principal - Quinn Godwin	State - State Compensatory Education (SCE) - Credit Recovery Program Site License <p style="text-align: right;"><b>\$2,500.00</b></p>		Increased student achievement.	Informal Assessment :Classroom Assessments - - 05/17: 100% of students will recover lost credits in core subject areas and be on time to graduate.

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Objective(s): 9th-12th      An appropriate curriculum will be provided to all students regardless of individual educational needs.

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity: Writing Lab - A supplemental Writing program will be available for students who are at risk because of not meeting the standard on the English I or English II EOC exam. Students will be given opportunities to apply writing strategies to a variety of practical situations.</p>	8/2016 - 5/2017	Principal - Quinn Godwin English Teacher - Angela Taylor English Teacher - Dennis Warren	State - State Compensatory Education (SCE) - Time Contributions of English Staff FTE: 0.29 <b>\$13,328.79</b>  Federal - Title I, Part A - Writng Instruction Site License <b>\$4,500.00</b>	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 the STAAR EOC English I and English II exams.
<p>Activity: Double Block Math - Students in need of additional instruction in Math will receive a double block of instruction in Algebra I. This extended time period will allow students to receive more individualized assistance in a small group setting and to spend more time on task with their regular teacher.  A Math aide is available to provide individualized instruction under the direction of the classroom instructor.</p>	8/2016 - 5/2017	Principal - Quinn Godwin Math Teacher - Jared Merendino	State - State Compensatory Education (SCE) - Time Contribution of Algebra Teacher FTE: 0.29 <b>\$15,772.58</b>  Federal - Title I, Part A - Time Contribution of Math Aide FTE: 1.00 <b>\$17,658.22</b>	Informal Assessment :Classroom Assessments - - 12/16: 80% of all students will pass appropriate benchmark tests.	Increased student achievement.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will pass the STAAR EOC Algebra I exam.
<p>Strategy: Special Education Program - Special education services are provided to eligible students in accordance with all applicable Federal law and regulations, State statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan under Part B of the Individuals with Disabilities Education Act (IDEA).</p>	8/2016 - 5/2017	Principal - Quinn Godwin Director of Special Services and Curriculum - Teresa Camp	State - State Special Education Block Grant - Time Contributions of Special Education Staff <b>\$363,917.00</b>	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.	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 High School uses the following assessments:  * Woodcock-Johnson III * Wechsler Intelligence Scale for Children (WISC) * Wechsler individual Achievement Test (WIAT) * Universal Nonverbal Intelligence Test (UNIT) * Gillian Autism Rating Scale (GARS) * Gray Oral Reading Test (GORT) * Kaufman Assessment Battery for Children, Second Edition (KABC-II)	8/2016 - 8/2017	Principal - Quinn Godwin  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.

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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>
* WJ III Test of Achievement * WISC Non-Verbal * Comprehensive Assessment of Spoken Language (CASL)  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.  Activity: Special Education 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 a Life Skills class and an Adaptive Behavior unit.	8/2016 - 5/2017	Principal - Quinn Godwin Director of Special Services and Curriculum - Teresa Camp	Coordinated Federal, State and Local Funding - Time Contributions of SPED Support Staff	Informal Assessment :Classroom Assessments - - 12/16: 80% of the students with disabilities will meet their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	Informal Assessment :Classroom Assessments - - 05/17: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.

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Activity: Related Services - Hull-Daisetta High School ensures that students with disabilities who require related services receive the kind and amount necessary to assist the student to benefit from Special Education services, as well as general education activities and classes.  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.  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, Psychological Services, Visually Impaired Services, Auditorially Impaired Services and Special transportation.  These services are provided by the Liberty County Special Education Co-op, which includes Hull-Daisetta ISD as a member.	8/2016 - 5/2017	Principal - Quinn Godwin Director of Special Services and Curriculum - Teresa Camp	Coordinated Local, State and Federal Funding - Time Contributions of Related Services Staff		Students with disabilities involved in an educational process that ensures they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Documentation :Student Records - - 05/17: 100% of the students with disabilities are receiving Related Services, as dictated in their IEPs.



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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Transition Services - Hull-Daisetta ISD provides students with disabilities requisite transition services and plans in keeping with TEC §29.0111; TAC §89.1055.  1) Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program).  2) Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.  When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition and that the student will be invited. Students and parents are provided with transition planning information prior to the ARD committee meeting.	8/2016 - 5/2017	Principal - Quinn Godwin Director of Special Services and Curriculum - Teresa Camp	Coordinated Local, State and Federal Funding - Time Contributions of Faculty and Staff		Students with disabilities are involved in a comprehensive and holistic educational system and process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet, and that their transition from school to work will provide them equitable opportunities to become self-sufficient.	Documentation :Student Records - - 05/17: Monitoring of students participating in Transition activities indicate that all elements are being implemented as dictated by regulation and IEPs.

**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, #9) [TEC §4.001 (b)(2)(4)]**  
 Objective(s): 9th-12th      An appropriate curriculum will be provided to all students regardless of individual educational needs.

<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Strategy:                      English as a Second Language (ESL) Program - Hull-Daisetta High School offers an ESL Program as needed to enable limited English proficient students to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of second language methods. The ESL Program emphasizes the mastery of English language skills, as well as Math, Science and Social Studies, as integral parts of the academic goals for all students to enable limited English proficient students to participate equitably in school.</p>	<p>8/2016 - 5/2017</p>	<p>Director of Special Services and Curriculum - Teresa Camp</p>	<p>Federal - Title III, Part A, Language Instruction for LEP and Immigrant Students - Region V Bilingual Co-op  <span style="float: right;"><b>\$586.00</b></span></p>	<p>See Activities below.</p>	<p>Narrowing the achievement gap between LEP students and non-LEP students.</p>	<p>See Activities below.</p>

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>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.</p> <p>Agency-approved oral and written English language proficiency tests are administered to students to provide information needed for identification, placement and re-designation of English language learners (ELLs).</p> <p>The Texas English Language Proficiency Assessment System (TELPAS) is to be administered to LEP students in grades 9 – 12. This is a multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments.</p> <p>The Language Proficiency Assessment Committee (LPAC) – comprised of a professional bilingual educator, a professional transitional language educator, a parent of a limited English proficiency (LEP) student who is not employed by the district, and a campus administrator – prescribes the appropriate ESL or Bilingual intervention.</p>	8/2016 - 5/2017	Principal - Quinn Godwin Director of Special Services and Curriculum - Teresa Camp	Local Funds - Assessment Instruments  Coordinated Local, State and Federal Funding - Time Contribution of Staff	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: 80% of students passing formal and informal assessment instruments.  Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will pass all appropriate subject-area STAAR tests.

