

# Hawley Elementary



Campus Improvement Plan 2009-2010

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**Site-Based Decision Making Committee 2009-2010  
Hawley Elementary School**

Name of Committee Member	Position
Brian Hunt	Campus Principal
Starla Jordan	4 <sup>th</sup> Grade Teacher
Stephanie Cobb	PK Teacher
Nancy Pair	Connections/Voyager Teacher
Tracy Kennedy	Parent
Ed Womack	Community and Business Representative



## Narrative

**"The mission of Hawley ISD is to produce responsible, appropriately prepared, productive citizens. We will do this by providing a dedicated, competent staff who teaches a diverse curriculum, which meets the needs of all learners in a safe and nurturing environment."**

Hawley Elementary is located approximately 12 miles north of Abilene, TX. We are a "small" school with an enrollment of about 340 students. The Elementary consists of Pre-K – 5<sup>th</sup> grades. There are three sections per grade level (K-5) and two classes of Pre-K. Approximately 53% of our students are considered to be economically disadvantaged. We received an Exemplary rating from TEA for the 2009-2010 school year.

One hundred percent of our faculty and staff are considered to be highly qualified and all have received extensive training in their chosen areas of Elementary.

We receive approximately \$ 195,000 in State Compensatory Education funds. These funds are used to pay for teacher and paraprofessional salaries as well as instructional supplies for Dyslexia and TAKS math. Compensatory funds are also used for reading incentives and travel for conferences.

The Title I funds that are received are used to upgrade the entire educational program. Our Title I funds supplement not supplant our programs. Title I funds are used to supplement the salaries for a few of the certified classroom teachers, the Connections and Dyslexia teachers and those funds are used to purchase supplies for Connections and Dyslexia. We are appropriated approximately \$107,525.00 in Title I funds. We also received 62,604 in stimulus money (district wide).

Our student population is mainly white, however, our Hispanic population is growing but are not factored into our AEIS and AYP data. Our goals are reflective of the mission statement for Hawley ISD. The goals are our "driving force" in all that we do. Our goals are also reflective of the ESEA/NCLB Goals and Performance Indicators, which are indicated on the next page.

### Needs Assessment

A number of sources were collected for the needs assessment for Hawley Elementary. These sources included: faculty and parent surveys (copies are included in the CIP), TAKS results, failure percentages, homeless percentages and ISS/OSS assignments. This data was used to develop campus goals. Below is a table with the numbers all the data sources.

<b>Data Source</b>	<b>Actual Number or information relevant to data source</b>
Parent Surveys	Approximately 340 sent out and three were returned (a copy is included in the CIP)
Faculty Surveys	38 were sent out and six were returned (A copy is included in the CIP)
TAKS results	A copy is included in the CIP
Failure percentages	2% of our student population failed a core subject for the year (7 students)
Homeless percentages	25 students were considered "homeless" during the 2008-2009 school year
ISS/OSS assignments	19 ISS placements occurred as well as 13 OSS placements occurred during the 2008-2009 school year

#### Parent Survey Hawley Elementary 2008-2009

Please respond to each question by circling yes or no. Some questions require a short response please us the back of the sheet necessary. Please return the completed surveys to your child's teacher no later than May 20, 2009.

1. Hawley Elementary has a great deal of parent involvement.            YES            NO
2. Hawley Elementary is parent friendly    YES            NO
3. Do you feel you are greeted in a warm-friendly manner?            YES            NO
4. In general what are three ways Hawley Elementary is doing a very good job?
  - a.
  - b.
  - c.

- 5. What are three ways you think the school could make improvements?
  - a.
  - b.
  - c.
- 6. Does the staff (including administration) share enough positive information with you about your child?
  - a. Yes
  - b. No
- 7. Does your family feel “up to date” and well informed about events and special dates?  
YES                      NO

8. What advice do you have for school on how to get more families involved?

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9. Please write any comments that you feel are important and necessary.

