

In-District Charter Proposal



San Antonio Independent School District

Nathaniel Hawthorne
Academy

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Data Reflection and Outcomes Analysis

A. Data Submission

The attached academic performance data for Hawthorne Academy demonstrates compelling reasons for an innovative shift in our school culture and instructional practices. STAAR data denotes a decline in Domain 1: Student Achievement, from 66% in 2016 to 64% in 2018. Domain 2: Student Progress, has shown growth from 35% in 2016 to 68% in 2018. **Reading** data reveals that over the past three years student performance has been stagnant. While accountability rating remains acceptable, Hawthorne Academy has not made any significant gains. **Math** data shows that while we have maintained the percentage of students who meet the minimum standard, Hawthorne Academy has made limited gains in the number of students reaching the meets or masters standard on STAAR. **Writing** has been on a downward trend for the past three years. The data illustrates that although there was slight improvement in 2018, the gains are not enough to begin closing the gap. **Science** is another area of concern with 12% decline. Alternatively, **Social Studies** has shown continuous growth. Hawthorne Academy has increased the percentages of students meeting the minimum standard, almost doubling the number of students at the *meets* grade level standard.

Previous efforts include expanding the AVID program into elementary, implementing PLC in vertical alignment teams, departmentalizing third to fifth grades, and strategically placing master teachers in at-risk grades: fourth grade math, fifth grade reading and science and sixth grade math. These initiatives are in phase one of implementation and, although early in the process, MAP data suggests significant gains.

Since the start of the charter in 2001, student population has increased every year. Overall enrollment has been increasing, despite losing higher performing students to District choice schools. Hawthorne also lost approximately seventy-five students when the bilingual program was relocated.

While student and teacher retention are high, the number of transfer students with significant academic and behavioral needs has increased. In addition, there is a lack of consistency in behavioral expectations in classrooms across grade levels. Not only has Hawthorne seen more incidents, but the severity and frequency of the behaviors have increased. Data gathered from Review 360 confirms these observations. Collectively, these factors have contributed to a disruptive learning environment highlighting the need to design a more coherent and well-defined academic focus, behavioral program, and cultural identity. The campus has worked on common classroom and area expectations through PBIS and implemented a character education program with the Seven Pillars, but these strategies have done little to create consistent outcomes contributing to stagnant student performance over the past two years.

Hawthorne Academy has had great success with family participation but has fallen short in the area of family engagement. Insufficient mechanisms for authentic participation in students' academic and social-emotional success has led to a lack of meaningful communication and limited opportunities for shared responsibility and understanding of how family engagement can make a difference.

B. CHALLENGES FOR YOUR SCHOOL

1. Decreases in student achievement:

As discussed in the previous section, Hawthorne's data over the last three years continues to decline in

reading, math, writing, and science. As the state continues to increase passing standards, Hawthorne continues to fall further behind. We conducted a root cause analysis in our professional learning communities by reviewing data collected through informal walkthroughs, T-TESS observations, student summative data, teacher feedback, and academic gaps as evident through yearly student performance. During this analysis, we identified that teachers are not teaching the TEKS to the level of depth and complexity necessary for mastery, there is a lack of vertical alignment within the curriculum from one grade level to the next, and teachers use insufficient and inconsistent formative assessments. As a result, the root cause of these deficiencies stems from an absence of a coherent instructional model and an ineffective system of ongoing monitoring of successful and consistent implementation. The root cause was verified through conversations with teachers and administrators during weekly PLC meetings, weekly faculty meetings, and monthly CLT meetings.

2. Increases in the severity and frequency of behavior incidents:

Students displaying negative and disruptive behaviors have a profound effect on the culture of the school. Valuable instructional time is interrupted and lost when teachers stop teaching to manage disruptive behaviors. We conducted a root cause analysis in our professional learning communities by reviewing data collected in Review 360, and PBIS surveys given to teachers, students and parents. During this analysis, we noted the following: students are unable to self-regulate emotions and behaviors. They also have difficulties accepting adult redirection and interventions. We have identified that teachers have not sufficiently established meaningful relationships with students. The root cause is a lack of systems or a framework to build student's social emotional intelligence. Consequently, teachers and staff are using inconsistent approaches and belief systems to address disruptive behaviors that occur when students don't know how to manage themselves appropriately. The root cause was identified through collaborative discussions with teachers and administrators during weekly PLC meetings, family surveys, and PBIS committee meetings.

3. Lack of family engagement (as opposed to involvement):

The third challenge identified is an insufficient amount of family engagement for students' academic and social-emotional success. Students' family and home life circumstances and our inability to maintain meaningful communications with our families has caused a disconnect between the school and family partnership. Our findings were confirmed in data gathering efforts with parents, faculty, staff and other stakeholders through student and family surveys, conversations in Principal Coffees, event sign in-sheets, parent meetings and conferences. The root cause analysis reveals a lack of meaningful and impactful relationships between staff, faculty and our diverse family population that prioritize or plan for opportunities for parents to engage in their children's academic and social emotional development.

SCHOOL OVERVIEW

A. Mission and Goals

The Hawthorne Academy for Civic Engagement and Leadership provides a crucial supplement to traditional education by providing a rich array of opportunities for students to interact with and learn from their community and community partners. An essential area of focus for the Academy is linking academics to social action. Emphasizing field experiences and project-based learning, the Academy prepares students to develop the knowledge, skills, and leadership needed to succeed and adapt

through a lifetime of change. At the Academy, success begins with high-quality teaching and a broad education across many disciplines. No matter the field, students at the Academy learn to think critically and creatively, problem-solve, and communicate effectively. The Academy nurtures students' sense of agency and advocacy, ensuring that all students are prepared to be active citizens, engaged leaders, and changemakers.

Hawthorne Academy crafted an acronym that our students use to anchor to the mission of our school. It is important to us that all students can share and articulate our Hawthorne commitment to working towards our educational goals. This will be used as a daily reminder to encourage and reinforce students' sense of agency and ownership to become empowered and responsible leaders of their own learning.

Being - Empowered - Achieving - Responsible - Scholars (BEARS)

B. Academic Model

At Hawthorne Academy, we

- Develop and implement rigorous, engaging lessons where students participate in reading, writing, speaking, and listening framed within real-world contexts.
- Develop and implement enrichment opportunities for all students while leveraging digital technologies.
- Incorporate project-based learning opportunities to emphasize community connections.

The academic model will be purposeful, intentional and will be built on the foundational belief that all students can learn, grow, and achieve. A combination of elements will be implemented to create an academic model that builds students' capacity for handling social-emotional challenges, while at the same time developing civic engagement through project-based learning and responding consistently when students make inappropriate decisions.

The combination of the following core components will drive teaching and learning at Hawthorne Academy:

- Best-practice literacy instruction
- Community- and Project-based Learning (CPBL)
- Social-Emotional Learning (SEL)
- Family Engagement

Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context. The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world.

