Hawk Elementary School

Campus Improvement Plan 2016-17

Table of Contents

Campus Improvement Planning Processes and Procedures

Each school year, the principal, with the assistance of the campus-level committee, develops, reviews, and revises the campus improvement plan. The purpose of the campus-level plan is to improve student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. **Education Code 11.253(c); BQ (Legal)**

The District maintains policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. **Education Code 11.253(a); BQB (Legal)**

The District's policies and procedures have established campus-level planning and decision-making committees as provided by **Education Code 11.251(b)–(e)**. The committee includes representative professional staff, parents of students enrolled in the campus, business representatives, and community members. **Education Code 11.251(b), 11.253(b); BQB (Legal)**

The campus-level committee holds at least one public meeting per year after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. **Education Code 11.253(g); BQB (Legal)**

District policy and campus procedures have been established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. **Education Code 11.253(g); BQB (Legal)**

The principal regularly consults the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. **Texas Education Code 11.253(h); BQB (Legal)**

In accordance with the administrative procedures established under **Education Code 11.251(b) [see BQ]**, the campus-level committee is involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. **Education Code 11.251(d); BQB (Legal)**

The campus improvement plan serves as the primary record supporting expenditures attributed to the state compensatory education (and/or Title I) program; therefore, the plan includes a comprehensive needs assessment identifying the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective. **Administrative Code (TAC) 109.41; Financial Accountability System Resource Guide (FASRG) Update 14: Module 9. Compensatory Education Guidelines, Financial Accounting Treatment, and an Auditing and Reporting System**

Title I Schoolwide Components Codified

1. Comprehensive Needs Assessment (CNA)
2. Schoolwide Reform Strategies (RS)
3. Instruction by Highly Qualified Teachers (IHQ)
4. Ongoing Professional Development (OPD)
5. Attract High-Quality Highly Qualified Teachers (AHQ)
6. Parent Involvement (PI)
7. Transition (T)
8. Include Teachers in the Decisions Regarding the use of Academic Assessments (A)
9. Effective and Timely Additional Assistance (AA)
10. Program Coordination and Integration (C)

Mission, Vision, and Values

District Mission

Denton ISD: Empowering lifelong learners to be engaged citizens who positively impact their local and global community.

School Mission

To create successful learners

School Vision

We believe to accomplish our mission as a staff we will become a school that:
- Works collaboratively as teams to ensure student success
- Is willing to constantly engage in professional conversations
- Discusses our curriculum in vertical teams
- Demonstrates a personal commitment to the emotional, social and academic success of our children
- Models acceptances for all
- Celebrates the successes of our students and teachers
- Willing to reflect and adapt our instructional practices based on our continued learning.
- Be an innovative school that uses technology to prepare our children for the world in which they live.
- Has fun!

School Values

In order to achieve our vision we have made the following commitments:
- We will publicly support our children, staff, and school.
- We will provide a school environment that promotes learning. social responsibility, and critical thinking
- We will model, mentor, teach, and support one another in our professional development.
- We will maintain a positive attitude.
- We will engage in professional, open, and honest communication that is built on a foundation of trust.
- We will implement our pyramid of intervention that will promote student success.
- We will constantly seek to grow and develop as professionals.
- We will evaluate each assessment for mastery with a rubric agreed upon by the grade level team that corresponds with the grade level standards based report card.
- We will model risk taking to promote a growth mindset

WIG 1: By May, 2017 the campus will integrate content to obtain a deeper level of transference of skills and a progress measure of one year.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Commit educational leave days for teams throughout the school year to integrate content for transference of skills.. (Specifically... Identify 3 dates for teams)	K-5 Teachers Admins Reading Recovery Teacher	SCE: $30,000 FTEs: 0.5		Lesson plans, Learning walk tool, PLC minutes, staff development, common assessments, ELI, and STAAR results	STAAR progress measure, growth in Index 2 & 3, transfer tasks, common assessments, ELI	November

March |
| Develop specific vertical team goals and meet K-2 and 3-5, as well as, scheduled time to meet for integration alignment | Grade level teachers Math Int Read Int Admins | | | Vertical Content targets, school calendar, staff development, learning walks | Alignment of learning targets, content assessments, lesson plans | November

