

**Hawley Independent School District
Hawley Elementary School**



**Campus Improvement Plan
2025-2026 SY**

Committee Members - Planning and Decision Making

Name	Committee Role	Term Ends
Shea Harman	Elementary Principal	N/A
Amy Petrencik	Elementary Asst. Principal	N/A
Shannon Russell	Elementary Counselor	N/A
Laurie Florence	District Curriculum Coach	N/A
Kara Barbee	Special Ed Coordinator	N/A
Desiree Wall	Pre-K/EC Teacher	2025-2027
Amber Lanphere	Gifted & Talented Teacher 1st Grade	2024-2026
Crystal Mauldin	2nd Grade	2025-2027
Audra Davis	5th Grade - RLA	2024-2026
Tara Nelson	Gifted & Talented Teacher 5th Grade - Math	2025-2027
Stephanie Chesser	Special Education Teacher	2024-2026
Kathy Olney	Dyslexia and RTI Teacher	2025-2027
Tina Freeman	Paraprofessional	2025-2027
Marci Stokes	Community Member	2025-2027
Kristen Wood	Parent	2025-2027
Leslie Salge	Parent	2025-2027

Names of People Responsible for Implementation

Name	Title	Campus
Dr. Cassidy McBrayer	Superintendent	Hawley ISD
Shea Harman	Principal	Hawley Elementary
Amy Petrencik	Assistant Principal	Hawley Elementary
Shannon Russell	Counselor	Hawley Elementary
Nikki Wilson	Registrar & PEIMS Coordinator	Hawley Elementary
Laurie Florence	District Curriculum Coach	Hawley ISD
Tayler Seago	Technology Director	Hawley ISD
Karri Thompson	District Librarian	Hawley ISD
Gladys Vargas-Lozoya	Food Service Manager	Hawley ISD
Chris Davis	School Resource Officer (SRO)	Hawley ISD
Chris St. John	Director of Safety	Hawley ISD
Hawley ISD School Board	District School Board	Hawley ISD

Legal References

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code) Mission Statement

Mission Statement

Hawley ISD

The mission of Hawley I.S.D. is to produce responsible, productive citizens by providing a competent staff who will teach a diverse curriculum in a safe, structured, and nurturing environment.

Hawley Elementary

The mission of Hawley Elementary is to provide a safe educational environment which enables all students to develop and apply the skills, knowledge, attitudes, and values needed to realize their maximum potential.

With this mission in mind, we commit to the following:

- Hawley Elementary's educational program will ensure that students learn and are able to effectively apply basic and advanced skills and processes in all academic areas.
- Hawley Elementary students will develop the skills needed to communicate their thoughts logically and effectively as well as to express their individuality and creativity.
- Hawley Elementary students will have the skills needed to meet the challenges of an information society and to utilize its rapidly changing technologies.
- Hawley Elementary will provide an ongoing program of staff development which includes working with staff to incorporate a variety of teaching strategies that meet individual needs.
- Hawley Elementary will provide a learning environment that prepares students to successfully transfer the knowledge, skills and attitudes learned in school to institutes of higher education and future careers.

Through the accomplishment of these commitments, students will be better prepared to participate as ethical, cooperative, responsible, and productive citizens. Hawley Elementary will work with parents, the business community, and the community at large as partners in the achievement of this mission

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

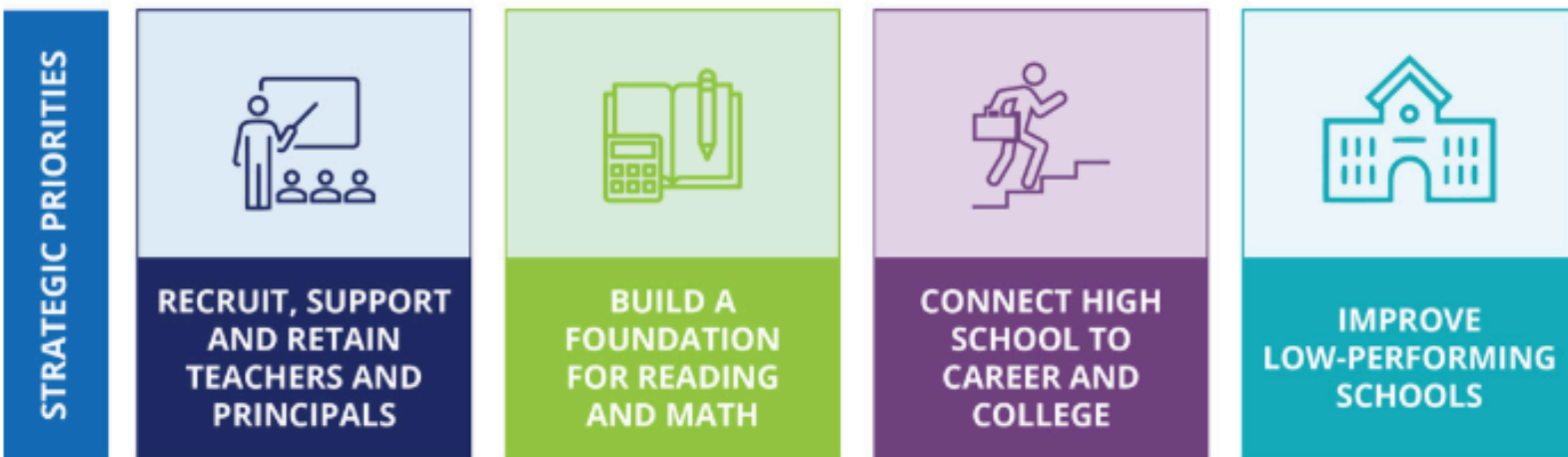
- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL 2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL 3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL 4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
- OBJECTIVE 2:** Students will be encouraged and challenged to meet their full educational potential.
- OBJECTIVE 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- OBJECTIVE 4:** A well-balanced and appropriate curriculum will be provided to all students.
- OBJECTIVE 5:** 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.
- OBJECTIVE 6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- OBJECTIVE 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- OBJECTIVE 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- OBJECTIVE 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- OBJECTIVE 10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES

EVERY CHILD, PREPARED FOR SUCCESS IN COLLEGE, CAREER, OR THE MILITARY



DISTRICT ESSA REQUIREMENTS

Equity Plan *Equity Plan [ESSA Sec. 1112(b)(2)]: Hawley ISD has a difficult time attracting and retaining excellent certified teachers because of the statewide shortage of teachers, the limited housing in the community, and a less competitive compensation for teachers in the area. The limited employment opportunity for a teacher's spouse is also a limitation that Hawley ISD has when attracting new teachers. The community of Hawley has a limited job market outside of education. Those young teachers without a spouse rarely stay for an extended period of time due to the lack of availability of resources for their lifestyle.*

School Support & Improvement [Sec. 1112(b)(3)]:

Hawley ISD will provide the support and funds to increase growth in Reading and Math on the Elementary campus.