The Literacy Instructional Framework prioritizes the core competencies required for students to develop into effective lifelong readers, writers and communicators. This new framework emphasizes

foundational skills and complex, on-grade-level text, as opposed to the current leveled literacy model. Through the implementation of the framework design, students will be able to:

- Develop and sustain foundational language skills: listening, speaking, discussion, and thinking.
- Use metacognitive skills to both develop and deepen comprehension of multiple increasingly complex texts.
- Respond to an increasingly challenging variety of sources that are read, heard, or viewed.
- Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
- Use critical inquiry to analyze the author’s purpose in order to develop his or her own products and performances.
- Use the writing process recursively to compose multiple texts that are legible and use appropriate conventions.
- Engage in both short-term and sustained recursive inquiry processes for a variety of purposes.

Readers’ and Writers’ Workshops Phase-In Plan

2019-2020	<ul style="list-style-type: none"> ● Professional development in reading and writing workshop model. ● Teachers ensure independent reading, guided reading, and writer’s workshop framework is implemented with real-world contexts. ● Campus ensures that every classroom has a rich and diverse class library. ● Campus has a rich and diverse school library with titles for kinder through eighth. ● Assess fidelity and quality to independent reading and guided reading of complex, and writer’s workshop through teacher self-assessments, observation data, walkthroughs, MAP, and STAAR results.
2020-2021	<ul style="list-style-type: none"> ● Professional development for new teachers in reading and writing workshop model. ● Professional development provided for teachers based on end-of-year assessment. ● Teachers ensure independent reading and guided reading of complex text, and writer’s workshop framework is implemented with real-world contexts. ● One CPBL unit planned and implemented with authentic reading and writing integration to include a civic engagement component. ● Assess fidelity and quality to independent reading and guided reading of complex, and writer’s workshop through teacher self-assessments, observation data, walkthroughs, MAP, and STAAR results.
2021-2022	<ul style="list-style-type: none"> ● Professional development for new teachers in reading and writing workshop model. ● Differentiated professional development provided on end-of-year assessment. ● Teachers ensure independent reading, guided reading, and writer’s workshop framework is implemented with real-world contexts. ● Two CPBL units planned and implemented with authentic reading and writing integration to include a civic engagement component.

	<ul style="list-style-type: none"> ● Assess fidelity and quality to independent reading and guided reading of complex, and writer’s workshop through teacher self-assessments, observation data, walkthroughs, MAP, and STAAR results.
2022-2024	<ul style="list-style-type: none"> ● Professional development for new teachers in reading and writing workshop model. ● Differentiated professional development provided on end-of-year assessment. ● Teachers ensure independent reading and guided reading of complex, and writer’s workshop framework is implemented with real-world contexts. ● Three CBL/PBL units planned and implemented with authentic reading and writing integration to include a civic engagement component.

Mitigating Downsides

Implementing an effective workshop framework requires teachers to know their students’ academic areas of strength as well as areas of need and to plan accordingly. Teachers must also manage their instructional time to be purposeful with instruction as they strive to meet the individual needs of students. Without this intentional and focused instruction, the workshop framework will not be effective. The plan is to leverage student achievement data to guide instructional decisions, conduct classroom walkthroughs to ensure academic rigor, leverage PLCs to examine student work and build teacher capacity.

Special Populations

This instructional framework embodies the components necessary to address the varying needs of all learners including Gifted, English Learners (ELs), and students in Special Education. It provides ELs with opportunities to engage in reading, writing and speaking which are the foundations for the development of a second language. The targeted instruction in a small group setting will assist our special education population by providing the environment with tailored instruction that will accelerate their learning.

Community- and Project-Based Learning

Drawing on the research from the community-based learning and project-based learning methods (CPBL, respectively), Hawthorne Academy will bridge academic learning theories and real-world practice. As such, Hawthorne Academy will promote students’ academic learning and civic development while simultaneously addressing real world issues, highlighting community needs, and nurturing students’ interests. Hawthorne Academy will emphasize reciprocity and collaboration with community stakeholders. Benefits to students from thoughtfully and purposefully-designed community-based learning will include an increased grasp of academic content, development of 21st century skills, increased self-efficacy and emotional intelligence. Students at Hawthorne Academy will experience learning designed to:

- Enrich the understanding of classroom material
- Increase the awareness of important social problems or issues
- Develop essential life and work skills (e.g. critical thinking, problem solving, reasoning, creativity, personal and social responsibility, strong communication skills, visualizing and decision making, technology integration) for academic work and professional life

- Gain an understanding of identities and backgrounds different from their own
- Cultivate a sense of self-awareness through identifying and developing leadership skills
- Incorporate various cutting-edge instructional approaches
 - service-learning
 - community-based participatory research
 - public scholarship
 - public performance
 - digital publishing
 - independent projects
 - 5th and 8th grade capstone projects

Key Features of Hawthorne Academy’s Civic Engagement and Leadership

- Civic competencies: the understanding of what it means to be a citizen
- Citizenship: involves a universal “compact of rights and obligations that bind citizens and states” shaped by the local circumstances and contexts
- Service programs: programs that involve supporting and helping others, usually without compensation, to serve the broader community
- Social capital: the shared knowledge, understandings, norms, rules, and expectations that groups of individuals bring to recurrent activities
- Participation: the involvement (direct or indirect) of different members of society
- Collective action: joint action by a group of people towards achieving a common goal
- Political voice and efficacy: strongly connected to civic skills, political efficacy, opportunities for interaction, and social trust

Community- and Project-Based Learning Phase-In Plan

2019-2020	<ul style="list-style-type: none"> ● Provide professional development for teachers on key features of CPBL and civic engagement. ● Visit schools in our city that are implementing CPBL. ● Establish design teams to identify community partners and research CPBL units to include civic engagement components. ● Align grade-level field experiences. ● Plan and implement one CPBL unit with civic engagement for grades kinder-second with an accompanying assessment rubric. ● Encourage early adopters in grades 3-5. ● Outline the plan for middle grades. ● Begin working on a comprehensive CPBL plan.
2020-2021	<ul style="list-style-type: none"> ● Provide professional development for new teachers on key features of CPBL and civic engagement. ● Design teams to collaborate with community partners to develop CPBL units to include civic engagement components.

	<ul style="list-style-type: none"> ● Plan and implement two CPBL units with civic engagement, one for grades kinder-fifth with an accompanying assessment rubric. ● Implement one CPBL in the middle grades. ● Continue to refine the comprehensive CPBL plan.
2021-2022	<ul style="list-style-type: none"> ● Provide professional development for new teachers on key features of CPBL and civic engagement. ● Plan adjustments based on quality and effectiveness of CPBL units and civic engagement. ● Plan and implement two CPBL units with civic engagement, one for grades kinder-eighth. ● Continue to refine the comprehensive CPBL plan.
2022-2024	<ul style="list-style-type: none"> ● Provide professional development for new teachers on key features of CPBL and civic engagement. ● Develop systems by which CPBL units with civic engagement components may be showcased (electronically or for public display). ● Plan and implement the comprehensive CPBL unit plan. ● Continue to refine the comprehensive CPBL plan.