March |
| Online portfolio | Classroom teachers, Admins | | | Vertical Content agendas, strong/weak samples of student work, Google Classroom streams, staff development, learning walks | Google Classroom, on-line portfolio, | November

March |
| Common vertical team folders in Google that will document progress toward content goals. | Admins | | | Google folder for staff to access | Alignment of goals, products /lessons, Alignment of vocabulary | November

March |
| Use the beginning of the year meeting times for some PLC work on using metacognitive thinking strategies as basis for integrating content | Classroom teachers Math Int Read Int Admins Curr Dept Coord | | | Lesson plans, staff development, Curriculum department resources, posted metacognitive learning targets. | Staff development, metacognitive learning targets, PLC meeting minutes/agenda | November

March |
| Facilitator will have objectives listed,integrated sample lessons, communicate specific goals for each session at the vertical team meeting, and   guide the group towards making progress toward co-created content goal | Teachers Math Int Read Int Admins | | | Vertical content agendas & learning targets, school calendar, learning walks | Evidence of integrate lessons K-5 across content, improved progress measure | November

March |

WIG 1: By May, 2017 the campus will integrate content to obtain a deeper level of transference of skills and a progress measure of one year.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Integration planning on Huddle days.	Teachers Admins			PLC meeting minutes and agendas, staff development, learning walks/tool, lesson plans	Lesson plans, student growth on SBRC assessments, ELI, common assessment growth, STAAR progress measure	November March
All K-2 teachers will provide guided reading to all students with a sense of urgency to exit all children on level and achieve one year of progress by June, 2017	Teachers Reading Recovery teacher			Participation in weekly PLC meetings, agendas, minutes, student work samples, student reading levels, Lit library teacher check out lists	Student growth in essential learning as indicated on SBRC	November March
Teachers in grades 3, 4, and 5 will provide daily leveled text guided reading for all below level readers.	Teachers SPED teachers			Participation in weekly PLC meetings, agendas, minutes, student work samples, student reading levels, Lit library teacher check out lists, lesson plans	Student growth in essential learning as indicated on SBRC, STAAR passing rates, progress measure	November March
Daily intervention provided by math and reading interventionist for all 3rd - 5th grade at-risk students.	Math Int Read Int	SCE: $60,000 FTEs: 1.0		Minutes from SOC meeting each six weeks, RtI spreadsheet for Reading, Math, Writing, Science	Student progress towards learning target, STAAR level II scores and progress measure	November March
Teachers will continue to collect and use samples of strong and weak student work to be saved in the grade level PLC folder and used to guide learning outcomes.	All classroom teachers			Posted samples of strong/weak work during learning walks, work in Google Classroom, work brought to Vertical meetings	Improved student work samples based in Google Classroom, STAAR passing rates and progress measure	November March
Teachers will provide effective feedback on student work in order to guide students from where they are in their learning to the intended learning target and next steps	Teachers Admins Math Int Read Int Math/Rea			Student work samples with feedback shared at staff/vertical meetings, PLC meetings	Student progress towards learning targets as evidenced in portfolio, STAAR progress measure	November March
All staff will post student friendly learning targets for each instructional period.	Teachers			Posted learning targets during learning walks, student knowledge of	Student growth in essential learning as indicated on SBRC, improved STAAR level	November March

Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
WIG 1: By May, 2017 the campus will integrate content to obtain a deeper level of transference of skills and a progress measure of one year.						
				targets and next steps	phase II, and progress measure	
Campus administrators will conduct weekly learning walks to provide feedback to teachers regarding their instructional practices.	Admins			Calendar, learning walk tool	Student growth in essential learning as indicated on SBRC, improved progress measure on STAAR, increased T-TESS dimensions	November March
Teachers will conduct learning walks using co-created tool with a specific focus on feedback and next steps for student a minimum of 4 times in the year.	Teachers Admins Specialists			Google learning walk document, learning walk tool, PLC meeting minutes and agenda	Content alignment of learning targets, increased T-TESS dimensions	November March
All grade levels will host "curriculum nights" as appropriate throughout the school year to inform parents on how concepts may be taught and the use of Google Classroom as the student's digital portfolio.	Teachers Math Int Read Int			Agenda/slide shows for curriculum nights, Dates provided to campus administration	Parent support for instructional practices that seem new/different	November March
Teachers will meet once weekly in PLC to discuss essential learnings, student progress towards such learning and students of concern.	Teachers Math Int Read Int Admins Specialists			PLC team meeting minutes/agenda, RtI spreadsheet	Student growth in essential learning as indicated on SBRC and STAAR passing rates and progress measure	November March