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Your name (optional)\_\_\_\_\_

Faculty/Staff Survey Hawley Elementary 2008-2009

Please respond to each question by circling yes or no. Some questions require a short response please us the back of the sheet necessary. These are due no later than May 19, 2008. These surveys are optional.

1. What would you change about Hawley Elementary?

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2. Do you have help with solving your “everyday” classroom issues? YES NO

3. Are you well informed of school events? YES NO

4. Do you feel you have a voice in the decisions regarding our campus? YES NO

5. What would you like to see done so that your job is made easier?

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6. Is the curriculum challenging to our students? YES NO

7. Do you think that the “brag referrals” have helped decrease inappropriate behavior? YES NO

8. Please list any concerns that you feel need immediate attention

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9. Please list some ideas that you think would help improve our campus.

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## **ESEA/NCLB Goals and Performance Indicators**

Goal 1 : All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014. *This goal correlates with goal #1 for Hawley Elementary*

- 1.1 The percentage of students, in the aggregate and for each subgroup who are at or above the proficient level in reading on the State's assessment.
- 1.2 The percentage of students in the aggregate and in each subgroup who are at or above the proficient level in mathematics on the State's assessment.
- 1.3 The percentage of Title I schools that make adequate yearly progress.

Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading and mathematics. *This goal correlates with goal #1 and goal #5 for Hawley Elementary.*

- 2.1 The percentage of limited English proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 The percentage of LEP students who are at or above the proficient level in reading on the State's assessment, as reported for performance indicator 1.1.
- 2.3 The percentage of LEP students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.

Goal 3: By 2005-2006, all students will be taught by highly qualified teachers. *This goal correlates with goal #5 for Hawley Elementary and to the Attracting Highly Qualified Teacher plan.*

- 3.1 The percentage of classes being taught by highly qualified teachers, in the aggregate and in "high-poverty" schools.
- 3.2 The percentage of teachers receiving high-quality professional development.
- 3.3 The percentage of paraprofessionals (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.

Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning. *This goal correlates with goal # 4 for Hawley Elementary as well as the mission statement for Hawley ISD.*

- 4.1 The number of persistently dangerous schools, as defined by the State.

Goal 5: All students will graduate from high school.

- 5.1 The percentage of students who graduate from high school, with a regular diploma that reflects fulfillment of State academic standards and in the standard number of years, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.
- 5.2 The number of students who drop out of school after entering grades 7 through 12, disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged.

## **Board of Trustees Adopted**

### **DISTRICT GOALS**

1. **Safety:** Goal Statement: Provide a safe environment conducive to learning that meets the needs of all students.
2. **Discipline: Goal Statement:** Provide a structured discipline program that will be consistent and fair for all
3. **Curriculum Alignment/Improved Test Scores/Enrichment:** Goal Statement: Align the curriculum to better serve students' needs for their own success.
4. **Personnel Goal Statement:** To recruit, retain, and develop the mostly highly qualified staff in every department.
5. **Budget Goal Statement:** The district will closely monitor and manage the fiscal operations needed for the broad range of school operations.
6. **Facilities Improvement:** Goal Statement: To carefully plan and develop the facilities needed.
7. **Community Relations:** Goal Statement: The district promotes a positive tone for school and community relations through activities that foster rapport between the school district and the larger community.
8. **Technology: Goal Statement:** To provide the necessary class offerings and activities required to prepare our students for their life after graduation.
9. **Board Relations: Goal Statement:** The District promotes a Team Concept made up of 8 individuals with many particular strengths working together to better meet the needs of all students in the district.