Mitigating Downsides

Understanding CPBL requires a high degree of understanding of strategy and methods and, for our campus, this represents a huge paradigm shift. With change often comes apprehension, resistance, and doubt which may pose a bigger challenge. Time for planning and implementation will require an additional commitment from all stakeholders, aiding in the accurate implementation of CPBL with fidelity. In addition, teachers must ensure alignment of new ELAR TEKS with CPBL units. For this reason, PLCs will be thoughtfully planned and purposeful. Initial and ongoing professional development will be provided with in-classroom support from the Instructional Coach.

Special Populations

CPBL is customizable to fit individual learning needs of all our students, including our Gifted, ELs, and students in Special Education. In addition, PBL provides the flexibility that allows students to create projects that will showcase their strengths. PBL will bridge the gap between the classroom and the real world. In addition, PBL projects can be used to provide language relevance and context and will provide opportunities for collaboration which is essential for language development.

Social-Emotional Learning

Research confirms that students require a broad array of skills, attitudes, and values to succeed in school, careers, and in life. Skills such as paying attention, setting goals, collaboration, and planning for the future, internal motivation, perseverance, and a sense of purpose are critical to student success. In addition, students also require values such as responsibility, honesty, and integrity, and the abilities to think critically, consider different views, and problem-solve. These social, emotional, and academic

capacities are increasingly demanded in the workplace, which places a premium on an individual's ability to work in diverse teams, to grapple with difficult problems, and to adjust to rapid change.

At Hawthorne Academy, we believe it is a mistake to view social and emotional learning as a "soft" approach to education. An emphasis on these capacities is not the sacrifice of rigor; it is a source of rigor. While many elements of a student's life improve with the cultivation of these skills, research confirms that one of the main outcomes is better academic performance. Social and emotional learning benefits all children, of every background. But it disproportionately benefits children from low-income communities, many of whom experience trauma and adversity resulting from insecure access to housing, food, health care, and safety.

By incorporating SEL curriculum in a context of community-based learning, the Hawthorne Academy ensures that students possess a full array of social, emotional, and cognitive skills, habits of mind, and character, and are equipped to prosper in the classroom, perform in the workplace, and succeed in life as contributing and productive members of society. At Hawthorne Academy, we will ensure that students are:

- Intentionally taught social, emotional, and cognitive skills
- Asked to exercise these learned leadership skills as they learn academic content and in their interaction with peers and adults throughout the day
- Provided equitable access to learning environments that are physically and emotionally safe and feature meaningful relationships among and between adults and students

Leadership

Unlike civic engagement, leadership is a more concrete concept with more structured definitions. The following definition can be especially useful: leadership is defined as a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task.

Social Emotional Learning and Leadership

The *Leader in Me* curriculum blends both social emotional learning and leadership skills to ensure that students are well-rounded learners by developing the whole-person and preparing students to become life-ready leaders.

Endorsed by CASEL as a CASEL SElect, evidence-based, social emotional learning process, the *Leader in Me* unites students, staff, and families around a common goal - to prepare students with college, career, and life-readiness skills that are necessary to thrive in today's ever-changing, fast-paced environment.

The end in mind is to develop leadership competencies in students, starting with "Leading Self, Then Leading Others." As a student develops SEL competencies, aligned to each of 7 Habits, their ability to apply them, to both their life and academic pursuits, expands. When paired with an empowering school environment (physical and emotional) with student voice and choice and student-led learning, leadership competencies transform into lifelong skills for success now and in the future.

Leader in Me supports students’:

- Critical Thinking
- Creativity
- Self-Discipline
- Vision
- Initiative
- Communication
- Relationship Building
- Goal Achievement
- Public Speaking
- Global Awareness
- Social and Emotional Awareness
- Teamwork
- Listening Skills
- Time Management
- Leading Projects (project management)
- Self-Directed Learning
- Valuing Diversity
- Problem Solving

Social-Emotional Learning and Leadership Phase-In Plan

2019-2020	<ul style="list-style-type: none"> ● 3 Days Professional Development for Teachers <ul style="list-style-type: none"> ○ 7 Habits of Highly Effective People (2 Days) ○ Launching Leadership (½ Day)-How we will teach it to our students. ○ Creating Culture (½ Day)-Mission statements, student leadership, opportunities, creating an environment that enables an empowering of our students ● Two opportunities offered to incoming teachers not trained during professional development
2020-2021	<ul style="list-style-type: none"> ● 1 Day Professional Development-Aligning Academics (goal setting process) ● Two opportunities offered to incoming teachers not trained during professional development
2021-2022	<ul style="list-style-type: none"> ● 1 Day Professional Development-Empowering Instruction ● Deeper into goal setting, implementing goals ● Classroom and schoolwide goals ● Two opportunities offered to incoming teachers not trained during professional development
2022-2023	<ul style="list-style-type: none"> ● 1 Day professional Development focusing on Student led environments ● Working with a <i>Leader in Me</i> coach

	<ul style="list-style-type: none"> ● Two opportunities offered to incoming teachers not trained during professional development
2023-2024	<ul style="list-style-type: none"> ● Maintaining an effective program ● Two opportunities offered to incoming teachers not trained during professional development

Hawthorne Academy will also implement Mindful Meditation as a practice to help students to become aware of their emotions, thoughts and feelings. This will require the daily pausing of activity throughout the entire campus for 15 minutes. It will be a time when everyone will sit quietly. The campus will be led in the practice over the intercom by a staff member. Everyone on the campus will be expected to participate.

PAWS is an acronym for our meditation time that reminds and encourages our students to self-reflect.

Peaceful	Awareness of	Whole	Self
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Mitigating Downsides

The paradigm shift required of staff to embrace meditation as a key strategy will be our biggest challenge. Being reflective practitioners will require us to truly be mindful and live each of the 7 habits so that we can be effective models for our students. The change needs to begin with the Hawthorne Academy faculty and staff. Teachers will be immersed in research on the social emotional and academic benefits of meditation, will be provided opportunities to experience meditation, and will receive support resources for successful implementation in their classrooms.

Special Populations

Current research highlights the importance of the mutually supportive benefits of social emotional learning. These benefits apply to all student populations. Equipped with strategies to guide their decision-making, Hawthorne students will be empowered to be scholars and leaders in charge of their learning.

Family Engagement

A growing body of research highlights the importance of family engagement in the overall well-being of students. Although a few students may be able to succeed despite the lack of home support, many students will not. Hawthorne Academy recognizes this need and will develop relationships with our families through a variety of activities and events to

- Increases attendance
- Fosters student achievement and academic growth
- Improves social-emotional learning
- Develops confident student leaders
- Strengthens effective communication

Family Engagement Phase-In Plan

2019-2020	<p>The focus of year 1 will be to involve stakeholders in the creation of a strategic parent engagement plan and to establish effective methods of communication to engage all stakeholders.</p> <ul style="list-style-type: none"> ● Hawthorne families and community members will be invited to launch the Hawthorne Academy for Civic Engagement and Leadership program in August to elicit parent feedback on academic programming. <ul style="list-style-type: none"> ○ What types of experiences do parents want for their students? ○ What knowledge and skills might parents/community have that the school might leverage to further develop civic engagement and leadership program? ● Plan a Beginning of year Bear Camp by grade levels: kinder-second, third-fifth, and sixth-eighth to introduce students and parents to the Hawthorne way. ● Coordinate parent focus groups to provide input on a comprehensive family engagement plan. ● Develop and leverage the <i>Leader in Me</i> goal setting to initiate student-led conferences. ● Develop metrics or measures of effective family engagement. ● Implement a student survey to measure students’ social and emotional competencies.
2020-2024	<ul style="list-style-type: none"> ● Utilize parent and student input from year 1 to craft a 5-year plan.