Poverty Criteria [Sec. 1112(b)(4)]:

Hawley ISD determines Title I eligibility and rank/serve order through the number of children eligible for free and reduced-price lunches.

Schoolwide Programs [Sec. 1112(b)(5)]: *For the 2025-2026 school year Hawley ISD has focused on growth on State Assessments and increased participation in Programs of Study .*

Targeted Participants [Sec. 1112(b)(6)]: *All students are targeted for growth, striving for each student to grow one year or more and for all students to be college and/or career ready.*

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk or under parent's request Senate Bill (SB) 1697).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year 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
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
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
14. Incarcerated parent

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

Total FTEs funded through SCE at this District/Campus: **To be added after schedule complete**

The process we use to identify students at-risk is: *Students are identified by the 14 indicators listed by the state for At-Risk and performance on Screeners, State Exams, and MAP Testing.*

The process we use to exit students from the SCE program who no longer qualify is: *Students are evaluated by a GIST (General Intervention Support Team).*

Title I, Part A LEA Program Plan

13 Statutory Required Descriptions

Description 1

How the LEA will **monitor students' progress in meeting the challenging State academic standards** by [Section 1112(b)(1)]—

1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Staff/Department

Procedures, Systems, and Policies

Principals,
Counselors,
Interventionist

Hawley ISD will use data from previous STAAR Test, Accountability reports and new NWEA Maps data in addition to current class performance to provide well-rounded instruction. Several software programs and Interventionists on each campus will strive to reach the needs of all students. (Add specific programs)

Description 2

How the LEA will **identify and address any disparities** that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers strengthen academic programs and improve school conditions for student learning.

Staff/Department

Procedures, Systems, and Policies

Principals and
Interventionist

Hawley SD is a small district and all students are taught by the same teachers. The new Interventionist will work with inexperienced or out-of-field teachers to strengthen their skills and allow them to teach to their full potential.

Description 3

How the LEA will carry out its **School Support and Improvement activities** responsibilities under Section 1111(d)(1) and (2)

Staff/Department

Procedures, Systems, and Policies

CTE, Technology and
Director of Student
Services

Employees will continue to find more ways to reach all parents through communication, posting or live streaming events and finding varied activities.

Description 4	
The poverty criteria that will be used to select school attendance areas under Section 1113 (<i>Within-LEA Allocation Procedures</i>)	
Staff/Department	Procedures, Systems, and Policies
	N/A
Description 5	
The nature of the programs to be conducted under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.	
Staff/Department	Procedures, Systems, and Policies
	N/A at this time
Description 6	
The services the LEA will provide homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (<i>Homeless LEA Reservation</i>)	
Staff/Department	Procedures, Systems, and Policies
McKinney-Vento Liaison	<i>The Liaison will continue to monitor student attendance and grades of Homeless students. Services will be offered, if needed.</i>
Description 7	
The strategy the LEA will use to implement effective parent and family engagement (PFE) under Section 1116 (<i>LEA Written Parent and Family Engagement Policy</i>)	
Staff/Department	Procedures, Systems, and Policies
Director of Student Services, Principals	<i>Varied activities and continued communication will be provided throughout the year. Newsletters from Region 16 will be issued. Meetings will be in varied places and at varied times to allow participation.</i>

Description 8	
If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs. (<i>LEA Reservation for Preschool</i>)	
Staff/Department	Procedures, Systems, and Policies
Description 9	
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a Targeted Assistance program under Section 1115, will identify the eligible children most in need of services under Title I, Part A	
Staff/Department	Procedures, Systems, and Policies
Principals	Routine evaluation and administration of screeners and benchmarks to ensure students are growing, and also identify trends in students that are not growing to identify the students that need intense, targeted instruction. Frequent monitoring meetings to discuss the data and expected outcomes for each student.
Description 10	
How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable [Section 1112(b)(10)] 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills	
Staff/Department	Procedures, Systems, and Policies
Counselors	<i>N/A @ Elementary</i>
Description 11	
How the LEA will support efforts to reduce the overuse of discipline practice that remove students from the classroom , which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	
Staff/Department	Procedures, Systems, and Policies
Principals	<i>Update with Principals</i>

Description 12

If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)]

1. Academic and **career and technical education** content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
2. **Work-based learning opportunities** that provide students in-depth interaction with industry professionals and, if appropriate, academic credit

Staff/Department	Procedures, Systems, and Policies
Principal, CTE Coordinator, counselor	<i>Students are introduced to programs of study. Students participate in career days, and have instruction in what careers are available and of interest to them.</i>

Description 13

Any **other information on how the LEA proposes to use funds to meet the purposes of this grant** and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)]

1. Assist schools in identifying and serving gifted and talented students; and
2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Staff/Department	Procedures, Systems, and Policies
Principals, Librarian	<i>The campus has a dedicated library and computer lab. Students start in kindergarten learning how to use the computers as a learning tool on a daily basis. The library offers specific tools that can be used in research that help improve their research skills in learning about topics that help improve academic achievement.</i>

HAWLEY ELEMENTARY SCHOOL CAMPUS IMPROVEMENT GOALS

Goal 1 – All Hawley Elementary students will exceed state and national standards on all standardized assessments through the implementation and maintenance of a well–balanced and appropriate curriculum.