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<b>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, #9) [TEC §4.001 (b)(2)(4)]</b> Objective(s): 9th-12th      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: LEP Modifications - LEP students are served in the ESL Program as dictated by TEC Sections 29.053 and 29.063.  Based on LPAC prescription, Hull-Daisetta High School LEP students participate in a 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 on 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.  The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement.	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	State - Bilingual Supplemental Block Grant - Time Contribution of Staff  <p style="text-align: right;"><b>\$7,171.00</b></p>	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.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will pass all appropriate subject-area STAAR tests.

<b>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, #9) [TEC §4.001 (b)(2)(4)]</b> Objective(s): 9th-12th      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: LEP Exit Criteria - Exit criteria are applicable to students in grades 9 – 12 who are identified as Bilingual, ESL or Parental Denials. A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.  To exit from an ESL program, a student may be classified as English proficient at the end of the school year in which a student would be able to participate equally in a regular, all-English, instructional program.  The LPAC reviews each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement. The following criteria will be used to determine whether a student is academically successful: * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable and * the student has passing grades in all core academic subjects and courses taken.  The LPAC will monitor students who exit the ESL program for two years. The scores from state approved achievement test(s) - if administered, criterion-referenced tests in reading and/or writing, local assessments, English proficiency tests, teacher observations, parental viewpoints and records noting academic progress will be used. If the student demonstrates inadequate English proficiency at any time	8/2016 - 5/2017	Director of Special Services and Curriculum - Teresa Camp	State - Bilingual Supplemental Block Grant - Time Contribution of Staff	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus benchmark tests.	Students exiting LEP designation by LPAC.  Narrowing the achievement gap between LEP students and non-LEP students.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will pass all appropriate subject-area STAAR tests.

<b>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, #9) [TEC §4.001 (b)(2)(4)]</b> Objective(s): 9th-12th      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>
during the two year monitoring period, the student will be readmitted to the ESL program as prescribed by the LPAC.  Strategy: Dyslexia Program - Hull-Daisetta ISD will provide for the treatment of any student determined to have dyslexia or a related disorder, as defined below.  "Dyslexia" means a disorder of constitutional origin manifested by a difficulty in learning to read, write, or spell, despite conventional instruction, adequate intelligence and socio-cultural opportunity.  "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.	8/2016 - 5/2017	Dyslexia Director - Louellen Fuller	Local Funds - Time Contributions of Staff	See Activities below.	Students participating in the Dyslexia Program will be performing equally with their non-Dyslexic peers.	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. Students 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 assessments include: * CTOPP—Comprehensive Test of Phonological Processing * Gray Oral Reading Test * Woodcock Reading Mastery Test * TWS-4—Test of Written Spelling  The Section 504 Committee receives the results of the evaluation and determines the most appropriate instruction program for the student and develops an individual education plan for them that include modifications or accommodations as needed. 504 meetings are held yearly and parents are welcome to attend.	8/2016 - 5/2017	Dyslexia Director - Louellen Fuller	Local Funds - Assessment Instruments	Informal Assessment :Classroom Assessments - - 12/16: 100% of students will have made appropriate progress through the Dyslexia program, as reflected in student grade reports.	Dyslexia services to students are not delayed; the students' needs are accurately diagnosed and special programs and modifications are reflective of each student's need.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will pass all STAAR ELA tests.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Dyslexia Modifications - At Hull-Daisetta High School, students who are identified as dyslexic are provided a reading intervention program that is individualized to meet the unique learning needs of the student. Students will receive dyslexia therapy once a week for one hour.  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.  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.	8/2016 - 5/2017	Dyslexia Director - Louellen Fuller	Local Funds - Time Contribution of Staff	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.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will pass all STAAR ELA tests.



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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>504 Students - Students classified as 504 are those who have a physical or mental impairment which limits a major life activity such as learning, self-care, walking, seeing, hearing, speaking, breathing, working and performing manual tasks, as well as an academic need. Assessments are administered if students are demonstrating chronic difficulties unresponsive to intervention strategies to determine need for ARD or 504 determinations.</p> <p>The educational program for a Section 504 student will be modified to meet the individual needs as identified by assessment data.</p> <p>Testing Accommodations may include the following: Individual or small group administration, projection devices, manipulating tests materials, oral/signed administration, extra time, large print, transcription, 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 Local, State and Federal Funding - Time Contributions of Staff and Faculty		504 students receiving an equitable education compared to their non-504 peers.	Documentation :Student 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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<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	Director of Special Services and Curriculum - Teresa Camp	State - State Gifted and Talented Block Grant - Time Contributions of Faculty and Staff  <div style="text-align: right;"><b>\$11,945.00</b></div>	See Activities below.	G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	See Activities below.