Mitigating Downsides

Families play an essential role in the academic and social-emotional development of their children. Misconceptions on either side may create a resistance to increasing the amount of family engagement on campus. For example, parents may have had negative experiences in their own schooling that may make them hesitant to engage with the school. In addition, teachers may have had negative interactions with some parents that may make them reluctant to increase their level of engagement with families. Time will also be a factor as the campus tries to accommodate all stakeholders’ various schedules. Hawthorne Academy will create systems and structures that will enable all constituents to play a vital role in the success of our students’ academic and social-emotional learning.

Special Populations

As cited in research, parent and family engagement is an important factor influencing student success. As such, all student populations benefit from strong parental engagement. At Hawthorne Academy, parents will experience an inclusive culture and strong sense of belonging as they participate in their child’s educational program.

C. DATA AND CONTINUOUS IMPROVEMENT

Data Assessment:

Hawthorne Academy will streamline the process for organizing, tracking, and reviewing data on an ongoing basis by establishing a school-wide system for assessment. In alignment with *Leader in Me*

curriculum, we will empower students to take ownership of their learning by enabling them to identify their areas of need, set their own personal goals, and to track their progress and growth over the course of the year. Ongoing formative assessment will be used to monitor student learning by identifying student strengths and weaknesses to determine areas of focus. Formative data will enable teachers to adjust pacing and to scaffold support when necessary. Summative assessments will be scheduled throughout the year to evaluate student learning and to gather information to guide teacher professional development and planning. Students will track their own data through the *Leader in Me* goal-setting process and use this information in their student-led conferences.

Data Collection:

Assessment will be an essential component that will provide critical information to be utilized to inform instruction for students at all levels of academic proficiency. Data that is collected throughout the school year will be reviewed by individual teachers and then brought to grade-level and vertical teams for further analysis. Data is uploaded into zone-charts and trackers created online that are color-coded based on strengths and weaknesses of each individual student. These forms will be accessible to teachers and administrators for analysis. Refinement of the action plans will occur in PLCs where teachers can make instructional adjustment based on real-time data.

Student Portfolios:

Teachers, in collaboration with students, will establish individual student portfolios. These portfolios will be used to gather valuable data about student improvement over of time and evidence of TEKS mastery. A focus on growth connects directly to the educational goals and purposes identified. The benefits are twofold: 1) Teachers and students will analyze the portfolio for evidence of struggle, failure, success, and change, and 2) The data will provide valuable information about how a student learns and how to best meet the individual needs of students. These portfolios will chronicle students’ academic journey at Hawthorne.

Goal	Measures of Progress	Reviewer/Monitor
Academic	MAP performance and growth STAAR performance and growth Campus created test for 3-week, 6-week, 9-week cycles and Student Portfolios	Administrative Team PLCs-Vertical Teams Grade Level Teams Individual Teachers
Civic Engagement, Social Emotional Learning and Leadership	BOY student surveys EOY student surveys Student Portfolios	Administrative Team, Teachers, Counselors, CPBL Committee members and SEL Committee members
Family Engagement	BOY family questionnaires EOY family questionnaires	Administrative Team, Teachers, Counselors, Parent Family Liaison, and Family Engagement Committee members

D. SCHOOL COMMUNITY COMMUNICATIONS

Stakeholder	Face-to-Face	Hard Copy	Electronic
Family	Meet the Teacher Open House Saturday Bear Camp Principal’s Coffee PTA meetings CLT meetings Family Nights (Academic) 1st Nine Weeks Assessment/Conference	Newsletter Flyers Calendars Marquee Family Surveys Benchmark Data (Fountas and Pinnell/MAP) STAAR simulation 3-8	PENS SchoolMint School/Grade level Webpage Mobile App to communicate with families (Teacher /Family) School Facebook Page
Faculty	CLT meetings Faculty meetings PLC meetings Grade level planning/meetings Leadership committee meetings	Weekly -Faculty information Calendars	School Web page Schoology SharePoint School Facebook Page
Other Stakeholders	Community Walk-BOY Community Night-The Big Give	Newsletter Flyers Calendars	School Web page

Communicating with faculty, staff, families and community members will be vital in guaranteeing successful attainment of our goals. Due to the information saturating our society today, we will have to disseminate information in a variety of ways to ensure all stakeholders are kept updated. Opportunities to participate in face-to-face gatherings such as Open House, Principal’s Coffees, PTA meetings, CLT meetings and Family Nights are critical to establishing strong family engagement and developing strong relationships among our school community. Another way Hawthorne will communicate with stakeholders is with monthly newsletters, flyers and calendars. In addition, we will maintain and update the school website, along with utilizing the PENS (automated notification system for use with parents and faculty) and a district sponsored (School Mint) electronic platform will be used to contact parents and guardians electronically with important information. This electronic platform includes texting and emailing our parents with pertinent information regarding school business. Teachers will all use the same mobile app format to share and update information with families ensuring ease of access and eliminating the need for multiple apps. Teachers will also communicate with families using a homework folder or binder to disseminate information such as weekly or monthly calendar along with any other forms of communication developed by teachers. Teachers will schedule conferences with families during the first nine-week grading period to share data collected providing information to families about a child’s progress in the area of reading and math. Fountas and Pinnell (primary grades), MAP (Measure Academic Progress) K-8 data collected BOY, MOY and EOY and STAAR simulations data for grades 3-8. will be methods used to collect data. Receiving these results will enable families to be involved in the

progress that their children are making at Hawthorne, allowing parents to assist in areas where growth is needed. Our teachers will meet weekly for Professional Learning Communities (PLC). PLCs meet vertically to review data and make instructional decisions. In addition, faculty meetings are held once a week to disseminate information as well as to celebrate accomplishments. Separate web page/Facebook page will be monitored by administrators/staff to disseminate information. Parents will have access, but information will be approved by school personnel before being posted. Data collected from family surveys given BOY and EOY will be analyzed and shared with staff members and school communities. Adjustments to our communication process can be modified as appropriate.

E. STUDENT RECRUITMENT AND RETENTION

To ensure that we continue to maintain a strong relationship with our students and build new ones we will put things in place to strengthen those bonds. In addition to addressing the challenges facing our school, we will implement and continue with the following items to recruit new families and maintain current families:

- Experience SAISD (choice school fair)
- Maintain an engaging website that showcases the wide array of opportunities and events happening at the school and within the community on an ongoing basis
- Apply the addition of the social-emotional aspect of our curriculum
- Ensure prospective families clearly understand our purpose and how it will be beneficial to their child
- Develop teacher-sponsored after school clubs
- Create GRADE LEVEL SPECIFIC book clubs (Bluebonnet, book study with public library)
- Promote Band, Mariachi, Theater Arts, Visual Arts, and UIL (Elementary and Middle School)
- Offer after school and in school programs to students-Girl Scouts, Boy Scouts, CHEF, and YMCA
- Promote partnerships with community members: DPT 6th grade Field Trip to Corpus Christi, SAMA family nights, Witte Museum field trips, Southwest Art School weekend art experiences, Pearl and La Villita sponsored events, Culinary Art Institute CHEF classes

By offering a diverse curriculum and a variety of activities we are confident not only will our current students choose to stay at Hawthorne Academy, but we will be able to attract new families.