OBJECTIVE 1: Students in PK - 5th grades will improve their academic performance in order to increase their overall passing rate on State and Federal standardized tests and reach their FULL academic potential.

Strategy 1: Increase student achievement in core areas with additional support and priority for specific areas and targeted populations. (title 1; #1,2,3, 9)

Activity 1: Provide Response to Intervention Tier 1 & 2 in the classroom, and Tier 3 as a pullout program. Acceleration in the areas of STAAR for students who were unsuccessful the previous year; summer school as needed.

Activity 2: Provide blended learning, computer-based programs to reinforce academic skills: IXL, starfall, MobyMax, Renaissance, Edgenuity

Activity 3: Provide mandated Accelerated Instruction during Summer Boost and/or tutorials for any unsuccessful student on STAAR

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 1 Objective 1 Strategy 1	9/2025 - 9/2026	Principal	State & Local Funds	Improved student Growth Performance	Student Performance; STAAR MAPS CLI, MCLASS	

Strategy 2: Use multiple sources of reliable data to assess, guide, and strengthen instruction. (title 1; #1,2,8)

Activity 1: Administer Eduphoria created and released State Assessments for benchmark testing

Activity 2: Administer MAP, MCLASS, CLI, Renaissance Star, Edgenuity, & IXL assessments

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 1 Objective 1 Strategy 2	9/2025 - 9/2026	Principal Counselor	State & Local Funds	Improved student Growth Performance	Student Performance; STAAR	

HAWLEY ELEMENTARY SCHOOL CAMPUS IMPROVEMENT GOALS

Goal 1 – All Hawley Elementary School students will exceed state and national standards on all standardized assessments through the implementation and maintenance of a well–balanced and appropriate curriculum.

OBJECTIVE 1: Students in PK - 5th grades will improve their academic performance in order to increase their overall passing rate on State and Federal standardized tests and reach their FULL academic potential.

Strategy 3: Ensure access to proven, effective instructional programs and technology (title 1; #1,9)

Activity 1: Use of best practices to teach with the focus on the Science of Teaching Reading. Utilize Daily 5, Kagan, Guided reading, Guided Math.

Activity 2: Use of an explicit Phonics Program in KG - 2nd grades.

Activity 3: Provide blended learning, computer-based programs to reinforce academic skills: IXL, Starfall, ALEKS, MobyMax, Khan, Renaissance

Activity 4: Google Apps for Education

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 1 Objective 1 Strategy 3	9/2025 - 9/2026	Principal	State & Local Funds	Improved student Growth Performance	Student Performance; STAAR Universal Screener data	

Strategy 4: Provide a flexible system of viable program options which provide a learning continuum that reinforces the strengths, needs, and interests of academically and creatively advanced students to learn at a pace and level appropriate to their ability and skills through advanced resources, materials, and learning activities. (title 1; #1,2,3, 8, 9)

Activity 1: Students have the opportunity to participate in Advanced Academics: Gifted Program Services; Grade-level placement by exam, kagan, compacted, and accelerated curriculum & instruction .

Activity 2: Students have the opportunity to participate in UIL Academics; Destination Imagination

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 1 Objective 1 Strategy 4	9/2025 - 9/2026	Principal Counselor	State & Local Funds	Improved student Growth Performance	Student Performance; STAAR	

HAWLEY ELEMENTARY SCHOOL CAMPUS IMPROVEMENT GOALS

Goal 2 – Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 1: Recruit, develop, and retain highly qualified, effective personnel to meet Federal requirement of 100% Highly Qualified School Staff.

Strategy 1: Recruit and retain quality employees through a competitive and responsive compensation package to include, salary, benefits, and incentives. (title 1; # 5)

Activity 1: District program with benefits packages to include competitive pay increases and stipends

Activity 2: Hawley ISD participates in Teacher Incentive Allotment

Goal 2 Objective 1 Strategy 1	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
	9/2025 - 9/2026	Principal; Superintendent	State & Local Funds	Retention of experienced staff	Surveys; retention rate of returning staff	

Strategy 2: Promote and ensure a culture of appreciation, support, and understanding for all employees. (title 1 # 1,6,10)

Activity 1: Hawley Elementary will provide opportunities for continued professional growth through support and professional conferences

Activity 2: HES will provide random acts of kindness through holiday and seasonal activities to help support faculty SES;teacher appreciation week in May

Activity 3: HES has a dedicated counselor to help with staff SES; All staff has completed youth mental health training, and trauma informed training

Goal 2 Objective 1 Strategy 2	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
	9/2025 - 9/2026	Principal Superintendent Counselor	State & Local Funds	Increased Faculty Morale Understanding and Empathy	Informal Assessment; Climate Surveys; District-designed checklist	

HAWLEY ELEMENTARY SCHOOL CAMPUS IMPROVEMENT GOALS

Goal 2 – Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 1: Recruit, develop, and retain highly qualified, effective personnel to meet Federal requirement of 100% Highly Qualified School Staff.

Strategy 3: Educators will keep abreast of the development of creative and innovative techniques in curriculum and instruction, and then use those techniques as appropriate to improve student learning. (title 1; # 1,5,6)

Activity 1: Hawley ISD encourages all educators to gain additional certifications and training: Gifted and Talented; English as a Second Language, Advanced Level Coursework; Additional Content certifications; Technology; Google Certification

Activity 2: Hawley ISD supports teachers through participation in professional conferences.

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 2 Objective 1 Strategy 3	9/2025 - 9/2026	Principal Superintendent	State & Local Funds	Federal Program Compliance; Retention of staff	Surveys; retention rate of returning staff	

HAWLEY ELEMENTARY SCHOOL CAMPUS IMPROVEMENT GOALS

Goal 3 – Parents will be full partners with educators in the education of their children.

OBJECTIVE 1: Parental community involvement will be continually enhanced and encouraged throughout the year using a variety of effective methods.