**CAMPUS GOALS 2009-2010**

1. Hawley Elementary will meet the criteria Exemplary for the 2009-2010 school year.
  - a. 90% of the economically disadvantaged population will have to meet standards for all tests
  - b. The campus as a whole will have to meet standards on the following tests:
    - i. 3<sup>rd</sup> Grade Math
    - ii. 3<sup>rd</sup> Grade Reading
    - iii. 4<sup>th</sup> Grade Math
    - iv. 4<sup>th</sup> Grade Reading
    - v. 4<sup>th</sup> Grade Writing
    - vi. 5<sup>th</sup> Grade Math
    - vii. 5<sup>th</sup> Grade Reading
    - viii. 5<sup>th</sup> Grade Science
  - c. This goal will be met by completing the following activities:

Activity	Person(s) Responsible	Budget Allocation	Evaluation	Timeline	SWC
Students that are in need of extra assistance will receive accelerated assistance during a 45-minute time block each day.	Principal 1 <sup>st</sup> – 5 <sup>th</sup> Grade Teachers (15)	None	TPRI results AIMSWEB results Individual TAKS results Benchmark results Classroom observation Parent feedback Teacher feedback	Yearly	SWC – 1,2,3,8
Students that qualify will attend “Flex Days” during the school year.	Classroom Teachers PIEMS Secretary Principal	None	Parent feedback Teacher feedback Benchmark results Daily Grades	Yearly	SWC – 1,2,3,8
Students will take “Mock TAKS” once every two months and record their answers on an AEIS-IT document. These answer documents will be sent ESC 14 for analysis.	Principal Counselor 3 <sup>rd</sup> Grade Teachers (3) 4 <sup>th</sup> Grade Teachers (3) 5 <sup>th</sup> Grade Teachers (3)	Region 14 ESC Fee includes grading and analyzing AEIS-IT answer documents	Mock TAKS results Parent feedback Teacher feedback ESC 14 consultation	Oct 2009 Dec 2009 Jan 2010 Feb 2010 March 2010	SWC – 1,2,3,8

K-3 grades will be administered the TPRI. Additionally, second grade will be given a TAKS test developed by ESC 13.	Principal Counselor Kindergarten Teachers (3) 1 <sup>st</sup> Grade Teachers (3) 2 <sup>nd</sup> Grade Teachers (3)	Testing Materials – \$1000.00	2 <sup>nd</sup> Grade TAKS results TPRI results	September 2008 January 2009 April 2009
The district will provide Content Mastery Services (CM) for SPED students and 504 students. CM will help these stay on task and accomplish grade-level objectives.	Regular education teachers (18) Special Education teachers (2) Special Education aides (2) District-level Special Education Coordinator	Teacher salaries for SPED Para-professional salaries for SPED aides Salary for District-level Special Education Coordinator IDEA B \$53,549	Teacher feedback Parent feedback Student work samples Individual student TAKS results.	Continuous
Students will be put into a “Tier” system. Students will be supported and monitored through each level of the Tier system. Students will be moved from “Tier to Tier” based on objective data and on SAT committee meetings.	Regular education teachers (18) Counselor Principal	Teacher Salaries Title I funds \$116,598 ARI/AMI funds approximately \$18,513	Teacher feedback Parent feedback Student work samples All test results	Continuous
Principal will conduct at least 10 walk-through visits per classroom. Principal will give teachers immediate feedback via a “walk-through slip.”	Principal	Cost of walk-through slips	Teacher feedback	Continuous
Math teachers will use the intervention strategies included in the Envision Math Program.	Math Teachers Principal		Student grades Teachers Principal	Continuous

2. Hawley Elementary will provide a broad-range, core curriculum based upon the TEKS.
  - a. This goal will be accomplished by completing the following activities:

Activity	Person(s) Responsible	Budget Allocation	Evaluation	Timeline	SWC
K-1 <sup>st</sup> grades will use the Saxon Phonics program to teach phonics/spelling. 2 <sup>nd</sup> -5 <sup>th</sup> grades will continue to use the Houghton/Mifflin Spelling book	Grade-level teachers	Salaries for teachers. Title I \$107,525	Six-week reports cards. Teacher-made evaluations and formative/summative evaluations	Continuous	SWC – 1,2,3
All grade levels will use Target Math for “Math meeting time.” Teachers will also use the Envision math program.	Grade-level teachers SPED teachers and personnel	Salaries for teachers. Title I \$107,525.	Six-week reports cards. Teacher-made evaluations and formative/summative evaluations TAKS results	Continuous	SWC – 1,2,3,5,8
Students in grades 2-5 will participate in school Accelerated Reader (AR) Program.	Grade-level teachers SPED teachers and personnel	Compensatory Education funds to purchase the AR program	AR point totals	Each six weeks	SWC – 2
Hawley Elementary will offer programs such as Dyslexia, Connections, Voyager and CATCH enrichment activities that will help reinforce classroom concepts and ideas	Connections personnel (1) Dyslexia Therapist PE teachers to implement CATCH enrichment activities (2)	Title I funds -\$3,960for Voyager.	Six-week reports cards. Teacher-made evaluations and formative/summative evaluations TAKS results	Each six weeks	SWC – 1,2,3,7,10
Students will be exposed to materials that are in “TAKS” format such as workbooks, worksheets and tests.	Grade-level teachers	Salaries for teachers. Title I \$\$107,525	Six-week reports cards. Teacher-made evaluations and formative/summative evaluations	Continuous	SWC – 1,2,3

3. Hawley Elementary will provide a safe environment for students, staff and visitors  
 a. This goal will be accomplished by completing the following activities:

Activity	Person(s) responsible	Budget Allocation	Evaluation	Timeline	SWC
Visitors will be required to sign in at the front office. Visitors will also be required give picture identification and they will receive a visitor's badge.	Principal Office staff Teachers and other faculty	\$45.00 for visitor passes.	Community feedback	Continuous	SWC – 1,2,5,10
All outside doors will be locked on the 2 <sup>nd</sup> – 5 <sup>th</sup> Grade Building except for the front doors.	Principal Office staff Teachers and other faculty	None	Community feedback	Continuous	SWC – 1,2,5,10
Teachers will lock classroom doors during the instructional day and will make sure the office has cleared all visitors.	All faculty and staff	\$0.00	Maintenance inspections, checking doors periodically	Continuous	SWC – 1,2,5,10
Parents that want to eat with their children will be required to sign in at the cafeteria. There will be a “sign in” station with all pick-up lists and visitor badges. There will be a “sign-up” station in the cafeteria for parents.	Cafeteria Monitors Principal	\$45.00 for visitor passes	Community Feedback	Continuous	SWC – 1,2,5,10
Teachers (as well as PE teacher) will pick up two-way radios before they take their students outside of the classroom (recess, outside class	Grade-level teachers, Office Staff Principal	\$970.00 for five radios – this was paid for in 2007-2008 184.00 for new chargers bought in 09-10	Teacher and community feedback	Continuous	SWC – 1,2,5,10

activities). Teachers will then return the radios to the office when students are back in the classroom.					
Lockdown drills and fire drills will be practiced once a month.	Principal Office Staff School Resource Officer	None	Teacher and community feedback	Monthly	SWC - 1,2,5,10
Seasonal Drills will be practiced during the appropriate season (ex..tornado)	Principal Office Staff School Resource Officer	None	Teacher and community feedback	Feb 2008 March 2008 April 2008 May 2008	SWC - 1,2,5,10

4. Faculty and staff members will be required to attend professional development opportunities through Region 14 ESC as well as other educational venues. All professional development will have the common goal of student improvement.
- a. This goal will be accomplished by completing the following activities:

Activity	Person(s) responsible	Budget Allocation	Evaluation	Timeline	SWC
Every professional and paraprofessional will be required to register and attend professional development workshops in his/her chosen field	Principal	Substitute pay of \$50.00/day for non-certified personnel and \$60.00/day for certified personnel	Attendance certificates	Continuous	SWC – 2,3,4

5. The staff at Hawley Elementary will improve the communication between the community and the campus.
- a. This goal will be accomplished by completing the following activities:

Activity	Person(s) responsible	Budget Allocation	Evaluation	Timeline	SWC
The school calendar will be published on-line and updated daily so that parents can have access to all school events.	Principal	None	Community Feedback	Continuous	SWC – 1,5,10
Teachers will have at least two conferences	Principal All staff	\$0.00	Decrease in office referrals	Continuous	SWC – 1,5,10

with parents before a student can be sent to the office for disciplinary action.			Community feedback		
Use the Alert Now phone system to notify parents of emergencies, field trips and other important information	Principal PIEMS Coordinator	Alert Now Yearly fee of \$2,220.00	Community feedback	Each time system is used a report is analyzed	SWC – 1,5
The campus website will be updated with any current information that needs to be posted.	Principal Technology Coordinators	None	Community feedback	Continuous	SWC – 1,5,10
The Bearcat Bulletin will be sent home for two months and then be posted as a downloadable document on the school website.	Principal Technology Coordinators	None	Community feedback	Continuous	SWC – 1,5,10

**10 Components of a Title I School wide Program**

**Comprehensive needs assessment**

**AEIS Data**

Hawley Elementary TAKS Results 2008-2009

<b>Grade</b>	<b>Test</b>	<b>% Met Standard AIES</b>	<b>% Met Standard *ED</b>
3	Math	89%	89%
3	Reading	98%	93%
4	Math	89%	85%
4	Reading	87%	85%
4	Writing	85%	85%
5	Math	93%	83%
5	Reading	92%	89%
5	Science	89%	89%

**Analysis of Assessments**

**2<sup>nd</sup> Grade TAKS Results:**

	<b>AEIS-IT</b>	<b>TAKS</b>	<b>BUBBLES</b>
	<b>70 and up</b>	<b>67.5 and up</b>	<b>60 and up</b>
<b>2nd Grade Math</b>	59%	65%	76%

	<b>AEIS-IT</b>	<b>TAKS</b>	<b>BUBBLES</b>
	<b>70 and up</b>	<b>67.5 and up</b>	<b>60 and up</b>
<b>2nd Grade Reading</b>	65%	77%	83%

**Final TPRI Results for 2008-2009:**

**Thrid Administration 2009**

**Kindergarten**

**TASKS:**

Still Developing	1	2%
Developed	47	98%

**Comp Questions:**

Still Developing	12	22%
Developed	43	78%

<b>Third Admin</b>	<b>Spring 2009</b>	
<b>First Grade</b>	<b>% of First Grade</b>	
Listening	2	4%
Grade 1 Story 1	8	16%
Grade 1 Story 2	14	27%
Grade 1 Story 3	5	10%
Grade 1 Story 4	1	2%
Grade 1 Story 5	21	41%
Fluency < 60	32	63%
Fluency > 60	17	33%
<b>TASKS</b>		
Still Developing	9	18%
Developed	42	82%

### **Third Administration 2008-2009**

<b>Second Grade</b>	<b>%of Second Grade</b>	
Listening	2	4%
First Grade	0	0%
Grade 2 Story 1	1	2%
Grade 2 Story 2	2	4%
Grade 2 Story 3	1	2%
Grade 2 Story 4	6	12%
Grade 2 Story 5	38	76%
Fluency < 90	26	52%
Fluency > 90	22	44%
<b>TASKS</b>		
Still Developing	15	29%
Developed	37	71%

### **Third Administration 2009**

<b>Third Grade</b>	<b>%of Third Grade</b>	
Listening	0	0%
1st Grade	2	4%

2nd Grade	0	0%
Grade 3 Story 1	9	17%
Grade 3 Story 2	18	35%
Grade 3 Story 3	9	17%
Grade 3 Story 4	10	19%
Grade 3 Story 5	3	6%
Grade 3 Story 6	1	2%
Still Developing	9	17%
Developed	43	83%
Fluency <120	38	73%
Fluency >120	14	27%

**Results of 2009-2010 Parent Survey and Faculty Survey**

Due to the lack of participation for both surveys the answers were read and reviewed but not posted in the Campus Improvement Plan.