F. SCHOOL CLIMATE AND CULTURE

Discipline Data

Hawthorne has previously utilized Review 360 as our behavior tracking system; however, administration and staff utilization is inconsistent. Our current plans, Character Education, PBIS and Pillars of Character are not effective means of addressing the social-emotional needs of our population. As we reviewed our data, we looked for a program that would not only speak to positively reinforcing behaviors but also help us teach students to manage their own behaviors. Our population includes many students that are victims of trauma. Helping students cope with issues they are facing is becoming vital in order to get to a place where learning can begin.

School Year	Number of Incidents
2015-2016	156
2016-2017	172
2017-2018	208
2018-2019	386

The *Leader in Me* allows Hawthorne Academy to provide solutions to our challenges in academics, student behavior, and family involvement, and gives us the autonomy to modify implementation as needed to meet the individual needs of the students, teachers, and families.

Hawthorne Academy values our students and the intellect that we as teachers know that they have. However, the current mindset of many of our students is to be a follower. The *Leader in Me* program helps to create a culture of student leaders and provides a comprehensive framework for what that looks like at school, at home, and in the community. A component that teachers and parents like about *Leader in Me* is the approach of being proactive towards behavior management instead of reactive. However, when things don't go as planned with behavior, *Leader in Me* provides a framework for students, teachers, and parents called "Key Actions to Conflict Resolution." In addition, several family engagement components talk about teaching these strategies to not only students, but also families. In addition, *Leader in Me* has been endorsed by CASEL (Collaborative for Academic, Social, and Emotional Learning), a leading authority in the advancement of social-emotional learning. CASEL is research-based. In addition to implementing the components of the *Leader in Me*, we are also applying the following to help in creating a positive, civic engaged, and leadership school environment.

Components for Student Behavior	Description
Mindful Meditation - PAWS	Hawthorne will be implementing Mindful Meditation as a practice to help students become aware of their emotions, thoughts, and feelings. This will require the pausing of activity throughout the entire campus for 15 minutes. This practice was introduced by our second-grade teacher at the beginning of the 2017 school year. The practice was so well received by the students, teachers, and parents that we have included it in the charter application.
Discipline Procedures	Our proposed discipline plan and procedures with <i>Leader in Me</i> is a preventative stance towards potential conflict and a framework for conflict resolution. Once those systems do not work to meet the needs of the student, Hawthorne staff and administration will turn to SAISD discipline protocol and follow the procedures and consequences according to SAISD's 3-tier systems.

G. PROPOSED AUTONOMIES

Type of Autonomy	Proposed Autonomy	Rational for Autonomies
Budget use	Request the maximum autonomy and flexibility for campus budgeted funds in order to prioritize the needs we have in our school community.	Hawthorne population is diverse and unique. As such their needs are also diverse and unique. Being able to analyze campus needs and apply funds to address those needs is vital to the success of our plan.
Vendor	Request the ability to use approved and non-approved vendors.	Hawthorne would like to be able to purchase items as needed from a variety of sources. Being able to take advantage of vendors with lower prices or sale prices will maximize campus funds. Being able to pick from various sources will give Hawthorne more selection of goods and services from which to choose from.
Curriculum and Instruction	Request the ability to select or create curriculum and assessments.	Autonomy in the area of curriculum and instruction i.e. STEAM, Tech, Data, CPBL, etc. will allow Hawthorne Academy to align to the school’s mission and goals in alignment with our Civic Engagement and Leadership model.
	Request the discretion to realign pacing guides maintaining that all TEKS are taught but having the self-governing power to choose the order in which they are taught.	Teachers would like to resequence when TEKS are taught to better align so that they can create units that will support learning happening across disciplines.
	Request a waiver from annual formal appraisal for those teachers that meet a certain threshold.	Request the ability to place high performing teachers on a rotation that changes the formal appraisal from annual to every other year.
Personnel	Request the flexibility to use allotted school staff in ways that support the needs of our students.	Having flexibility to use personnel in creative ways that will maximize the impact on meeting the needs of our students. For example, the campus would be allowed to collapse an administrative assistant position in favor of an instructional assistant.

	Request that Hawthorne not be required to take forced transfers of faculty and staff onto the campus. Personnel wanting to join our team, will be required to go through a vetting process that will include an interview with a panel of Hawthorne personnel and a demonstration of a prepared lesson.	Hawthorne’s academic model and goals require educators that are willing to follow with fidelity programs we are putting in place. By allowing our campus to vet all incoming personnel, we ensure placement of people who are committed to our vision.
	Ability to determine other duties and responsibilities personnel are required to perform beyond those assigned.	Flexibility will be key in implementing our charter. Personnel need to be prepared to do what is required to make our charter a success.
New Family and Student Orientation	Requesting the ability to create our own curriculum for incoming families and student orientation.	Hawthorne is trying to build a culture of community. Incentivizing new families to attend Hawthorne’s New Family Orientation will help to instill a sense of community and culture for families to know the Hawthorne way. This will help get new families to understand school expectations and procedures.
School Schedule and Calendar	Request the ability to create our own school schedule and calendar, which may or may not be the same as the general SAISD school schedule and calendar, provided that any schedule or calendar changes that increase costs to the district will require district approval.	Any changes to Hawthorne’s schedule or calendar will be based on campus needs and will take into consideration data collected to identify those needs. This autonomy would allow us to better meet the professional development and program needs for our school. For example, requesting additional professional development days for staff.
	Request an extension to our daily schedule: 8:00 a.m. to 3:30 p.m. Request instructional day begins at 8:00 a.m.	Increasing the day by 15 minutes will allow the school to better implement the program model, such as the implementation of Mindful Meditation.
Professional Development	Request that school administration and teachers have the flexibility to opt in and out of attendance to district professional	Hawthorne’s charter has unique features that may or may not be met by attending district-offered

	development.	professional development. By providing staff the option to choose what professional development they attend with the guidance of their campus leadership, teachers, and staff retain flexibility to choose best-fit learning opportunities to line up to individual and campus-specific needs. This option also allows the campus to create and present professional development that is customized to our needs.
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H. CAPACITY OF APPLICANT LEADERSHIP TEAM

Team Member Name	Current Role	Current Employer	Proposed Role at School
Karen Brame-Paris	Teacher, Second Grade	SAISD, Hawthorne	Teacher, Second Grade
Rosanna Garcia	Master Teacher, Fourth Grade	SAISD, Hawthorne	Master Teacher, Fourth Grade
Rachel Diaz-Pacheco	Master Teacher, Fifth Grade	SAISD, Hawthorne	Master Teacher, Fifth Grade
Rachel K. Garcia	Teacher, Seventh Grade	SAISD, Hawthorne	Teacher, Seventh Grade
Lisa Dyer	Teacher, Art	SAISD, Hawthorne	Teacher, Art
Dora Garcia	Instructional Coach	SAISD, Hawthorne	Instructional Coach
Andrea Chase	Assistant Principal	SAISD, Hawthorne	Assistant Principal
Guadalupe (Pita) Rodriguez	Principal	SAISD, Hawthorne	Principal

Our design/applicant team is diverse in their background in order to execute the successful implementation of our Hawthorne Academy plan. Our team is committed, passionate, and ready to improve the teaching and learning condition and to create an Academy for Civic Engagement and Leadership. All students on our campus deserve the Hawthorne Academy we are trying to create.