Strategy 1: Hawley Elementary School will utilize needs assessments to identify concerns and areas for improvement. (title 1; # 6,10)

Activity 1: Parent and community needs assessment surveys will be conducted

Goal 3 Objective 1 Strategy1	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
	9/2025 - 9/2026	Principal	State & Local Funds	Improved Parent involvement as a stakeholder	Survey, informal assessment	

Strategy 2: Hawley Elementary School will host parent nights and open houses in order to build parent and staff relationships, and to allow parents an opportunity to become familiar with the campus, staff, and administration. (title 1; # 6,10)

Activity 1: Parent, student, staff compacts will be completed annually, and discussed at the annual parent teacher conferences.

Activity 2: Campus level orientations for PK & KG, Meet the Teacher, open houses, parent/teacher conference will be held to collaborate as a team.

Activity 3: HawleyElementary will conduct parent nights: Literacy Night, Math Night, STEAM Night, Book Fairs, Fall Festival.

Goal 3 Objective 1 Strategy 2	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
	9/2025 - 9/2026	Principal Asst Princ Counselor	State & Local Funds	Improved Parent involvement as a stakeholder	Sign-in sheets;, informal assessment; compact completion	

HAWLEY ELEMENTARY SCHOOL CAMPUS IMPROVEMENT GOALS

Goal 3 – Parents will be full partners with educators in the education of their children.

OBJECTIVE 1: Parental community involvement will be continually enhanced and encouraged throughout the year using a variety of effective methods.

Strategy 3: Hawley Elementary, parents, and teachers will be encouraged to use a variety of communication tools to communicate . (title 1; # 6)

Activity 1: HES will utilize the following methods to communicate with parents: telephone, email, website, Remind, Facebook, Twitter, School Messenger Phone alert system, Parent Portal

Activity 2: Hawley Elem will encourage parents to join Parent Portal to be apprised of their students grades and attendance

Activity 3: Hawley Elem will post events on the district online calendar, as well as the District Marquee

Activity 4: Hawley ISD will use the “My MealTime” food service program for parents to stay abreast of their student’s lunch account.

Goal 3 Objective 1 Strategy 3	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
	9/2025 - 9/2026	Principal Registrar Tech Cafe	State & Local Funds	Increased parent awareness and involvement	Survey, informal assessment	

Strategy 4: Increase opportunities for parents to actively participate in the school day, campus and district committees and functions. (title 1; # 6,10)

Activity 1: Parent volunteer programs; committee participation

Activity 2: Title I meeting and parent information seminars

Activity 3: Hawley Elem will seek opportunities to invite families to campus: Grandparents Day, Veterans Recognition Program, Turkey Trot, Kids’ Heart Challenge, Mother’s Day Tea, Heritage Day, Reading Cafe, Reader’s Theater, Music Programs

Activity 4: Meetings held to reach special populations’ needs (such as ESL, Foster-care, Military connected)

Goal 3 Objective 1 Strategy 4	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
	9/2025 - 9/2026	Principal Counselor	State & Local Funds	Improved Parent involvement as a stakeholder	Sign-in sheets;, informal assessment; compact completion	

HAWLEY ELEMENTARY SCHOOL CAMPUS IMPROVEMENT GOALS

Goal 3 – Parents will be full partners with educators in the education of their children.

OBJECTIVE 1: Parental community involvement will be continually enhanced and encouraged throughout the year using a variety of effective methods.

Strategy 5: Provide parents and community members with current and relevant student assessment data in a timely manner. (title 1; # 6, 10)

Activity 1: Hawley Elementary will publicly post on their website State and Federal Performance Reports.

Activity 2: Hawley Elementary will send 3 week and 6 week progress reports and report cards.

Activity 3: Hawley Elementary will utilize the parent portal to post important and upcoming announcements.

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 3 Objective 1 Strategy 5	9/2025- 9/2026	Principal Campus Registrar	State & Local Funds	Increased parent awareness and involvement Federal Programs Compliance	Informal assessment	

HAWLEY ELEMENTARY SCHOOL CAMPUS IMPROVEMENT GOALS

Goal 4 – Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

OBJECTIVE 1: Implement and support technological and human infrastructures that maximize the purposeful use of technology to achieve academic, personal, and organizational excellence.

Strategy 1: Infuse appropriate instructional technologies throughout the curriculum to engage students, differentiate instruction, and strengthen learning and achievement. (title 1; # 1,2,3,9)

Activity 1: Hawley Elementary will use Google Classroom as the LMS for in-class and online learning

Activity 2: Hawley Elementary teachers will utilize their online textbooks to engage and differentiate lessons for students.

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 4 Objective 1 Strategy 1	9/2025- 9/2026	Principal Instructional Coach Tech	State & Local Funds	Improved Student Success Students prepared for 21st century learning.	Informal assessment	

Strategy 2: Provide appropriate staff development opportunities that meet the needs of diverse learners in order to promote continuous growth of technology competencies expected for successful job performance. (title 1; # 1,3,4,5,10)

Activity 1: All faculty will participate in ongoing Google Apps for Education, and Google Classroom training.

Activity 2: Hawley Elementary teachers will be trained and utilize Eduphoria Data Management System, TEKS Resource System, promethean training, web application instruction

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 4 Objective 1 Strategy 2	9/2025 - 9/2026	Principal IC Tech Dir	State & Local Funds	Student Performance Students prepared for future careers	Informal assessment	

HAWLEY ELEMENTARY SCHOOL CAMPUS IMPROVEMENT GOALS

Goal 4 – Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

OBJECTIVE 1: Implement and support technological and human infrastructures that maximize the purposeful use of technology to achieve academic, personal, and organizational excellence.

Strategy 3: Ensure access to reliable and well-supported technology and network systems to meet current and emerging needs. (title 1; # 1,3,6,10)

Activity 1: Hawley Elementary will ensure that classrooms have appropriate technological devices to include in differentiated lessons: digital projectors, promethean boards, voter expressions, graphing calculators,

Activity 2: Students in grades 3 - 5 are 1:1 with chromebooks. All PK - 2nd classrooms have dedicated chromebooks in each classroom, and chromebook carts available.

Activity 3: Elementary has a dedicated computer lab of 24 desktops. Students spend a minimum of 300 mins per month in the computer lab.