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<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: G/T Assessment - New students are identified for eligibility and nominated for the G/T program during the Spring for the following year. Transfer students are identified within 10 days of enrollment.  Students go through a nomination and assessment process for G/T identification that includes a minimum of 3 appropriate criteria that use both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students (19 TAC §89.1).  Assessment instruments include: 1) Portfolios 2) Teacher Recommendations 3) Parent Nomination 4) Torrance Tests of Creative Thinking 5) SAGES 2 –Screening Assessment for Gifted Elementary and Middle School Students 6) Parent and Teacher Assessment Forms  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		G/T students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.	Documentation :Student Records - - 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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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>G/T Modifications - The G/T Program at Hull-Daisetta High School offers differentiated instruction to identified G/T students in Language Arts, Math, Science and Social Studies, within the regular Foundation program.</p> <p>The following classes are offered in the G/T Program:</p> <p>Pre- Advanced Placement Classes include            * Algebra            * Pre-calculus            * English II</p> <p>Advanced Placement classes include            * English III and IV            * Calculus</p> <p>Dual Credit Classes are also offered which allow students to receive both High School credit and College credit for these courses. These include</p> <ul style="list-style-type: none"> <li>* Us History – Grade 11</li> <li>* Psychology – Grades 11 and 12</li> <li>* Sociology – Grades 11 and 12</li> <li>* Government – Grade 12</li> <li>* Economics – Grade 12</li> <li>* English – Grade 12</li> </ul> <p>Strategy:</p> <p>Ancillary Services - Hull-Daisetta High School provides Ancillary Services or "related services" to students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.</p>	<p>8/2016 - 5/2017</p>	<p>Director of Special Services and Curriculum - Teresa Camp</p>	<p>Local Funds - Time Contribution of Staff</p>	<p>Informal Assessment :Classroom Assessments - - 12/16: Teacher records indicate that 90% of the G/T students are performing in line with district expectations.</p>	<p>Gifted/Talented students identified in a timely basis and provided the appropriate educational program and enrichment activities to ensure maximum performance.</p>	<p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of G/T students will pass all STAAR tests.</p>
<p>Ancillary Services - Hull-Daisetta High School provides Ancillary Services or "related services" to students to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.</p>	<p>8/2016 - 5/2017</p>	<p>Principal - Quinn Godwin</p>	<p>Coordinated Local, State and Federal Funding - Time Contributions of Ancillary Staff</p>	<p>Documentation :School Records - 12/16: 80% of students referred for Ancillary Services will have been served as indicated in campus records.</p>	<p>All students and all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field."</p>	<p>Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students will pass all STAAR tests.</p>

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<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Counseling Services - The School Counselor's responsibilities include:</p> <ul style="list-style-type: none"> <li>* 1:1 review of STAAR scores with students scoring below district expectations;</li> <li>* 1:1 and small group counseling sessions;</li> <li>* Focused informal groups- behavior, attendance;</li> <li>* Assistance with testing coordination;</li> <li>* Class presentations on health, communication, drug and alcohol abstinence, behavior and safety related issues;</li> <li>* STAAR presentations;</li> <li>* Responsive services and</li> <li>* Individual student planning.</li> </ul> <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"> <li>* Diagnostic/Prescriptive Services;</li> <li>* Coordination of Services- Academic and Related Services;</li> <li>* Child Find Activities;</li> <li>* ARDs;</li> <li>* Parent Training;</li> <li>* Student Planning and Transition Services and</li> <li>* Training Hull-Daisetta High School Foundation Staff on Modifications for Special Education Students.</li> </ul> <p>Activity:</p> <p>Library Services - A Library-Media Services program is available for the High School campus. Available resources include:</p> <ul style="list-style-type: none"> <li>* Full-scale Library facilities available to all students;</li> <li>* Computers with internet access;</li> <li>* Accelerated Reader Program and</li> <li>* Tech Support.</li> </ul>	<p>8/2016 - 5/2017</p>	<p>Counselor - Shawntel Cunningham</p>	<p>Local Funds - Time Contribution of Counselor</p>	<p>Documentation :Counselor Records - - 12/16: The Counselor's records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselor has completed the Calendar of Events and Activities for the first semester and has appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.</p>	<p>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>	<p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will pass all STAAR tests.</p>
<p>Activity:</p> <p>Library Services - A Library-Media Services program is available for the High School campus. Available resources include:</p> <ul style="list-style-type: none"> <li>* Full-scale Library facilities available to all students;</li> <li>* Computers with internet access;</li> <li>* Accelerated Reader Program and</li> <li>* Tech Support.</li> </ul>	<p>8/2016 - 5/2017</p>	<p>Principal - Quinn Godwin</p>	<p>Local Funds - Time Contributions of Librarian</p>	<p>Documentation :School Records - - 12/16: All Hull-Daisetta High School students have access to the Library on a regularly scheduled basis.</p>	<p>The Hull-Daisetta High School 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.</p>	<p>Documentation :School Records - - 05/17: Librarian and Teacher records indicate that 100% of the students have participated in Library activities.</p>

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<b>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)]</b>						
Objective(s): 9th-12th Decrease dropout rate.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<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>Hull-Daisetta High School will focus on intervention and proactive strategies for students with previous attendance problems to insure improvement in their behavior.</p> <p>Hull-Daisetta High School has set in place procedures and strategies to increase student attendance. Attendance will be monitored daily and parents will receive a daily call home if students are absent. Letters will be sent to parents whose students who have a pattern of excessive absences and teacher/parent conferences will be held. Home visits will be conducted and truant officers will be contacted as deemed necessary. Saturday School will be available for students to make up lost attendance.</p> <p>Students will be provided with opportunities to make up any work that was missed during absences.</p> <p>Attendance Incentives include semester exemptions from tests, Certificates, Award Assemblies, Classroom Ribbons and Drawings.</p>	8/2016 - 5/2017	Principal - Quinn Godwin	<p>Local Funds - Time Contributions of Faculty and Staff</p> <p>Local Funds - Awards and Diplomas</p>	<p>Documentation :Agendas, Sign-in Sheets, Minutes - 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>Documentation :Parent Contact Logs - 12/16: Communication with at least 95% of the parents/guardians of students who are absent daily; Contact with 100% of parents/guardians of students who have excessive absences.</p>	<p>Through the use of positive reinforcements, Hull-Daisetta High School faculty will encourage academic growth and increased student attendance.</p>	<p>Documentation :Attendance Records - 05/17: Attendance records will indicate that all students and all student groups have an attendance rate of not less than 95%. Student groups whose attendance rates have been higher will meet or exceed those rates.</p> <p>Documentation :Parent Contact Logs - 05/17: Contact with 100% of parents/guardians of students who have excessive absences.</p>