Karen Paris currently serves Hawthorne as a second-grade self-contained teacher who is representing the K-2 strand. She has 28 years of teaching experience and obtained her B.A. from UTSA and a Master of Arts in Education from Shriners University. She is Instrumental in methodologies pertaining to

growth mindset and mindful meditation. As teacher of the Year for 2018-2019, her peers recognized her commitment to engage all students and faculty to participate in community service projects. Her areas of expertise will help us develop and address our social-emotional challenges as a campus.

Rosanna Garcia currently serves Hawthorne as a fourth-grade master teacher. She has 15 years in classroom experience. She represents the lower grade levels in the area of math. Ms. Garcia came to Hawthorne from a low performing school within the district and has experience with IR campus procedures and expectations. She earned B. A. in education from UTSA. Ms. Garcia also has experience in curriculum writing and presenting professional development.

Rachel Pacheco currently serves Hawthorne as a fifth-grade master teacher. She represents the upper grade levels in the area of reading. She has 23 years of classroom experience. She earned a B.A. and a Master of Arts in Teaching from Trinity University. Ms. Pacheco also has experience in curriculum writing and presenting professional development. She has served as a supervising cooperating teacher for UTSA, Trinity University and Incarnate Word. Ms. Pacheco has a background in special education that lends insight into our special population groups.

Rachel K. Garcia currently serves Hawthorne as a seventh grade Writing teacher. She has 3 years teaching experience. She has obtained a Bachelor of Arts in Communications and a Master of Science in Information Communication Technology for International Development from the University of Colorado. Ms. Garcia represents Hawthorne's middle school teachers' interests and middle school students' diverse needs. Ms. Garcia has experience in a wide variety of professional work experiences that include international work with at-risk and victimized youth, adult education, and teaching ESL to refugee populations. She is the president and founding member of Reintegra, a 501(c) 3 nonprofit that provides educational funding and professional training to victims of human trafficking.

Lisa Dyer currently serves Hawthorne as an art teacher. Ms. Dyer has 10 years of teaching experience. She earned a B.F.A. from Moore College of Art Design and a Master of Fine Arts from George Mason University. Her area of expertise as an Art teacher has allowed her to branch out into many community engagement opportunities thereby building a strong presence for Hawthorne at the community level.

Dora Garcia currently serves Hawthorne as an ELAR Instructional Coach. She has 36 years' experience in the teaching field including 7 years in early childhood education, 3 years as a Child Development Specialist with the State of Texas, 6 years as a Child Development College Instructor, and 20 years teaching in public schools. She earned a B.S. in Child Development and Family Relations from UT Austin and a Master of Education in Early Childhood Education with a specialization in reading. Ms. Garcia has extensive knowledge of curriculum and mentoring teachers. Her knowledge of child development has helped her successes as a classroom teacher ensuring she addresses all domains of a child's needs. Since we are looking to include the social-emotional learning component into our curriculum, this knowledge will be helpful in designing a model that will address the needs of the various developmental needs of the students.

Andrea Chase currently serves Hawthorne as an Assistant Principal and assists the principal with overseeing elementary/middle school faculty. She has 8 years' experience as an administrator and 7 years in public school teaching. She obtained her B.A. from Baylor University and her Master of Education from UTSA. Ms. Chase also obtained a Master of Arts in Human Resource Development. Ms. Chase has been at Hawthorne for 6 years. Her areas of responsibility at Hawthorne include discipline, 504 Coordinator and LPAC Coordinator. She also takes care of emergency operations. Ms. Chase has an

integral part in this committee because she works dutifully with faculty and staff daily to build relationships which will be a big component of our social-emotional plan. Her experience with human resources will be valuable for this team as she shares her insight as we develop our plan to search and maintain good, ethical and human capital. She has an excellent way of modeling and promoting positive ways of communication among faculty, staff and students.

Guadalupe (Pita) Rodriguez currently serves as Hawthorne's school Principal but has also served as Assistant Principal of this school. In all, she has 38 years' experience in the teaching field. In addition to her administrative certification, she also has a certification in general education and special education. Ms. Rodriguez has obtained a B.A. in Generic Education and Special Education from UTSA. She holds a Master of Education in Educational Administration from Harvard University. She has been the instructional leader at Hawthorne for 18 years and therefore has extensive knowledge of the campus and its surrounding community which has allowed her to build a strong bond with her faculty, staff and the families she serves. Because Ms. Rodriguez has served as Principal, Assistant Principal, and teacher at Hawthorne as it went through the process of becoming the First In-District Charter as a Core-Knowledge and Fine Arts Academy. Her expertise brings a variety of perspectives and background on the in-district charter process.

I. HUMAN CAPITAL

Teacher Recruitment

In their book, *Professional Capital: Transforming Teaching in Every School*, Hargreaves and Fullan say that there is widespread agreement now that of all factors inside the school that affect children's learning and achievement, the most important is the teacher - not standards, assessments, resources, or even the school's leadership, but the quality of the teacher. Hawthorne will continue to utilize district protocols for the initial application and screening process to look for qualified candidates within District recruiting events and lists of qualified applicants. Within the qualified pool of applicants, the campus will also be purposefully searching for teachers who are willing to meet the needs of students while maintaining fidelity to the newly developed mission, goals and school expectations. Part of the recruitment process will be to give teacher candidates the opportunity to meet with a panel of personnel and teach a model lesson with students. This process will provide feedback about the applicant from both students and staff. Hawthorne wants to ensure that teachers joining the campus are not just placed at Hawthorne but agree with and are committed to the mission and vision for the faculty and students. Attributes the leadership will be looking for in candidates include having a passion for teaching and a love for being around children and advocating for them. Hawthorne teachers must also be reflective in their practices. The best teachers reflect on their daily lessons and adjust instruction as needed. Teachers must also be willing to work collaboratively with their respective teams in planning for instruction as well as implementing school initiatives.