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 4 Objective 1 Strategy 4	9/2025 - 9/2026	Principal IC Tech Dir:	State & Local Funds	Student Performance Students prepared for future careers	Informal assessment	

HAWLEY ELEMENTARY SCHOOL CAMPUS IMPROVEMENT GOALS

Goal 5 – Campuses will attain, maintain, or raise a 97% or greater attendance rate for all students and each student group.

OBJECTIVE 1: Provide a continuum of consistently sound and reasonable attendance policies with clear standards, high expectations for all students which foster self-discipline, student investment in a positive school climate, and building-level support.

Strategy 1: Employ targeted interventions, both school and community based, for students with chronic attendance problems. (title 1; # 1,2)

Activity 1: Hawley Elem will put truancy prevention programs in place; along with parent education for students in need..

Activity 2: Hawley Elem will recognize students for perfect attendance utilizing positive behavior supports

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 5 Objective 1 Strategy 1	9/2025 - 9/2026	Principal Counselor	State & Local Funds	Attendance for all students will average 97% or greater	Informal assessment	

Strategy 2:Maintain effective reporting, recording, and monitoring of student absenteeism. (title 1; # 1,2,6,10)

Activity 1: Hawley Elem will use the Ascender program to enter and monitor daily attendance

Activity 2: Daily phone calls will be made to students who are absent

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 5 Objective 1 Strategy 2	9/2025 - 9/2026	Principal PEIMS - Attend. Sect	State & Local Funds	Student Performance	Informal assessment	

HAWLEY ELEMENTARY SCHOOL CAMPUS IMPROVEMENT GOALS

Goal 5 – Campuses will attain, maintain, or raise a 97% or greater attendance rate for all students and each student group.

OBJECTIVE 1: Provide a continuum of consistently sound and reasonable attendance policies with clear standards, high expectations for all students which foster self-discipline, student investment in a positive school climate, and building-level support.

Strategy 3: Encourage active parent participation in their child’s attendance practices and provide support and written documentation of all district attendance policies. (title 1; # 1,6,10)

Activity 1: Hawley Elem will provide progress reports, immediate truancy notifications, and policy postings on the school website in regards to attendance.

Activity 2: Hawley Elem will encourage parents to be active partners by using the school's parent portal to monitor their student's attendance.

Activity 3: Hawley Elem will provide positive behavior supports with student recognition trips.

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 5 Objective 1 Strategy 3	9/2025 - 9/2026	Principal PEIMS	State & Local Funds	Attendance for all students will average 97% or greater	Informal assessment	

HAWLEY ELEMENTARY SCHOOL CAMPUS IMPROVEMENT GOALS

Goal 6 – Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, and discipline management. {TEC Section 11.252}.

OBJECTIVE 1: Provide and implement a well-defined plan to promote a safe, secure, respectful, and drug-free/bully-free environment for students, staff, and the community.

Strategy 1: Provide and support programs which promote school discipline, school culture, and character development in order to reduce Code of Student Conduct violations. (title 1; # 1,6,10)

Activity 1: Hawley Elem has all received ALICE training and practice for possible emergency situations: crisis, evacuation, drills utilizing the Navigate 360 app

Activity 2: Hawley Elem will conduct active shooter and lock down training.

Activity 3: Hawley Elem's staff will complete annual online suicide prevention training, and all staff is trained in Youth Mental Health.

Activity 4: Hawley Elem uses a local behavior management plan/PBIS (CATS Team), The Counselor provides bully prevention presentations and programs. All staff receives PD in bully prevention.

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 6 Objective 1 Strategy 1	9/2025 - 9/2026	Principal Asst Principal Counselor IC SRO	State & Local Funds	Students and staff will be prepared for any emergency that could take place.	After - action reports School safety audit Navigate 360 reports	

Strategy 2: Provide access to appropriate data for school personnel, parents, and community to guide in planning for safe and secure schools (title 1; # 1,4,8)

Activity 1: Hawley Elem will create, update, and maintain crisis and emergency operation plans .

Activity 2: Hawley Elem will regularly provide information to staff through Faculty Meetings. Information from RAC, Administrator meetings, School Safety committee, and SHAC will be shared.

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 6 Objective 1 Strategy 2	9/2025 - 9/2026	Principal Asst Principal Counselor SRO IC	State & Local Funds	Students and staff will be informed, and prepared	After - action reports School safety audit	

HAWLEY ELEMENTARY SCHOOL CAMPUS IMPROVEMENT GOALS

Goal 6 – Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, and discipline management. {TEC Section 11.252}.

OBJECTIVE 1: Provide and implement a well-defined plan to promote a safe, secure, respectful, and drug-free/bully-free environment for students, staff, and the community.

Strategy 3: Investigate and utilize emerging programs and technology to enhance student, staff, and facility safety on the Campus (title 1; # 1,2,10)

Activity 1: Hawley Elem utilizes the School Check in system for automated visitor registration, offender check, and tracking system.

Activity 2: Hawley Elem will utilize Behavioral Multi-Tiered Systems of Support (MTSS).

Activity 3: Hawley Elem will have increased use of cameras in all campus areas and district transportation.

Activity 4: Hawley Elem will utilize the Navigate 360 suite of programs

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 6 Objective 1 Strategy 3	9/2025 - 9/2026	Principal Asst Principal Counselor SRO Director of Safety	State & Local Funds	Students and staff will be prepared for any emergency that could take place.	After - action reports School safety audit	

Strategy 4: Comply with legislative initiatives regarding school safety and security (title 1; # 1,4,10)

Activity 1: Hawley Elem will participate in safety audits.

Activity 2: Hawley Elem will limit entry and exit access points by way of front office only.

Activity 3: Hawley Elem will utilize electronic security doors, fences, intercoms, and cameras across the campus

Activity 4: Hawley Elem will have staff participate in the district-wide security committee

Activity 5: Hawley Elem utilizes a school resource officer to help keep the campus safe.