## **Continuous Components of a School-Wide Program**

### **School-wide reform strategies**

- a. Hawley Elementary uses a variety of programs that address the needs of targeted populations. These programs are scientifically researched based and been proven effective.
  - i. Connections Lab
  - ii. Accelerated instruction for Accelerated Reading Initiative (ARI) and Accelerated Math Instruction (AMI)
  - iii. In-school tutoring program for all subjects
  - iv. Voyager reading program for 2009-2010
  - v. Content Mastery

### **Instruction by Highly Qualified Professional Staff**

- b. 100% of all professional staff meets the Highly Qualified Standards as described in No Child Left Behind (NCLB).
- c. 100% of all paraprofessional staff meets the Highly Qualified Standards as described in No Child Left Behind (NCLB).

### **High Quality Professional Development**

- d. All professional development will be focused on the following areas:
  - i. Math – all levels
  - ii. Reading – all levels and LEP
  - iii. 5<sup>th</sup> Grade Science
  - iv. Language activities for 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> grades
- e. Curriculum specialists from ESC 14 have conducted trainings on this campus to implement curriculum ideas and activities.
  - i. Specialists stay in contact with teachers about ideas and activities.
- f. 100% percent of all professional staff has attended workshops and or conferences that address their particular field of study.
- g. ESC 14 offers teachers are variety of long term workshops that focus on student success, classroom instruction and how to have a positive impact on students.
  - i. Teachers are encouraged to browse the ESC 14 workshop catalogue.

### **Parental Involvement**

- h. Hawley ISD has a Title I parent involvement policy.
- i. Hawley Elementary has a Title I parent involvement policy.
- j. Parent Student Teacher Association (PTSA)
- k. Scheduled Teacher/Parent Conferences
- l. Three week progress reports and six week report cards
- m. “Meet The Teacher Night” – August 21, 2008
- n. Hawley Elementary has the following parent volunteer programs:
  - i. Observation of classes
  - ii. All field trips
  - iii. Site-based decision making committee members
- o. Title I parent programs:
  - i. Title I informational night – November 17, 2008
  - ii. Bearcat Bulletin – Monthly publication
  - iii. School/Parent Compacts
- p. TAKS Parent Night February 2009

### **Transition**

- q. Hawley Elementary has a Pre-K program and a PPCD program. The staff assist children with transition from Pre-K to Kindergarten by:
  - i. Using curriculum that is aligned with Kindergarten TEKS
  - ii. Allowing the children to visit Kindergarten classrooms on a regular basis.
  - iii. Pre-K staff attends all staff development training sessions for all academic areas
  - iv. The CIRCLE program is a supplement to the curriculum and is used as an analysis tool to determine student success.
- r. Hawley Elementary has transitional activities for 5<sup>th</sup> grade students who will be in middle school
  - i. 5<sup>th</sup> grade students visit middle school campus for a day
  - ii. 5<sup>th</sup> grade students view and vote on cheerleader tryouts
  - iii. 5<sup>th</sup> grade students attend MS pep rallies

### **Teachers included in decisions regarding the use of assessments**

- s. Teachers are given TAKS results at the end of the school year and are reviewed at the beginning of the next year. Teachers use TAKS information to order the following programs:

- i. Envision Math
- ii. Target Math (used a “math meeting time.”)
- iii. Saxon Phonics and Spelling