Teacher Development

Once we have our teachers in place, we must be proactive in developing and building teacher capacity. Every campus has teachers that have just begun their teaching career and are in the 0-3 years of experience as well as teachers who have a wealth of experience to speak from. Regardless of their teaching experience, Hawthorne will build teacher capacity through observations, coaching cycles and

professional development. Observational debriefs will occur in a timely manner, giving teachers actionable feedback with clear models and opportunities to practice and improve. In addition, we will utilize our Instructional Coach(es) to work with those teachers who want to hone their pedagogical skills through coaching cycles. Professional development opportunities will be geared towards individual requirements, because just like our students, teachers have different needs. Professional development must be purposeful and should not have a one-size-fits-all model. Teachers want professional development that fits their needs as instructional leaders. In addition, we want to offer teacher professional development on research-based classroom practices. We will utilize experienced teachers to mentor new teachers, sharing the wealth of information they have. To give our teachers the opportunity to grow as instructional leaders we will:

- Provide an orientation to new employees to learn about campus routines and procedures
- Facilitate a peer mentoring program by matching experienced teachers with less experienced teachers (0-3 years)
- Host colleague walks which allow for peer-to-peer observations and structured debriefs
- Allocate time for teachers to visit other campuses for instructional walks
- Offer customized and differentiated professional development

We want our teachers to know that because they are key to a child's growth and development in both cognition and social emotional well-being, we want to do what we can to help develop them into the best practitioners possible.

At Hawthorne Academy an important part of building capacity is to provide teachers with the opportunity for shared leadership - an essential tenet of *The Leader in Me* program. By instituting a committee structure to support campus decision-making, teachers become an integral part of the campus achieving its mission and vision. Committees will be established to support key components of the school's model such as Social Emotional Learning, Community and Project-Based Learning, and Family Engagement. Although each teacher will be required to participate on at least one committee, teachers can self-select the committee that is most interesting or aligned to their individual expertise.

Teacher Retention

Working to retain our teaching staff will be vital for Hawthorne. We want our students and families to choose the best school that "fits" their needs. Likewise, we also want our faculty to choose Hawthorne as the perfect place to grow and develop their own teaching skills. When teachers feel happy and validated for the work they do with the children and the families they serve, they feel accomplished and are willing to go the extra mile. At Hawthorne Academy, we will aim at ensuring that every teacher is valued for all they do, and that they have a voice in the way the school is functioning. At Hawthorne, teachers will be empowered, through weekly PLC meetings, to meet with their colleagues and make instructional decisions for the children they serve. They will use the PLC platform to discuss children's work using protocols to help align TEKS to instructional practices and activities. By cultivating high aspirations in our teachers and giving them effective support, we can retain our staff and they will help advance our campus towards academic success, one student at a time. Curriculum support is also vital

to ensure teachers know and own up to their academic expectations. We will utilize our instructional coach and district specialists to build teacher capacity. We will also utilize our Master Teachers to help model lessons and help build more teacher leaders. Teachers must also feel well supported by the families they serve, as well as their administrators. Administrators must ensure that teachers are recognized for the work they do that is above and beyond their call of duty. It is also vital that there are pathways for growth and opportunities to advance professionally.

CONSTITUENT MAP AND STAKEHOLDER ENGAGEMENT

A. KNOWING YOUR CONSTITUENTS

Hawthorne is fortunate to be located in a unique position. We have a diverse blend of neighborhood families, urban businesses and tourist attractions. Our site affords us the opportunity to create partnerships with surrounding organizations: DPT, The Pearl, Witte Museum, SAMA, Southwest Art Institute, Culinary Art Institute, San Pedro Public Library, SAYL Reading Buddies, SnackPak 4 Kids, San Antonio Food Bank, Travis Early College tutors to name a few.

Hawthorne Academy Constituents are:

- Student Body
- Professional Teachers and Staff
- Parents, Guardians and Families
- Community Partners

First and foremost, Hawthorne students are our constituents. Students need the teachers to be knowledgeable and have the skills to teach every child. Our students need a safe environment at school. Physical safety and an emotionally supportive environment are fundamental for all students. Additional needs of our students are:

- Social and emotional support
- More opportunities for self-expression, creativity and real-world contexts
- Ability to collaborate with civic engagement and community partners

Parents and families need consistent and convenient communications between teachers and staff. Parents and families also need to know that teachers and staff are knowledgeable and have the skills to teach every student. Teachers and staff members need consistent and effective communication between parents and to be supported by staff, parents, and families.

B. COMPLETED ENGAGEMENT

In order to understand our constituent needs we created a student survey, teacher survey and on February 28, 2019 during Science Night parents were asked for their input. Parent meetings were also held during Principal Coffees, PTA meetings, Family Nights, and during Charter Design meetings to discuss the needs of our parents in depth.

Hawthorne Academy Survey results for fourth-eighth grades Total number of students polled: 250	Strongly Disagree	Disagree	Agree	Strongly Agree
1. My teacher is knowledgeable about his or her subject and teaches well.	3%	5%	41%	51%
2. My teacher makes me feel as though he or she cares about me.	.03%	13%	44%	43%
3. I think my teacher wants the best for me.	.01%	.05%	31%	60%
4. I feel safe at school.	.06%	16%	46%	27%
5. I am committed to my education.	.01%	8%	42%	48%
6. I like my school.	10%	15%	44%	31%
7. I feel like I belong at this school.	6%	26%	48%	20%
8. I have been bullied at this school.	34%	47%	18%	1%
9. My teachers make learning fun.	5%	17%	45%	33%
10. The most important thing to me at school is to:	Get an excellent education. 67%	Socializing with friends. 12%	Supportive student/teacher relationships. 20%	Make Trouble .01

Hawthorne Academy Survey Results for Kinder-third Total number of students polled: 135	Yes	Sometimes	No
1. My teacher makes learning fun.	81%	14%	5%
2. Students at my school help each other when needed.	31%	57%	12%
3. I feel safe at my school.	77%	17%	6%
4. Learning is important to me and my family.	88%	11%	.03%
5. The work is too hard.	.08%	59%	41%
The most important thing to me at school is to:	80% Learn	17% See my friends	3% See my teachers

Parent input included:

- Better communication with school
- More art integrated activities
- Better outreach programs to engage parent involvement
- Focus more on family health and wellness resources
- More meaningful activities to foster a positive school culture
- Parent networking socials

- Setting high expectations for parent engagement
- More parent volunteer opportunities
- More interaction with teachers

Constituent Groups	Successes	Need for Growth
Student Body	<p>Students feel that their teachers are knowledgeable about their subjects</p> <p>Students feel that their teachers care about them and want the best for them</p> <p>Students feel safe at school with less than 1% of students polled said they were bullied</p>	<p>Non-homogenized classrooms for real life scenarios and genuine leadership opportunities</p> <p>Learning strategies</p> <p>Positive school culture and school pride</p> <p>Opportunities for more diverse extracurricular activities</p>
Faculty and Staff	<p>Knowledgeable and effective teachers</p> <p>Faculty and Staff are supportive and work together collaboratively</p> <p>Faculty and staff are committed to student success</p>	<p>Stronger relationships with parents</p> <p>Parent availability and support</p> <p>Relevant professional development</p> <p>Administrative support</p> <p>Increase opportunities for student to have experience outside the regular classroom</p> <p>Consistent fidelity to SEL program to support students and create a positive environment and culture</p>
Parents, Guardians, and Families	Love the teachers	<p>Organizing more family centered events</p> <p>More grade level specific events</p> <p>Communication between parents and teachers</p>

The River Community: The Pearl The San Antonio Museum of Art The Tobin Center The Briscoe Western Art Museum La Villita Historic Village Hotel Emma San Antonio Zoo The Witte Museum The Culinary Art Institute Southwest School of Art DPT	Historical partnership Annual field trips	Outreach Partnership appreciation Planning and Organizing new ventures Family engagement
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C. PLANNED ENGAGEMENT

Before the charter is presented, we have been meeting with our stakeholder to discuss and receive input on the process of writing the charter. Many people from families, teacher, and community members have had a chance to voice ideas, recommendation, questions and concerns. We will continue to request input until the final charter goes to the board for approval.