Activity 6: Hawley Elem utilizes the Centegix silent panic alarm system

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 6 Objective 1 Strategy 2	9/2025 - 9/2026	Principal- Asst Principal Counselor - SRO Director of Safety	State & Local Funds	Students and staff will be informed, and prepared	After - action reports School safety audit	

HAWLEY ELEMENTARY SCHOOL CAMPUS IMPROVEMENT GOALS

Goal 6 – Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, and discipline management. {TEC Section 11.252}.

OBJECTIVE 1: Provide and implement a well-defined plan to promote a safe, secure, respectful, and drug-free/bully-free environment for students, staff, and the community.

Strategy 5: Organize and provide appropriate staff development and resources to support District safety guidelines. (title 1; # 1,4,8)

Activity 1: Hawley Elem will provide crisis management training: ALICE

Activity 2: Hawley Elem will provide and maintain an Emergency Operations Plan

Activity 3: Hawley Elem will provide Navigate 360 training

	Timeline	Person(s) Responsible	Resources	Outcome	Evaluation	District Cost
Goal 6 Objective 1 Strategy 5	9/2025 - 9/2026	Principal Asst Principal SRO	State & Local Funds	Students and staff will be prepared for any emergency that could take place. The school employs a School Resource Officer and armed campus guardians.	After - action reports School safety audit	

Federal Requirements - Schoolwide Program

In accordance with the revised (01/08/02) Section 1114(b)(1) of Title I, Part A, a Schoolwide program shall include the following ten federally required components:

1. A comprehensive needs assessment of the entire school that is based on information on the achievement of children in relation to the State academic content standards and student academic achievement standards;
2. Schoolwide reform strategies that—
 - (A) Provide opportunities for all children to meet the State's proficient and advanced levels of student performance,
 - (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 extended school year, before- and after-school, and summer school programs and opportunities, and help provide an enriched and accelerated curriculum, and
 - (3) Meet the educational needs of historically underserved populations
 - (C)
 - (1) Address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk who are members of target populations of any program that is included in the Schoolwide program-- These programs may include counseling and mentoring services, college and career awareness and preparation such as college/career guidance, personal finance education, innovative teaching methods, which include applied learning and team-teaching strategies, and the integration of vocational and technical education programs;
 - (2) Address how the school will determine if these needs are met, and are designed to implement the State and local improvement plans;
3. Instruction by highly qualified professional staff;
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 standards. (In accordance with §1119(a)(4) of Title I);
5. Strategies to attract high-quality highly qualified teacher to high-need schools;
6. Strategies to increase parental involvement;
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs;
8. Measures to include teachers in the decisions regarding the use of assessments described in §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 any of the State's standards required by §1111 (b)(1) will be provided with effective, timely, additional assistance. The assistance must include: measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance; and
10. Coordination of Federal, State, and local services and programs, including programs such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Federal Requirements - Targeted Assistance Program

In accordance with Section 1115(c)(1) of Title I, Part A, this Campus Improvement Plan incorporates the following eight federally required components of a Title I, Part A Targeted Assistance Program:

1. Using Title I, Part A resources to help participating children meet such State's student performance standards expected for all children;
2. Being based on effective means of improving achievement of children;
3. Ensuring that planning for students served under this part is incorporated into existing school planning;
4. Using effective instructional strategies that--
 - (A) give primary consideration to providing extended learning time such as an extended school year, before- and after-school, and summer, programs and opportunities;
 - (B) help provide an accelerated, high-quality curriculum, including applied learning; and
 - (C) minimize removing children from the regular classroom during regular school hours for instruction provided under this part;
5. Coordinating with and supporting the regular education program, which may include--
 - (A) counseling, mentoring, and other pupil services;
 - (B) college and career awareness preparation, such as college and career guidance, comprehensive career development, occupational information, enhancement of employability skills and occupational skills, personal finance education, job placement services, and innovative teaching methods which may include applied learning and team teaching strategies;
 - (C) services to prepare students for the transition from school to work, including the formation of partnerships between elementary, middle, and secondary schools and local businesses, and the integration of school-based and work-based learning;
 - (D) services to assist preschool children in the transition from early childhood programs to elementary school programs;
- (6) Providing instruction by highly qualified staff;
- (7) Providing opportunities for professional development with resources provided under this part, and from other sources to the extent feasible, for administrators and for teachers and other school staff who work with participating children in programs under this section or in the regular education program; and
- (8) Providing strategies to increase parent involvement, such as family literacy services.

Campus Narrative

Hawley Elementary is located approximately 12 miles north of Abilene, TX. It is a “small” school with an enrollment of about 400 students. The Elementary consists of Pre-K – 5th grades. There are four sections per grade level (K-5) and two classes of full-day Pre-K. Approximately 44% of our students are considered to be economically disadvantaged.

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 education. State compensatory funds are used to pay for teacher and paraprofessional salaries as well as instructional supplies for Dyslexia and Intervention Classes. 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, to purchase supplies for supplemental reading programs, and to pay for the MAPS assessment program to help track academic progress. Our student population is moderately diverse and growing. According to our needs assessment and an examination of standardized assessments, students need improvement in the core areas of reading, writing, mathematics, language arts, science, and social studies.

As Learning styles affect student potential for success, assessment of each student for acceleration or remediation, offers teachers the tools to prepare materials and locate resources for students. Personal development skills enable students to adequately prepare to be successful citizens.

The Hawley Elementary Campus Improvement Committee meets regularly to keep the Campus Improvement Plan current throughout the school year. The meeting includes a discussion of STAAR scores and testing data, the campus report card, STAAR objectives, physical plant needs, budget, technology plans, and any other vital concerns and needs of the Hawley Elementary campus.

Good school attendance is a continual goal of Hawley Elementary. The goal for the 2023-2024 school year is 97% attendance. The school nurse, truancy prevention facilitator and school attendance clerk will be utilized to enhance student attendance as deemed necessary. Phone calls from the office, principal and teachers will be used to monitor and improve student attendance. A behavior improvement plan, school based community service, or referral to: counseling, mediation, mentoring or community based services will also be used to address the student's truancy. The principal and counselor will visit with students to emphasize the importance of good school attendance.