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Objective(s): 9th-12th Decrease dropout rate.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Dropout Prevention Program (TI. A SW #2, #9) - Through enhanced dropout prevention efforts, 100% of Hull-Daisetta High School students will remain in school until they obtain a diploma. All students will have personal graduation plans, and programs such as tutorials, academic support, pull-out classes and mentoring are available to assist struggling students.	8/2016 - 5/2017	Principal - Quinn Godwin	Coordinated Local, State and Federal Funding - Time Contributions of Staff and Faculty	Documentation :Attendance Records - 01/17: Attendance rate at 95%, or above.  Informal Assessment :Classroom Assessments - 01/17: 80% of students will pass campus benchmark tests in all subjects.	Maintain Hull-Daisetta High School dropout rate of 0.0%.	Documentation :Attendance Records - 05/17: 10% increase in attendance.  Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students will pass all STAAR tests.

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Objective(s): 9th-12th Decrease dropout rate.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
<p>Activity:</p> <p>Pregnancy Related Services - Pregnant students are eligible to receive Pregnancy Related Services (PRS) as verified by a responsible campus official (administrator, nurse, or counselor); a physician or nurse midwife licensed to practice in the U.S.; or a nurse practitioner. Hull-Daisetta ISD will continue to identify and collect documentation on pregnant students. Documentation will include verification of pregnancy; copies of ARDs and IEPs, if applicable; PRS entry date; date of delivery, and PRS exit date.</p> <p>The district will also provide Compensatory Education Home Instruction (CEHI) for any identified pregnant students. The certified teacher serving as the CEHI instructor will maintain a log of home instruction during the days or weeks the students receives CEHI.</p> <p>Counseling services are provided for the students, staff, and parents. They include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities, and coping skills.</p> <p>Strategy:</p> <p>Extracurricular Activities - Hull-Daisetta High School offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in.</p>	<p>8/2016 - 5/2017</p>	<p>Principal - Quinn Godwin</p>	<p>Local Funds - Time Contributions of CEHI Instructor</p>	<p>Documentation :Attendance Records - - 01/17: Attendance rate at 95%, or above.</p> <p>Informal Assessment :Classroom Assessments - - 01/17: 80% of students will pass campus benchmark tests in all subjects.</p>	<p>Students who are pregnant or are parents will have the same opportunity to meet the challenging State student performance standards that all students are expected to meet.</p>	<p>Documentation :Attendance Records - - 05/17: 10% increase in attendance.</p> <p>Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will pass all appropriate grade-level and subject-area STAAR tests.</p>
<p>Extracurricular Activities - Hull-Daisetta High School offers a variety of extracurricular activities to allow students to pursue interests they are talented and/or interested in.</p>	<p>8/2016 - 5/2017</p>	<p>Principal - Quinn Godwin</p>	<p>Local Funds - Time Contributions of Staff</p>	<p>Informal Assessment :Classroom Assessments - 12/16: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>	<p>All students have an opportunity to participate in UIL competitions.</p> <p>Students will become more diversified, goal-oriented and well-rounded individuals.</p>	<p>Informal Assessment :Classroom Assessments - 05/17: Students participating in UIL competitions will have achieved a score of no less than 70 on core academic classes. (No Pass, No Play)</p>



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Objective(s): 9th-12th Decrease dropout rate.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Activity: Athletics - A comprehensive Athletic program is available at Hull-Daisetta High School, ensuring that each student has an opportunity to pursue the sport(s) in which they are most talented and/or interested. Students are encouraged to participate in UIL athletic competition.  Sports available include Football, Boys and Girls Basketball, Volleyball and Boys and Girls Track. Cheerleading is also offered at the High School.	8/2016 - 6/2017	Athletic Director - Stan Hodges	Local Funds - Time Contributions of Coaching Staff	Informal Assessment :Classroom Assessments - - 12/16: Students participating in sports will achieve a score of no less than 70 for their participation in the sports class and no less than a 70 on core academic classes the same semester. (No Pass, No Play)	Diversified students.	Informal Assessment :Classroom Assessments - - 05/17: Students participating in sports will achieve a score of no less than 70 for their participation in the sports class and no less than 70 in each core academic class the same semester. (No Pass, No Play)
Activity: Music Program - Hull-Daisetta High School students have the opportunity to participate in Hull-Daisetta High School Band. Students will participate in concerts periodically throughout the year and UIL competitions.	8/2016 - 5/2017	Band Director - Cody Cunningham	Local Funds - Time Contributions of Band Staff		Increase in number of UIL Awards.  Diversified students.	Documentation :Student Records - - 05/17: Increase in the number of UIL participants from the prior year.
Activity: UIL Competitions - Hull-Daisetta High School School's U.I.L. activities are available to students to ensure they develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents, social skills and leadership. Students are recruited and encouraged to participate in all the extra curricular activities that are available.	8/2016 - 5/2017	Principal - Quinn Godwin	Local Funds - Time Contribution of Staff		Increase in number of UIL Awards.  Diversified students	Documentation :Student Records - - 05/16: Increase in the number of UIL participants from the prior year.

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<b>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)]</b>						
Objective(s): 9th-12th Decrease dropout rate.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Activity: Clubs and Organizations - Hull-Daisetta High School students have a variety of clubs and organizations available to them to ensure they develop into goal-oriented and well rounded individuals, and develop social skills and leadership skills. These organizations include Christian Students' Union, Student Council, Yearbook, FFA and Beta.	8/2016 - 5/2017	Principal - Quinn Godwin	Local Funds - Club Resources		Diversified students.	Documentation :Student Records - - 05/17: Increase in the number of participants in clubs and organizations.