**Students experiencing difficulty**

- t. Students who are having difficulty at Hawley Elementary are identified through the use of:
  - i. Teacher Observation
  - ii. Parent Observation
  - iii. Statistical Data:
    - 1. TAKS
    - 2. TPRI
    - 3. Voyager reading program accomplishment
  - iv. Any outside testing (Doctor’s referral, Special Education)
- u. Students who are having difficulty are put on the RTI plan and are closely monitored by classroom staff. Students who are having difficulty are given extra assistance through:
  - i. Connections
  - ii. Before school tutoring
  - iii. In-school tutoring
  - iv. Content Mastery (Special Education and 504 students)
  - v. Accommodations
  - vi. Intervention programs built within the curriculum
- v. Professional Development sessions have been provided for teachers to help them identify students who are experiencing difficulty
- w. The staff at Hawley Elementary communicates with parents of students who have met standards through:
  - i. Required SSI letters
  - ii. Parent/Teacher conferences
  - iii. GPC meetings
  - iv. ARD meetings
  - v. Notes sent home via student or email
  - vi. Alert Now phone system

**Coordination of federal, state and local services and programs.**

- x. Programs:

- i. Connections Lab
- ii. In-school tutoring for 45 minutes daily
- iii. 504
  - 1. Content Mastery for 504 students
- iv. Special Education
  - 1. Content Mastery
  - 2. Inclusion – Special Education Teacher that Co-Teaches in all “inclusion” classes.
- v. One-on-one tutoring with an interventionist
- y. Coordination of the above programs:
  - i. When a student is identified as needing extra assistance a SAT meeting will be held. At the SAT meeting the student will be placed on a “Tier.” Hawley Elementary has a five-tier model. Each tier provides different amounts of support for the student. A student is placed at a different Tier through a SAT meeting. The SAT members review objective data and determine if a student needs more assistance.

**Attracting highly qualified staff – Campus Plan**

Goal #1	Highly Qualified Staff: Hawley Elementary will continue to recruit and retain teachers who are highly qualified. Currently HES has 100% highly qualified staff.
Performance Measures	<ul style="list-style-type: none"> <li>1. 100% of new hires will meet highly qualified status prior to employment.</li> <li>2. NCLB Indicator 3.1: The percentage of classes being taught by highly qualified teachers in the aggregate and in high-poverty schools will be 100%</li> <li>3. NCLB Indicator 3.2: The percentage of teachers receiving high-quality professional development will be 100%</li> <li>4. NCLB Indicator 3.3: The percentage of instructional paraprofessionals (excluding those with sole duties as translators and parental involvement assistants) who are highly qualified will be 100%</li> </ul>
Summative Evaluation	Personnel files, highly qualified worksheets and principal attestations.

This goal will be accomplished by completing the following activities:

Activity	Target Population	Person Responsible	Budget Allocation	Formative Assessment	SWC	Benchmark Timeline
1. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities include participating in job fairs and posting vacancies in multiple sites.	All Staff Members	Superintendent	Local Funds Title II, A	Number of positions posted Number of applications completed	3,4,8	April 2008 (Job Fair) Continuous
2. Establish an effective teacher mentoring system for all beginning teachers.	All teachers	Campus Principal	Local Funds Title II, A	Mentor assignment	3,8	Yearly
3. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status	All teachers	Superintendent Campus Principal Special Programs Director	Title II A Local Funds	Personnel files Professional Development Records Teacher Interviews	3,4,8	November 20 <sup>th</sup>
4. Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified	All instructional Para-professionals	Superintendent Campus Principal Special Programs Director	Title II A Local Funds	Personnel files Professional Development Records	3,4	November 20 <sup>th</sup>
5. Recruit student teachers through lectures at local universities and through contact with Director of Education at local university	All teachers	Campus Principal	0.00	N/a	3,4	Lectures in fall and spring. Monthly contact with university supervisor.
6. Require any newly hired para-professionals to complete the professional-professional academy offered by ESC 14	All instructional professionals-professionals	Superintendent Campus Principal Special Programs Director	Title II A Local Funds	Personnel files Professional Development Records	3,4	As new para-professionals are hired

### **Components of a School wide Program (SWC's)**

1. Comprehensive needs assessment
2. School wide reform strategies
3. Instruction by highly qualified staff
4. Professional development
5. Parental involvement
6. Transition from early childhood programs
7. Effective, timely, additional assistance
8. Attracting highly qualified staff
9. Coordination between programs