WIG 2: By May of 2017, the staff and students will assess, develop, and utilize their strengths to deepen their understanding of themselves as learners.						
Leads/Action Steps	Person(s)	Fund/$/FTEs	TI10C	Evidence of Implementation	Evidence of Impact	Progress Monitoring
Utilize Gallup Strength Finders for all staff	Admins Learning 2gether			Strengths report summary, Celebration meeting agenda, school calendar	Staff development, PLC meeting minutes/agenda,	November March
StrengthsFinder foundation program 4th/5th grade	Learning 2gether 4th/5th teachers Admins			Staff development, weekly lessons, online student portfolio	Increased student awareness of strengths and how to use them, Guidance lessons	November March
Dedicated weekly 30 minute block	Teachers			Lesson plans, foundations program	Increased student awareness of strengths and how to use them, Guidance lessons, PLC meeting minutes/agenda	November March
Guidance lessons with strengths focus	Counselor			Weekly guidance lessons focusing on the 10 identified strengths from foundations program	Increased positive contact with families, increased 'STAR' awards, decreased office referrals	November March
Students and staff will be trained in prevention of bullying and expected intervention through the Hawk "Bully Buster" program	Counselor			Staff meeting presentations, guidance lesson presentations, friendship and lunch groups	Minimal number of bully buster reports and/or reports from parents regarding bullying behaviors	November March
Students will receive lessons throughout the year on the importance of physical activity, nutrition choices, and overall healthy lifestyle choices.	Nurse PE Teachers			Lessons provided to students by both PE teachers and school nurse related to overall healthy lifestyle choices	Improved attendance rates	November March

State System Safeguards - Performance, Participation, and Graduation Data Table

Performance

Performance	All				African American				Hispanic				White				American Indian				Asian			
Reading	from	90	to	95	from	95	to	98	from	83	to	90	from	92	to	95	from	100	to	100	from	90	to	95
Mathematics	from	91	to	95	from	86	to	95	from	83	to	90	from	93	to	95	from	100	to	100	from	100	to	100
Writing	from	84	to	95	from	100	to	100	from	80	to	90	from	83	to	95	from	100	to	100	from	100	to	100
Science	from	84	to	95	from	67	to	80	from	80	to	90	from	84	to	95	from	-	to	-	from	100	to	100
Social Studies	from		to		from		to		from		to		from		to		from		to		from		to	

Performance	Pacific Islander				2 or More Races				Eco Disadvantaged				Special Education				ELL (Current+Monitored)				ELL (Current)			
Reading	from	100	to	100	from	67	to	80	from	69	to	80	from	64	to	80	from	73	to	85	from	n/a	to	n/a
Mathematics	from	100	to	100	from	80	to	90	from	72	to	80	from	69	to	80	from	55	to	80	from	n/a	to	n/a
Writing	from	-	to	-	from	71	to	85	from	45	to	80	from	64	to	80	from	67	to	85	from	n/a	to	n/a
Science	from	100	to	100	from	80	to	90	from	44	to	80	from	59	to	80	from	75	to	85	from	n/a	to	n/a
Social Studies	from		to		from		to		from		to		from		to		from		to		from		to	

Participation

Participation	All				African American				Hispanic				White				American Indian				Asian			
Reading	from	100	to	100	from	100	to	100	from	98	to	100	from	100	to	100	from	100	to	100	from	100	to	100
Mathematics	from	99	to	100	from	100	to	100	from	98	to	100	from	100	to	100	from	100	to	100	from	100	to	100