**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): 9th-12th Offer increased CTE opportunities to all students.

<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>

<b>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)]</b> Objective(s): 9th-12th Offer increased CTE opportunities to all students.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Career Guidance and Counseling (TI, A SW #10) - The Counselor will assist students in monitoring and understanding their own development. Areas addressed include:  * Education: Acquisition of study skills and choosing appropriate programs and services and  *Personal-Social: Development of healthy self-concepts and development of adaptive and adjustive social behavior.  The Counselor will be responsible for disseminating the following information to students, students' teachers and students' parents:  1) Higher education admissions and financial aid opportunities (Sources of information on higher education admissions and financial aid, are provided to ensure that all students have an equal opportunity to participate in higher education.);  2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56;  3) The need for students to make informed curriculum choices to be prepared for success beyond high school;  4) Source of information on higher education admissions and financial aid; and  5) Opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits.  The Counselor will be responsible for collaborating with parents,	8/2016 - 5/2017	Counselor - Shawntel Cunningham	Local Funds - Time Contributions of Counselor	Documentation :Lesson Plans - 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.	Documentation :Student Records - 05/17: All students complete High School with ideas of potential careers and goals to prepare themselves with successful post High School studies.

<b>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)]</b> Objective(s): 9th-12th Offer increased CTE opportunities to all students.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
community members and business representatives to provide students with an opportunity to meet and interact with people working in a variety of exciting careers through Career Day, as well as, to visit technical or academic institutions of higher learning through College Days.  Activity:  Career and Technical Education [TI, A SW #10] - -Hull-Daisetta ISD offers CTE programs at the High School level in line with the State's CTE Goals and the State's CTE Plan (TEC Sections 29.181 and 29.182) to ensure that each student will master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and gaining entry-level employment in a high-skill, high-wage job or continuing the student's education at the postsecondary level.  Academic TEKS are integrated into the Career and Technology TEKS through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.	8/2016 - 5/2017	Principal - Quinn Godwin	State - State Career and Technology Education Block Grant - Time Contributions of CTE Staff  <span style="float: right;"><b>\$412,174.00</b></span>  Federal - Carl D. Perkins Vocational & Applied Technology - CTE Supplemental Instructional Resources  <span style="float: right;"><b>\$5,078.00</b></span>	Informal Assessment :Classroom Assessments - - 12/16: 70% of all students and all student groups participating in High School Career and Technology classes will be at least at 70% content mastery for each course.	All students and all student groups are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.  Students will be exposed to the career opportunities available so that they, along with their parents may make informed decisions regarding their course of study.	Informal Assessment :Classroom Assessments - - 05/17: High School students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.

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<b>Goal: 5 Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</b> Objective(s): 9th-12th Provide relevant staff development training to all teachers.						
<b>Implementation: Reform Methodologies, Strategies and Activities</b>	<b>TimeLine</b>	<b>Person(s) Responsible</b>	<b>Resources / Allocation</b>	<b>Formative Evaluation</b>	<b>Expected Outcome</b>	<b>Summative Evaluation</b>
Strategy: Professional Development Program [TI, A SW #4, #5] - HDISD provides campus-level programs and activities for developing a professional staff to effectively meet the needs of "All" students, i.e., students meeting the State-adopted "at-risk" criteria, 504 students, LEP students, students with disabilities, G/T, etc., training that few received in college, developing professionals with the prerequisite skills for working with and teaching all of HDISD students.	8/2016 - 5/2017	Principal - Quinn Godwin	Local Funds - Time Contributions of Staff and Faculty	Documentation :Professional Development Documents - 12/16: A professional development program designed to meet the needs of the Hull-Daisetta High School.	A Professional Development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Documentation :Agendas, Sign-in Sheets, Minutes - 05/17: Hull-Daisetta High School and the SBDMC will have reviewed the list of PD activities determining that 100% of the teachers and paraprofessionals have participated in activities that support their individual needs.
Activity: Professional Development in Core Subject Areas - The staff will be provided resources and ongoing and sustained staff development on research-based strategies and activities in the core subject areas. Selected staff members will attend workshops and then return to the campus to share that information with the remaining staff, with follow-up meetings planned to evaluate the implementation and success of the various programs.  Professional Development activities include:  * Classroom Management * Math and Reading Instructional Coaches * ESL Certification Training	8/2016 - 5/2017	Principal - Quinn Godwin Director of Special Services and Curriculum - Teresa Camp	Federal - Title I, Part A - Contracted Instructional Coaches <p style="text-align: right;"><b>\$12,246.00</b></p> Federal - Title II, Part A (TPTR) - Certification and Testing Fees <p style="text-align: right;"><b>\$953.00</b></p>	Informal Assessment :Classroom Assessments - - 12/16: 80% of students will pass campus TEKS-based benchmark tests.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will pass all STAAR tests.
Strategy: Professional Development Evaluation - The Hull-Daisetta High School 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.	8/2016 - 5/2017	Principal - Quinn Godwin	Coordinated Local, State and Federal Funding - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments - 12/16: 80% of students will pass campus TEKS-based benchmark tests.	Increased Student Achievement	Criterion-Referenced Test :STAAR Tests - 05/17: 100% of students will pass all STAAR tests.