Technology planning and implementation continues to increase the productivity of both students and staff. A long range technology goal for Hawley Elementary has been implemented and added to this plan.

The goals of Hawley Elementary are aligned with these needs and we continue to strive towards the achievement of all campus goals. Our goals are reflective of the mission statement and district goals for Hawley ISD.

Comprehensive Needs Assessment Demographics

Demographics Summary

Hawley Elementary is identified as a Title I Campus. Enrollment for the 2023-2024 school year has increased by 31 students from 351 students at the beginning of the 2022-2023 school year to 382 students for the 2022-2023 school year. As of October 23, 2023 the current enrollment is 407 students. Hawley Elementary consists of a population of 0.002% (1 student) Pacific Islander, White (290 students) 77.5%, Hispanic (75 students) 20%, Black (5 students) 1.3%, Native American/Alaskan (3 students) 1.198%. Hawley Elementary has 58% of the students classified as Economically Disadvantaged, EL 0.3%, and 41% of the students classified as at risk.

Demographics Strengths

Hawley Elementary has maintained an attendance rate of 94.32% through September 9, 2022. The mobility rate has remained fairly consistent. Student to teacher ratios remain low.

Demographics Needs

Hawley Elementary is continuing to focus on improving the achievement of our low socio-economic students due to this population growing. White and hispanic student populations continue to score below state averages in most areas on state assessment. Targeted intervention through MTSS/RTI has proven beneficial, and will be continued to address their achievement. The Special Education population has grown significantly over the last few years.

Comprehensive Needs Assessment Student Achievement

Student Achievement Summary

Hawley Elementary believes that several sets of data are needed to properly disaggregate and analyze a student's strengths and weaknesses. CLI Circle Progress Monitoring Assessment is used for Pre-K to check for growth three times

per year. Amplify/MClass is the universal assessment tool used for kindergarten and 1st grades. This tool is also used not only for measurement of strengths and weaknesses, but as the dyslexia screener for this population. NWEA MAP assessment is used for 2nd through 5th grades for their universal screener, and predictor for success on the state STAAR assessments. Early identification of students needing intervention has proven to be helpful in improving student achievement, as well as setting aside a specific daily intervention time for classroom teachers to help Tier 1 & 2 students. All grade levels are implementing programs and activities to improve STAAR scores for all Special Education students.

Student Achievement Strengths

Hawley Elementary has routine, set meetings, at the end of each grading period to discuss all students academic performance, and deficits. All classroom teachers have an understanding of the RTI process, and utilize their daily intervention time to help fill the gaps, and increase the academic understanding of their students. Through the TCLAS Support from TEA, Hawley Elementary has added a full-time math instructional coach and a full-time reading instructional coach.

Student Achievement Needs

Hawley Elementary School has put significant interventions in place to help students overcome the learning loss that the pandemic and COVID-19/asynchronous remote learning created. State assessment shows the students are performing at or slightly below the state averages for students that were impacted by the pandemic.

Comprehensive Needs Assessment School Culture and Climate

School Culture and Climate Summary

Hawley Elementary has developed a plan to address students' Social Emotional Needs, as well as behavioral needs. Extensive time has been spent thinking through behavior through the lens of MTSS and Conscious Discipline. The

school has created a discipline flowchart to ensure all staff are on the same page. Common language is used by the campus. Hawley Elementary has a full-time dedicated counselor that provides classroom lessons, and works hard to build a positive climate for students and staff.

School Culture and Climate Strengths

Hawley Elementary is dedicated to providing a physical environment where students feel safe while they are at school. Student safety is a high priority for the staff, and they work diligently to ensure safety is maintained on all areas of the campus. The campus is small enough that staff have knowledge of most students on campus. Student surveys show that students feel safe while at school.

School Culture and Climate Needs

Hawley Elementary is continuing to roll out and refine its CATS program. Steps will be taken to reduce the number of discipline referrals, including providing training and assistance to the classroom teachers in addressing student issues more effectively. Behavioral and academic intervention will take place in the regular education classroom with assistance going to the classroom rather than students coming out unless necessary.

Comprehensive Needs Assessment Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Hawley Elementary works hard to provide a positive learning/teaching environment. Hawley ISD has put into place several programs for existing staff to make Hawley ISD a district that new teachers would want to be a part of. New Faculty participate in the Teacher Mentor program, and new faculty induction programs. Hawley Elementary has a

full-time dedicated counselor that provides classroom lessons, and works hard to build a positive climate for students and staff. New Faculty participate in the Teacher Mentor program. Hawley ISD is in its second year of participating in the Teacher Incentive Allotment program through TEA.

Staff Quality, Recruitment, and Retention Strengths

Hawley Elementary works to maintain a 100% Highly Qualified staff at all times. Hawley Elementary currently has a principal, assistant principal, counselor, 30 classroom teachers, 2 dyslexia/interventionist teachers, 11 paraprofessionals, 2 office staff, 1 shared district librarian, 2 custodians, and 2 shared district nurses. Hawley Elementary participates in the district Teacher Mentor Program to help support new teachers, and help with retention. Hawley ISD provides a strong professional development program for employees. Hawley is also in close proximity to Region 14 in Abilene, TX so that staff has easy access to additional professional development. Hawley ISD offers to employees an Educational Increment Program that encourages faculty to continue their professional development, which ultimately increases student achievement. Hawley ISD is also participating in the Teacher Incentive Allotment program through TEA to help quality teachers receive an increase in salary through a stipend. This current school year, Hawley ISD has implemented a retention stipend to encourage faculty to remain at Hawley ISD.

Staff Quality, Recruitment, and Retention Needs

Hawley Elementary over the last several years has experienced staff fluctuations, and has struggled to replace the positions due to shortage in applicants. Uncertified staff are carefully monitored to help finish their certifications over the first year of teaching. New staff are paired with a mentor teacher to help navigate the first two years of teaching. Increased high level of support and intervention for the instructional staff will improve the quality of instruction as well as produce a positive school climate. Support from additional administrative staff (Assistant Principal, Instructional Coaches) will also help staff feel more supported. Continued improvement to the New teacher mentoring program will also support existing staff, and new staff.