Participation	Pacific Islander				2 or More Races				Eco Disadvantaged				Special Education				ELL (Current+Monitored)				ELL (Current)			
Reading	from	100	to	100	from	100	to	100	from	100	to	100	from	100	to	100	from	n/a	to	n/a	from	100	to	100
Mathematics	from	100	to	100	from	100	to	100	from	100	to	100	from	100	to	100	from	n/a	to	n/a	from	100	to	100

Graduation

Graduation	All				African American				Hispanic				White				American Indian				Asian			
Reading	from		to		from		to		from		to		from		to		from		to		from		to	
Mathematics	from		to		from		to		from		to		from		to		from		to		from		to	
Writing	from		to		from		to		from		to		from		to		from		to		from		to	

Graduation	Pacific Islander				2 or More Races				Eco Disadvantaged				Special Education				ELL (Current+Monitored)				ELL (Current)			
Reading	from	-	to	-	from		to		from		to		from		to		from		to		from	-	to	-
Mathematics	from		to		from		to		from		to		from		to		from		to		from		to	
Writing	from		to		from		to		from		to		from		to		from		to		from		to	

Curriculum, Instruction and Assessment

The curriculum/curricula collectively describes the teaching, learning, and assessment materials and resources available for a given course of study. These are aligned with the TEKS and other standards, incorporating instruction and assessment processes.

Potential Data Sources
· Standards-Based Curriculum Resources and Materials
· Scope and Sequence; Pacing Guides; and/or Other Focus Documents
· UbD Units of Study
· Foundation Course/Class Materials
· Enrichment Course/Class Materials
· Technology
· Instructional Design/Delivery; High-Yield Strategies
· Lesson Study/Delivery Processes
· Collaborative Horizontal and Vertical Team Alignment Processes
· Student-Specific/Differentiated Strategies and Processes
· Common Benchmark Assessments and/or Other Assessments
· Class, School, and Special Program Schedules

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Scope and Sequence provided by the district
Vertical Team Process and Alignment
UbD Units provided by district
Differentiated Instruction Strategies

Critical Thinking/Problem Solving skills taught across the content areas
Common Report Card Assessments

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Instruction is geared towards problem solving and collaborating	Continued work on UbD transfer task/RC assessment alignment
Curriculum that allows students to use inferencing skills and make connections	Input to district committee from staff regarding curriculum and assessments
Quality assessments that provide accurate measure of student growth and/or areas of concern	Integrating content areas to demonstrate greater depth of skill set
Workshop model is used across grade levels to ensure differentiated instruction	
Data is used to assess when a student is ready to assess, or if reteaching is needed	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Continued work to align UbD transfer tasks and report card assessments. The feedback is the assessments are better but this continues to be a focus. Staff needs to provide input to district committees to ensure assessments and UbD's are aligned and allow for teaching through real life experiences to gain deeper understanding of content. Content areas need to align and integrate to show transference of skills.

Demographics

Demographics refer to the characteristics or make-up of the school and help us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Potential Data Sources
·   Enrollment
·   Attendance
·   Ethnicity
·   Gender
·   Mobility/Stability
·   Special Program Participation
·   At-Risk by Category
·   Teacher-Student Ratios
·   Graduation, Completion, Dropout, and GED Rates
·   Course/Class Assignments
·   College/University/Dual Credit/AP Enrollment

Data Sources Reviewed

Demographic data are very important for us to understand as they are part of our educational system over which we have no control, but from which we can observe trends and learn for purposes of prediction and planning. - Victoria Bernhardt

List the actual data sources reviewed below...

Data Dashboard
Enrollment data

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which

emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Consistent enrollment over the last 3 years	Reading intervention for Hispanic and Economically Disadvantaged students
Special programs offered to meet student needs	Gender diversity in staff
	Increased at risk students for new students to Hawk

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

The staff demographics need to reflect more diversity of ethnicity and gender. New to Hawk students need identified at risk need gap filling supports to ensure expected rate of progress.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school community to maintain high expectations and high achievement for all students.

Potential Data Sources
· Family and Community Participation Counts by Type of Activity
· Parent Volunteer Information
· Parent Activity Evaluations and Feedback
· Mobility/Stability
· Demographic Data
· Community Service Agencies and Support Services

Data Sources Reviewed

There are three kinds of curricula; they must be considered together and improved together: written curriculum, taught curriculum, and tested curriculum. - Fenwick English

List the actual data sources reviewed below...