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<b>Goal: 5      Qualified and highly effective personnel will be recruited, developed and retained, with educators keeping abreast of the development of creative and innovative techniques in instruction and administration, using those techniques as appropriate to improve student learning. (TI, A SW #3, #4, #5) [TEC §4.001 (b)(6)(9)]</b>						
Objective(s): 9th-12th      Provide relevant staff development training to all teachers.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Strategy:</p> <p>Recruitment and Retention Initiatives [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 High School has 100% Fully Certified faculty in each teaching position, as defined by state law.</p> <p>Hull-Daisetta High School ensures professional development opportunities are available for staff to be able to maintain and enhance their certified status.</p> <p>Hull-Daisetta High School offers a signing bonus for critical core subject area teachers (i.e. Math, Science and Spanish).</p> <p>Hull-Daisetta High School offers a local increment of \$5,000 above state base to all certified teachers, as well as reimbursement for Teacher Certification fees. All teachers must be Fully Certified or enrolled in an Alternative Certification program prior to employment at Hull-Daisetta High School.</p> <p>New Teachers will be assigned a mentor to provide assistance.</p>	8/2016 - 5/2017	Principal - Quinn Godwin	Federal - Title II, Part A (TPTR) - Signing Bonuses for Math Teachers <p style="text-align: right;"><b>\$12,247.49</b></p> Federal - Title II, Part A (TPTR) - Signing Bonuses for Science Teachers <p style="text-align: right;"><b>\$10,206.24</b></p> Federal - Title II, Part A (TPTR) - Signing Bonus for Spanish Teacher <p style="text-align: right;"><b>\$2,041.25</b></p>		100% Fully Certified Faculty.	Documentation :Human Resources Records - 05/17: 100% Fully Certified Faculty.

<b>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, #2)</b> <b>[TEC §4.001 (b)(10)]</b> Objective(s): 9th-12th      Utilize technology to increase student achievement.						
<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 Enriched Curriculum (TI, A SW #1, #2) - The results of a comprehensive needs assessment indicate the need to expand the internet capacity and wireless network coverage.  Classroom teachers provide technology-enriched curriculum utilizing the vast array of on-line educational and educational-research sites, including those that are research forums, informational, teacher-facilitated, University-facilitated and Federal-facilitated.	8/2017 - 5/2017	Principal - Quinn Godwin  Technology Director - Justus Cook	Local Funds - Time Contribution of Staff		The educational system of Hull-Daisetta High School will be expanded to include a technological infrastructure with state of the art hardware and software systems that will support the educational growth of students, faculty, parents and community members.	Documentation :School Records - 05/17: Appropriate hardware and software will be available in classrooms, labs and library so that teachers may integrate technology into instruction.



<b>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, #2)</b> <b>[TEC §4.001 (b)(10)]</b> Objective(s): 9th-12th Utilize technology to increase student achievement.						
<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: Integrating Technology - Hull-Daisetta High School 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 Study Island and Renaissance Learning, to support student learning within the classroom for drill and reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles and self-paced progression.  2) Using computer software and Internet access to support instruction, teachers' access websites to introduce lessons, extend lessons and provide demonstrations to teach or support a lesson.  3) Instructional management software tools such as Class Assessments and IEPs are used in the classroom, allowing teachers to track student performance as it relates to the TEKS, STAAR and/or reading comprehension skills.	8/2016 - 5/2017	Principal - Quinn Godwin	State - State Compensatory Education (SCE) - Technology Resources - Renaissance Learning Site License  \$7,256.00	Documentation :Lesson Plans - - 12/16: Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.	Increasing numbers of teachers using the Internet and software systems to integrate technology into instruction.  Special Populations students like Special Education students and G/T students benefiting from the differentiation of instruction and enrichment activities that meet their specific needs.  An educational system that is strengthened by utilizing Technology as an integral component.	Criterion-Referenced Test :STAAR Tests - - 05/17: 100% of students will pass all STAAR tests.

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<b>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, #2)</b> <b>[TEC §4.001 (b)(10)]</b> Objective(s): 9th-12th      Utilize technology to increase student achievement.						
<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>Technology Policies - Every Hull-Daisetta High School faculty member, student and parent having access to Hull-Daisetta High School computers, networked, Internet connected - or not, must have on file an Authorized User Permission (AUP) form. Students' AUP must be signed by the students and a parent or legal guardian, as well as a Parent Permission Form.</p> <p>Hull-Daisetta High School is in compliance with the Children's Internet Protections Act (CIPA). Under the CIPA, Hull-Daisetta High School has developed an Internet Safety Policy that ensures technology measures are in place to block or filter internet access of inappropriate or harmful activities to minors and adults. For more information, see the Hull-Daisetta ISD School Board Policy CQ (Local).</p>	8/2016 - 6/2017	Principal - Quinn Godwin	Local Funds - Technology Policy Resources	Documentation :Student Records - - 08/16: 100% of the students at Hull-Daisetta High School that will have access to the Internet will have an Acceptable Use Policy and Parental Permission form signed and on file.	Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.	Documentation :School Records - - 06/17: No incidents of students breaking the Acceptable Use Policy.

**Goal: 7** Hull-Daisetta High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating a 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): 9th-12th Prevent violence in the school system.

<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><b>Goal: 7</b>      <b>Hull-Daisetta High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating a 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)]</b></p> <p>Objective(s):    9th-12th                  Prevent violence in the school system.</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"> <li>1. A nutrition program that adheres to the U.S. Dietary Guidelines for Americans and the Texas Nutrition Policy;</li> <li>2. Health services designed to ensure access to primary health care while simultaneously stressing the importance of preventative health care;</li> <li>3. A healthy and safe school environment that is physically, aesthetically and psychosocially conducive to student achievement and well-being;</li> <li>4. Counseling services designed to improve the mental, emotional and social health of students;</li> <li>5. Opportunities for campus and district staff to improve their personal health through health education and fitness activities;</li> <li>6. School, parent and community involvement in the health and well-being of students;</li> <li>7. A physical education curriculum that integrates mental and physical learning experiences to promote optimum overall student health and social development; and</li> </ol>	7/2016 - 6/2017	<p>Principal - Quinn Godwin</p> <p>School Nurse - Laurie Williamson</p> <p>Counselor - Shawntel Cunningham</p>	<p>Local Funds - Time</p> <p>Contribution of Staff and Faculty</p>	<p>Informal Assessment</p> <p>:Classroom Assessments - 12/16: 80% of students will be meeting or exceeding minimum expectations on health and fitness related benchmark assessments.</p> <p>Document(s) :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>Students' academic achievement, behavior and attitudes will improve as a result of living a healthier lifestyle.</p>	<p>Document(s) :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>