Comprehensive Needs Assessment Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Hawley Elementary uses Texas Essential Knowledge and Skills (TEKS) as the foundation of the curricular program. The Year at a Glance from TEKS Resource System is used as the scope and sequence for following the TEKS for the year. Hawley Elementary assesses student performance periodically throughout the year, and uses the data to provide

individualized, differentiated instruction to the students. Hawley Elementary has a variety of assessment tools available to provide data for providing interventions including: Star Reading and Star Early Literacy Assessment, CLI Circle Progress Monitoring, Amplify/MCLASS, NWEA MAPS, CBAs, Eduphoria Aware, IXL, and GT screening, Professional Development opportunities are provided to develop teachers on high need curriculum areas.

Curriculum, Instruction, and Assessment Strengths

Hawley Elementary's teachers work collaboratively to develop and implement instructional objectives. Teachers meet regularly in PLCs with campus administration. It is the belief of Hawley Elementary that early intervention is key to providing targeted interventions to help students struggling or missing skills. The district uses Eduphoria to disaggregate the student data. Hawley ISD has a strong RTI program, and 3 dyslexia therapists.

Curriculum, Instruction, and Assessment Needs

Continued training in differentiation is needed to strengthen all staff's understanding of a student's unique learning needs. Also, additional professional development to help teachers provide adequate online instruction using Google Classroom for asynchronous learners.

Comprehensive Needs Assessment Family and Community Involvement

Family and Community Involvement Summary

Hawley Elementary encourages parents to be an active participant in their student's education, as well as become involved in all aspects of the educational process. Parents as well as community members are encouraged to participate

on the site-based decision making team, GT Advisory Board, volunteering in the classrooms or office, as well as various other committees. Communication is a key component between school and home. Several avenues of communication are utilized on a frequent, routine basis: District website, Elementary and District Facebook page, Twitter, teacher newsletters, and Remind (messaging app). Parent Portal through Gradebook keeps parents informed and involved with students' grades and attendance.

Family and Community Involvement Strengths

Hawley Elementary has several initial events at the beginning of the year to begin building relationships between parents and the students' homes. Additional events throughout the year to continue the school/family relationship: open house, family nights, parent-teacher conferences, program meetings, holiday programs, and classroom activities.

Family and Community Involvement Needs

Hawley Elementary wants to have strong family and community partnerships. Novel ways to involve parents and the community will need to be sought out. Hawley Elementary will need to continue to identify strategies to get parents involved in the development of parent events and trainings in order to ensure these events meet their interest and needs, and ultimately student success.

Comprehensive Needs Assessment School Context and Organization

School Context and Organization Summary

Hawley Elementary seeks to make continuous improvement, and strives to identify needs and develop plans to address those needs. Hawley Elementary uses surveys, and campus committees to identify campus needs and develop plans.

Hawley Elementary uses the Federal Requirements for a Title I Schoolwide Program as it makes decisions to best meet its needs.

School Context and Organization Strengths

Hawley Elementary strives to provide an equitable education for all students. Teachers at the elementary school have a common planning time for their grade level. Teachers meet weekly to plan together, and discuss their lessons by collaborating through PLC. When students have to be pulled out of the classroom for intervention or special education services such as speech, the student's schedule is examined closely so that the student is not removed during core instructional time.

School Context and Organization Needs

Consistency and standardization of Google classrooms across the grade levels and campus have been requested by parents to improve student access to their learning. Internal rounds so that teachers can learn from each other through observation and peer coaching.

Comprehensive Needs Assessment Technology

Technology Summary

Hawley Elementary is committed to providing a learning environment that will prepare our students for the future in our technological 21st century world. Student instruction employs current technology resources as a tool for learning. HES has a variety of tools such as desktops, laptops, chromebooks, iPads, Promethean boards, projection devices, and other software programs that can be used to address particular instructional strategies and learning styles. Professional development is provided to staff on the integration of these tools for authentic learning. Faculty receive support from the district technology director, the district instructional coach, and the elementary technology teacher.

Technology Strengths

Every classroom at Hawley Elementary has access to the internet and all classrooms have a promethean board, and document camera. Grades 3- 5 are 1:1 with chromebooks in their classrooms. Pk - 2nd have access to iPads in their classrooms, and chromebook carts. Most textbooks and support curriculum can be accessed electronically through ebooks. Hawley ISD has recently been granted a technology grant, and will be increasing the amount of chromebooks available to students and staff.

Technology Needs

There is not enough technology for all students to be 1:1 at the PK - 2nd grade levels. A plan to increase technology devices has been created. Additional professional development needed for teachers that need more support in creating remote instruction, videos, online documents, etc. Staff will be encouraged to continuously find ways to incorporate new technology into the instructional program of their classroom.

Comprehensive Needs Assessment Data Documentation

The following data resources were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District Goals
- Campus Goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Professional Learning Communities (PLC) discussions
- Campus and/or district planning and decision making committee meeting discussions
- Campus leadership and/or department meetings
- Campus committee meeting discussions
- MTSS/RTI Committee Minutes & Intervention Processes

Accountability Data

- Texas Academic Performance Report (TAPR)
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Comprehensive Needs Assessment Data Documentation

The following data resources were used to verify the comprehensive needs assessment analysis:

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Running Records results
- Observation Survey results
- RTI Committee Minutes & Intervention Processes
- NWEA MAP Assessment Data
- Edgenuity Intervention Data
- Star Reading and Star Early Literacy Assessment
- CLI Circle Progress Monitoring Data
- TX-KEA Assessment Data
- Amplify/MCLASS Assessment Data
- IXL Data
- Local benchmark or common assessments results

Comprehensive Needs Assessment Data Documentation

The following data resources were used to verify the comprehensive needs assessment analysis:

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Emergent Bilingual data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and Talented data
- Dyslexia Data
- RTI, MTSS, Intervention data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data
- Discussions Student failure and retention rates

Comprehensive Needs Assessment Data Documentation

The following data resources were used to verify the comprehensive needs assessment analysis:

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Staff development evaluations, surveys, and/or needs assessment(s)
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results