Google Forms Survey
District Culture and Climate Survey

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Parents are involved in helping with MavFest, Book Fair, CFA Night, Color Fun Run	More parent involvement in the classrooms in upper grades
Parents can help and are invited to attend classroom parties and events	Hawk has great representation of parent involvement, but not as many opportunities for individuals from outside of the parental community
We offer summer reading activities, Family Fun Math/Science night, Literacy Night, PTA meetings, Grandparents month, Watch D.O.G. program, parent chaperoned field trips, Running Club, and Curriculum Nights	Uncertainty about supports that are offered for the campus
Community and parent representation on the CLT committee	
Free and reduced lunch, counseling services, help with medical issues, snack pack for kids in need	
Counselor conducts guidance lessons to encourage parent/community involvement, family and student relationships. Groups of various needs are also conducted	
Our school participates in the Big Brother/Big Sister program, United Way, and identified students are provided Christmas assistance	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Hawk has an abundance of parent involvement, however, the upper grade levels do not receive the same level of parent support as the younger grades. Most staff members at Hawk feel that there are multiple services offered to encourage healthy family and community relationships, but there are some people who may know know about the programs available at Hawk. Parent support and involvement is evident, outside non-parent community support is not equally represented.

School Context and Organization

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning.

Potential Data Sources
· School Structure or Make-Up, e.g., Teaming, Looping, Etc.
· Decision-Making Processes
· Master Schedule
· Leadership: Formal and Informal
· Supervision Structure
· Duty Rosters
· Schedule for Student Support Services, e.g., Counseling, Social Work, Library, Etc.
· School Map & Physical Environment
· Communication: Formal and Informal

Data Sources Reviewed

Create the kind of climate in your organization where personal growth is expected, recognized and rewarded. - Author Unknown

List the actual data sources reviewed below...

School Structure: Teaming 2nd-5th, Collaborative self-contained K-1st.
Master Schedule
Leadership
Supervision structure
Communication

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Daily intervention time in every grade level	Struggling students often struggle in more than one content area
Workshop model that allows for small group instruction/reteach	Managing inclusion times for Life Skills
Tutorials before and after school as needed	Additional staff during intervention time to support struggling students
Collaborative campus	Ensure students are not pulled out during critical content areas
Open door policy of administration	
Feeling heard by administration	
Student focused staff	
Open door policy of staff to stakeholders	
Sharing students	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Continue to focus on intervention for struggling and enrichment groups. Ensuring that students are not pulled for intervention/tutorials during times they need for critical content area instruction. Provide intervention for struggling students in all areas of need. Utilizing all staff personnel for daily intervention to support students to ensure growth.

Comprehensive Needs Assessment

School Culture and Climate

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff and students feel about the school and affects how people interact within the system.

Potential Data Sources
· Surveys
· Questionnaires
· Focus Groups
· Interviews
· Feedback Data
· Classroom and School Walkthrough Data
· Parent Conferences, Meetings, Etc.

Data Sources Reviewed

Culture is the underground stream of norms, values, beliefs, traditions, and rituals that build up over time as people work together, solve problems, and confront challenges. This set of informal expectations and values shapes how people think, feel, and act in schools. - Author Unknown

List the actual data sources reviewed below...

Surveys
Questionnaires
Focus Groups
Interviews
Feedback Data
Classroom and School Walkthrough Data

Parent Conferences/Meetings
K-12 Insight Survey 2016

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Students and faculty feel Hawk is a safe place	Teachers need help finding resources to motivate some students
Students feel academically successful at Hawk	Teachers need to be encouraged to be involved outside the classroom
Teachers feel supported by the administration	Students need time to continue to help each other when there are struggles
Teachers have high expectations for students at Hawk	
Students feel their teachers and parents believe they will be successful	
Teachers feel Hawk provides an atmosphere where every student is successful	
Teachers and students feel that the expectations and targets are clear and obtainable	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Students need to continue to work with peers and be given the time needed to learn from each other. Staff needs to find more ways to motivate students that are struggling. Involve more

teachers in committees and roles to balance leadership responsibilities and opportunities. Teachers need opportunities to form productive and close relationships at school.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention refers to the school organization's level of high-quality, highly-effective staff, particularly in high-poverty schools. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns.