<p><b>Goal: 7</b> Hull-Daisetta High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating a 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): 9th-12th Prevent violence in the school system.</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>8. A health education curriculum that focuses on the personal (mental, physical, emotional) and social aspects of health.</p> <p>Strategy: Safe School Initiatives (TI, A SW #10) - In an effort to promote "Safe Schools", Hull-Daisetta High School will promote special initiatives and activities that support the Safe School environment. Activities include:</p> <ul style="list-style-type: none"> <li>* Campus Safety Rules</li> <li>* Campus Dress Code</li> <li>* Campus Discipline Code</li> <li>* CPI (Crisis Prevention and Intervention Program)</li> <li>* Sexting (Electronic Abuse)</li> <li>* Regularly scheduled fire drills</li> <li>* Professional Development for Staff - Crisis Prevention/Intervention which provides training on how to safely manage disruptive and assaultive behavior.</li> <li>* Visitor check-ins/badges</li> <li>* Dating Violence Policy (see Board Policy FFH-Local)</li> </ul>	8/2016 - 5/2017	Principal - Quinn Godwin	Local Funds - Time Contribution of School Security	Documentation :School Records - 12/16: A log for emergency drill and safety inspections has been established and updated on a regular basis.	Community and parental commitment to a "Safe School" environment promoting student learning and the positive development of our students into responsible and concerned citizens.	Documentation :Discipline Records - 05/17: Improved discipline in the classroom and reduced number of referrals per year.

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**Goal: 7** Hull-Daisetta High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating a 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)]

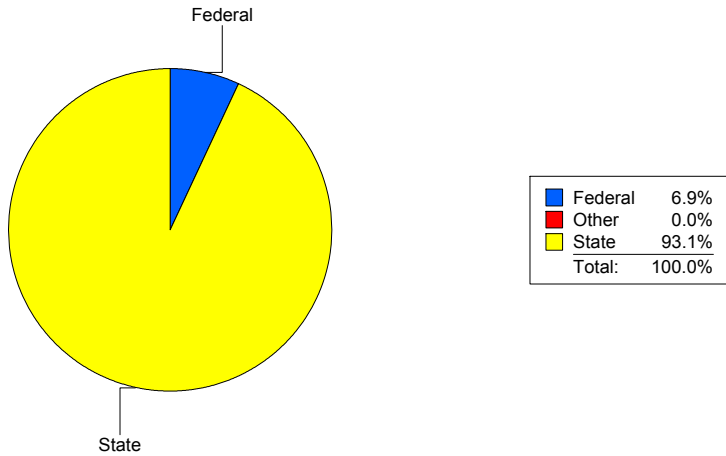
Objective(s): 9th-12th Prevent violence in the school system.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity:</p> <p>Drug Use, Violence Prevention and/or Intervention Programs and Activities [TI, A SW #10] - The staff of Hull-Daisetta High School recruits parents, community members and business representatives to assist in the design, development, implementation and evaluation of the drug use and violence prevention and/or intervention program and activities.</p> <p>An annual review of tobacco, alcohol and other drug use incident data will be conducted by the campus Counselor and Principal, using the data to plan specific programs and activities.</p> <p>Activities include, but are not limited to:</p> <ul style="list-style-type: none"> <li>* National Red Ribbon Week</li> <li>* Student Assemblies to enhance Drug/Alcohol Awareness</li> <li>* Dating Violence Policy (see Board Policy FFH-Local)</li> </ul>	8/2016 - 5/2017	Principal - Quinn Godwin	Local Funds - Time Contributions of Staff and community	Documentation :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	Documentation :Survey Results - - 05/17: Texas A & M Drug Surveys indicate decreased use of drugs and tobacco.
<p>Strategy:</p> <p>Disciplinary Alternate Education Program (DAEP) - The Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same.</p> <p>Hull-Daisetta High School students who have violated the district code of conduct will be placed in the DAEP. Computer assisted instruction using the Ed Options Web-based program and counseling services will be provided for any student who is at risk of dropping out of school.</p>	8/2016 - 5/2017	Principal - Quinn Godwin	State - State Compensatory Education (SCE) - Time Contributions of DAEP Instructor FTE: 1.00  <b>\$47,182.48</b>	Documentation :Discipline Records - 12/16: 50% reduction in infraction of the Hull-Daisetta ISD/ High School Student Code of Conduct, as reflected on the Principal's records.	A safe climate for student learning, having a positive impact on student achievement.	Documentation :Discipline Records - 05/17: Fewer incidences of illegal and/or disorderly activities.

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<p><b>Goal: 7</b>      <b>Hull-Daisetta High School will maintain a safe and disciplined environment conducive to student learning by providing appropriate programs to all students demonstrating a 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)]</b></p> <p>Objective(s):    9th-12th                  Prevent violence in the school system.</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"> <li>* Academic concerns</li> <li>* School-related concerns such as misbehavior, excessive absences and tardiness</li> <li>* Dropout prevention</li> <li>* Physical, sexual or emotional abuse</li> <li>* Coping with stress</li> <li>* Discipline management</li> <li>* Health and wellness</li> <li>* Drug and Alcohol abuse prevention</li> <li>* Bullying</li> <li>* Suicide prevention</li> <li>* Conflict resolution</li> <li>* Violence prevention</li> <li>* Parent education</li> </ul> <p>The counselor and classroom teachers will deliver age-appropriate guidance curriculum focusing on:</p> <ul style="list-style-type: none"> <li>* Self-Esteem Development</li> <li>* Good Character</li> <li>* Emotion Management</li> <li>* Motivation to Achieve</li> <li>* Decision-Making Skills</li> <li>* Goal Setting</li> <li>* Planning and Problem-Solving Skills</li> <li>* Interpersonal Effectiveness</li> <li>* Communication Skills</li> <li>* Cross Cultural Effectiveness</li> <li>* Responsible Behavior</li> </ul>	8/2016 - 5/2017	Principal - Quinn Godwin  Counselor - Shawntel Cunningham	Local Funds - Time Contributions of Staff	Documentation :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.	Documentation :Counselor Records - 05/17: Counselor Records indicate that referrals to counselor have decreased as compared to the previous year.