Potential Data Sources
· Teacher Certification/Qualification Data
· Paraprofessional and Other Staff Qualifications
· Staff Effectiveness in Relation to Student Achievement
· PDAS and/or Other Staff Effectiveness Data
· Staff Mobility/Stability
· Special Program Qualifications, e.g., Bilingual/ESL, Special Education, Etc.
· Professional Development Data
· Teacher-Student Ratios
· Graduation, Completion, Dropout, and GED Rates
· Course/Class Completions, Grades, and Other Data
· Recruitment and Retention Strategies and Other Data

Data Sources Reviewed

An empowered organization is one in which individuals have the knowledge, skill, desire, and opportunity to personally success in a way that leads to collective organizational success. - Stephen Covey

List the actual data sources reviewed below...

Applitrack
Staff list compared to 2015-2016
PLC agendas
Learning walk data

Student of Concern data`
Staff surveys

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Low mobility rate	Vertical content support
All staff members are Highly Qualified	Continue building on connecting with staff members throughout the year vertically
Staff attends staff development frequently for continued professional growth	
Numerous staff members are curriculum writers or report card assessment committee members	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Provide additional opportunities for staff to vertically align and integrate content K-5. Continue fostering time for staff to connect with one another throughout the year.

Student Achievement

Student Achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. These data provide insights about the degree to which students are acquiring the knowledge and skills expected for each grade level and course of study.

Potential Data Sources
· State Assessment Data
· TELPAS and AMAO Results
· SAT/ACT/PSAT Results
· Advanced Course/Dual Enrollment Data
· Standardized, Norm-Referenced, Criterion-Referenced Tests and Measures
· State Data Tables
· Texas Success Initiative Data
· Course/Class Grades
· Graduation, Completion, Dropout, and GED Rates, Diploma Types
· Promotion/Retention Rates
· Classroom and Program Assessments and Other Data

Data Sources Reviewed

We want to gather and analyze data that will help us understand the system that produces the results we are getting. We also want to move our district continuous improvement efforts from random acts of improvement to focused improvement that centers on our ultimate purpose - improving learning for all students. - Victoria Bernhardt

List the actual data sources reviewed below...

ELI Assessment
STAAR data
Kathy Richardson
Report Card Assessments
Scholastic Reading Inventory

DRA/IRA
AEIS
Classworks

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
Collaborating and sharing students to support intervention needs	Ensuring all students achieve one year of growth
Impact of Interventionists and Specialists	Integrating content for deeper understanding
Consistent use of assessment tools to determine instructional level of students	Interventions for enrichment groups
Extensive formative and summative assessments to determine mastery	Closing academic gaps for economically disadvantaged subpopulation
Use of strong and weak samples to create clarity of understanding	Integrated Science, Technology, Engineering, & Mathematics process
Creating criteria to determine attributes of a strong product	

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Ensuring all students achieve one year of growth. Integrating content for deeper understanding. Interventions for enrichment groups.   Closing academic gaps for economically disadvantaged subpopulation. Integrated Science, Technology, Engineering, & Mathematics process.

Comprehensive Needs Assessment

Technology

Technology refers to modeling and applying digital tools and resources for students, staff, and other stakeholders to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities.

Potential Data Sources
· Technology Infrastructure, Networks, Etc.
· Technology Hardware and Software
· Classroom Technology Needs by Area, Class, Department, Etc.
· BrightBytes Survey
· Professional Development/Teacher Preparation Needs in Technology
· Leadership and Administrative Support Structures for Technology Implementation
· Resource Allocations
· Technology Policies and Procedures
· Assessment of Technology Skills for Students, Staff and Other Stakeholders

Data Sources Reviewed

The traditional way we "do school" will change as students have more access to the world around them. If we are producing globally competitive students, we have to adopt to the world they will encounter. - Author Unknown

List the actual data sources reviewed below...

Google Survey
Computer lab calendar

Findings/Analysis

"The real voyage of discovery consists not in seeking new landscapes, but in seeing with new eyes."