## Funding Values By Program



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**Hull-Daisetta High School 2016-2017**

### Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
<b>Federal</b>		
<b>Carl D. Perkins</b>		
<b>Vocational &amp; Applied</b>		
<b>Technology</b>		
CTE Supplemental Instructional Resources	0.00	\$5078.00
<b>Title I, Part A</b>		
Refreshments for Parental Involvement	0.00	\$164.00
Contracted Instructional Coaches	0.00	\$12246.00
Summer School Transportation Costs	0.00	\$508.00
Time Contribution of Math Aide	1.00	\$17658.22
Writng Instruction Site License	0.00	\$4500.00
SECCA, Inc. Consulting Services	0.00	\$1793.00
<b>Title II, Part A (TPTR)</b>		
Signing Bonuses for Math Teachers	0.00	\$12247.49
Signing Bonuses for Science Teachers	0.00	\$10206.24

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Campus Improvement Plan  
Hull-Daisetta High School 2016-2017

**Funding Values By Program**

<b>Federal</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Title II, Part A (TPTR)</b>		
Signing Bonus for Spanish Teacher	0.00	\$2041.25
SECCA, Inc. Consulting Services	0.00	\$682.00
Summer School Supplies	0.00	\$343.00
Certification and Testing Fees	0.00	\$953.00
<b>Title III, Part A, Language Instruction for LEP and Immigrant Students</b>		
Region V Bilingual Co-op	0.00	\$586.00
		<b>\$69,006.20</b>
<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Coordinated Federal, State and Local Funding</b>		
Time Contributions of SPED Support Staff	0.00	\$0.00
<b>Coordinated Local, State and Federal Funding</b>		
Time Contributions of Related Services Staff	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Time Contributions of Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Time Contributions of Ancillary Staff	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
<b>Local Funds</b>		
Technology Policy Resources	0.00	\$0.00

Campus Improvement Plan  
**Hull-Daisetta High School 2016-2017**

**Funding Values By Program**

<b>Other</b>	<b><u>FTE</u></b>	<b><u>DollarValue</u></b>
<b>Local Funds</b>		
Time Contributions of Staff and community	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Testing Materials	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Parents, Staff and Faculty	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Time Contribution of Counselor	0.00	\$0.00
Time Contributions of Librarian	0.00	\$0.00
Time Contributions of CEHI Instructor	0.00	\$0.00
Time Contributions of Coaching Staff	0.00	\$0.00
Time Contributions of Band Staff	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Club Resources	0.00	\$0.00
Coordinated-Time Contributions of Parents, Staff and Community Members	0.00	\$0.00
Surveys for parents and staff	0.00	\$0.00
Time Contribution of Committee Members	0.00	\$0.00
Assessment Instruments	0.00	\$0.00
Time Contributions of Staff and Parents	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00

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Campus Improvement Plan  
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**Funding Values By Program**

<b>Other</b>	<u>FTE</u>	<u>DollarValue</u>
<b>Local Funds</b>		
Time Contributions of Staff	0.00	\$0.00
Time Contributions of Counselor	0.00	\$0.00
Time Contributions of Staff and Faculty	0.00	\$0.00
Time Contribution of Staff	0.00	\$0.00
Time Contribution of Staff and Faculty	0.00	\$0.00
Time Contribution of School Security	0.00	\$0.00
Time Contributions of Faculty and Staff	0.00	\$0.00
Awards and Diplomas	0.00	\$0.00
Time Contributions of Staff	0.00	\$0.00
		<hr/> <b>\$0.00</b> <hr/>
<b>State</b>		
	<u>FTE</u>	<u>DollarValue</u>
<b>Bilingual Supplemental Block Grant</b>		
Time Contribution of Staff	0.00	\$7171.00
Time Contribution of Staff	0.00	\$0.00
<b>State and Local Funds</b>		
Time Contributions of Faculty and Staff	0.00	\$0.00
<b>State Career and Technology Education Block Grant</b>		
Time Contributions of CTE Staff	0.00	\$412174.00
<b>State Compensatory Education (SCE)</b>		
Credit Recovery Program Site License	0.00	\$2500.00
Time Contributions of English Staff	0.29	\$13328.79
Time Contribution of Algebra Teacher	0.29	\$15772.58

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**Funding Values By Program**

<b>State</b>	<u>FTE</u>	<u>DollarValue</u>
<b>State Compensatory Education (SCE)</b>		
Extra Duty Pay for After School Tutorials	0.00	\$10261.24
Time Contributions of STAAR Acceleration Teacher	0.14	\$7883.53
Study Island Site License	0.00	\$900.00
Extra Duty Pay for Summer School Program Staff	0.00	\$10261.24
SECCA, Inc. Consulting Services	0.00	\$11094.00
Technology Resources - Renaissance Learning Site License	0.00	\$7256.00
Time Contributions of DAEP Instructor	1.00	\$47182.48
Extra Duty Pay for Response to Intervention Program	0.00	\$4852.54
<b>State Gifted and Talented Block Grant</b>		
Time Contributions of Faculty and Staff	0.00	\$11945.00
<b>State Special Education Block Grant</b>		
Time Contributions of Special Education Staff	0.00	\$363917.00
		<hr/> <b>\$926,499.40</b> <hr/>
<b>Grand Total:</b>		<b>\$995,505.60</b>