Look for patterns in the data that reveal trends or insights about the district/school. A brief statement for each of the dimensions helps introduce or frame the discussion of trends which emerge in the data, particularly across data sources. Identify below statements about the strengths, as well as the priority need areas of the district/school...

Strengths...	Needs...
More access to curriculum	Additional support to achieve proficiency level
Access to Chromebooks, iPads, and iPad minis	System to determine most effective and needed applications
Students are able to research with greater ease	Wifi is inconsistent and creates frustration
Students are able to independently use and apply technology skills	Additional training
Higher rate of engagement due to implementation of technology	Limited printers on campus

Summary of Needs

Based on the findings/analysis above, summarize campus needs in this area. Include potential funds sources to be used to address the needs (i.e. Title I funds, State Compensatory Education funds, etc.)...

Increased reliability of wifi so lessons can be delivered consistently when using technology. The staff needs additional time to explore applications and options that are available for student use to ensure staff proficiency. Access to printers.

Comprehensive Needs Assessment

Summary of Priority Needs

Demographics...

- The staff demographics need to reflect more diversity of ethnicity and gender.
- New to Hawk students need identified at risk need gap filling supports to ensure expected rate of progress.

Student Achievement...

- Ensuring all students achieve one year of growth.
- Integrating content for deeper understanding.
- Interventions for enrichment groups.
- Closing academic gaps for economically disadvantaged subpopulation.
- Integrated Science, Technology, Engineering, & Mathematics process

School Culture and Climate...

- Students need to continue to work with peers and be given the time needed to learn from each other. Staff needs to find more ways to motivate students that are struggling.
- Involve more teachers in committees and roles to balance leadership responsibilities and opportunities.
- Teachers need opportunities to form productive and close relationships at school.

Staff Quality, Recruitment and Retention...

- Provide additional opportunities for staff to vertically align and integrate content K-5.
- Continue fostering time for staff to connect with one another throughout the year.

Curriculum, Instruction, and Assessment...

- Continued work to align UbD transfer tasks and report card assessments.
- The feedback is the assessments are better but this continues to be a focus.

- Staff needs to provide input to district committees to ensure assessments and UbD's are aligned and allow for teaching through real life experiences to gain deeper understanding of content.
- Content areas need to align and integrate to show transference of skills.

Family and Community Involvement...

- Hawk has an abundance of parent involvement, however, the upper grade levels do not receive the same level of parent support as the younger grades.
- Most staff members at Hawk feel that there are multiple services offered to encourage healthy family and community relationships, but there are some people who may know know about the programs available at Hawk.
- Parent support and involvement is evident, outside non-parent community support is not equally represented.

School Context and Organization...

- Continue to focus on intervention for struggling and enrichment groups.
- Ensuring that students are not pulled for intervention/tutorials during times they need for critical content area instruction.
- Provide intervention for struggling students in all areas of need.
- Utilizing all staff personnel for daily intervention to support students to ensure growth.

Technology...

- Increased reliability of wifi so lessons can be delivered consistently when using technology.
- The staff needs additional time to explore applications and options that are available for student use to ensure staff proficiency.
- Access to additional printers.

Campus Leadership Team (CLT)

CLT Members

Role	Name
Teacher	Crystal Jamison
Teacher	Ginny Lent
Teacher	Tracy Rickert
Teacher	Tracy Prickett
Teacher	Kim Alexander
Teacher	Marti Blair
Teacher	Kristen Thornton, Alicia Reimers,
Campus-Based Nonteaching Professional	Sherry Brandt, Chavayee Johnson
Campus-Based Para or Operations Staff Rep	Diane Hogan
District-Level Professional	Karen Spalding
Parent Rep	Carolyn Taylor
Parent Rep	
Community Rep	Skip Beard
Community Rep	
Business Rep	Giuseppe Brownell
Business Rep	

CLT Meeting Date(s), Time(s), and Location(s)

Date	Time	Location
9/6/2016	3:00pm	Library
11/7/2016	3:00pm	Library
1-11-16/ 2-8-16	3:00pm	Library
3-8-16/ 4-5-16	3:00pm	Library
5-17-16	3:00pm	Library