Several weeks before school starts next year, we will be reaching out our stakeholders to get their input in the launching of our new charter. A door to door campaign is planned, letting people know who we are and the exciting changes happening on our campus. During these visits we will encourage our constituents to become involved with our campus and give them information about those opportunities.

To launch our new charter, we will invite our families and community members an informational event to discuss the core components of the charter and phase in plans. Teachers will cover components with class as relevant. To keep stakeholders informed we will continue to discuss as needed during Principal Coffees, PTA Meetings, PLC Meetings and Faculty/Staff Meetings.

Once phase in begins we will keep stakeholders updated at event such as open house at the beginning of the year and throughout the year as needed. Administration and faculty will meet regularly to monitor implementation. Analysis of data will be used to adjust and fine tune our plans. As phase in continues we will also rely on our stakeholders to give feedback to help guide our model to success.

To further involve our constituents in a key component of our academic model, Hawthorne is proposing an Academy for Civic Engagement and Leadership in order to address challenges we are facing with academics, social emotional well-being, and family engagement. Each grade level will be required to host a minimum of one family engagement event per year. The events will serve as an informal creative activity that nurtures more in-depth engagement for families. These events will be designed to facilitate genuine connections between families and teachers. The table below illustrates a few of the targeted results we will be addressing with this program.

Majority of the families, teacher, student and community engagement activities will utilize Civic Engagement and Leadership activities to encourage connections and reinforce relationships between all our constituents. The incorporation of the Academy for Civic Engagement and Leadership education has many benefits, they will develop their cognitive, creative, social and emotional skills, playing a large part in their education.

The program is designed to give the grade level teachers the autonomy to plan an event for their current student body and family needs. Teachers plan and organize the family engagement event based on but not limited to academic curriculum content, social emotional education, creative and expressive arts, health and wellness or a combination of these elements.

Parent Benefits	Students Benefits
<ul style="list-style-type: none"> ● Understand how their child is doing ● Support their child’s academic and social growth ● Understand classroom and campus expectations ● Feel involved in their child’s education ● Develop their child to full potential ● Discover their child’s strengths ● Be creative with their child ● Understand what their child is expected to learn ● Foster a collaborative relationship with teachers 	<ul style="list-style-type: none"> ● Creativity discovering novel ways to think, learn and do ● Critical Thinking Using original ideas to solve problems ● Communication expressing thoughts and feelings effectively ● Collaboration working in partnership with others toward a common goal

References:

Reyner, A (2008) *Art influences Learning: The Professional Resource for Teachers and Parents*. Retrieved from http://www.earlychildhoodnews.com/earlychildhood/article_view.aspx?ArticleID=509

Society for Research in Child Development (2016, December 6). Arts programming may help lower stress in economically disadvantaged preschoolers. *ScienceDaily*. Retrieved from www.sciencedaily.com/releases/2016/12/161206110315.htm

GOVERNANCE (PART 1)

A. ROLE OF THE CAMPUS GOVERNING BOARD

The purpose of the campus governing board is to advise and assist with the leadership and general promotion of Hawthorne Academy to support the campus’ mission and needs.

The governing board will be accountability driven, and their responsibilities will include the following:

Focus on Student Achievement

- Believe and understand the mission of Hawthorne Academy
- Define clear goals to support the campus mission
- Assume responsibility for school and student success
- Use student data to inform board decisions
- Understand how student achievement is measured

- Review and monitor indicators to measure progress toward campus goals

Ensure Exceptional Campus Leadership

- Create a trusting relationship with the campus leader, addressing challenges proactively
- Assist and support the campus leaders
- Collaborate with campus leaders to establish annual goals
- Invest in professional development to support progress towards campus' goals

Commit to Exemplary Governance

- Recruit and maintain board members who bring diverse skills, experience, and perspectives
- Schedule well-run, quarterly, strategic meetings

Strategize

- Determine the strategic direction of the campus
- Respect the balance between oversight and management
- Establish a strong communication structure to inform and engage both internal and external stakeholders in setting and achieving campus and district goals

Procure and Allocate Resources

- Approve a budget that allocates resources strategically and aligns with the student performance goals of the campus
- Set fundraising goals to provide additional resources the campus needs
- Utilize partnerships and networks to fundraise

The campus principal will lead the day-to-day operations of the school, such as:

- Operate the campus in line with the advisement of the board and in accordance with the plans laid out in this application
- Create board committees and inform board leadership of school calendar
- Recommend goals and policies
- Make all hiring and staff development decisions with the support and input of the Assistant Principal/s and teachers
- Seek support from the board, leveraging their external connections and expertise to support the organization

The governing board will meet quarterly, and the agenda will be developed by the campus principal and board chair based on campus improvement needs. Roles will include board chair, vice chair, secretary, treasurer, parliamentarian, and timekeeper. Agendas will be published prior to the board meetings, in addition to publishing board meeting minutes after meetings are held. The board will have no administrative oversight of the daily operations of the school and will only exist to support the campus' mission by helping the school achieve its goals.

B. MEMBERSHIP AND CAPACITY OF THE CAMPUS GOVERNING BOARD

The campus governing board will consist of five to seven members. Members of the governing board will be recruited and selected on their ability to fulfill the core responsibilities of the board. Campus board members will be expected to contribute a diverse range of expertise within a profession or field beneficial to the success of the school such as: marketing, education, youth development, law, accounting/finance, facilities/real estate, fund development, and community, civic engagement, and leadership. Potential board members include:

Board Member Name (First and Last)	Professional Background	Proposed Role on Board	Relevant Expertise
Elda Martinez	Educator	Chair	Education
Mary Lou Alvarez	Judge	Vice-Chair	Leadership
TBA	TBA	Secretary	Civic
TBA	TBA	Treasurer	Finance
TBA	TBA	Parliamentarian	Fund Development

C. SUSTAINING THE CAMPUS GOVERNING BOARD

Cultivating and fostering a strong relationship between families and other stakeholders is a key ingredient for children’s success. To ensure the sustainability of the campus governing board over time, Hawthorne Academy will research and invest in training for board members. In addition, the board chairperson will work with the campus principal to develop staggered terms. This will ensure board consistency and continuity of members. The board and the campus principal will commit to the following member recruitment plan:

- **Identify** potential board members through social and professional networks of school leadership and current board members.
- **Connect** potential board members to gauge their baseline level of fit and interest in the role.
- **Cultivate** talent through frequent recruitment efforts to entice potential members such as one-on-one conversations, school visits, and other informal opportunities.
- **Vet** prospective board members who demonstrate a serious interest in serving on the board to determine their suitability for service.
- **Socialize** prospective members to current board in order to ensure alignment policies and bylaws.
- **Onboard** each new member to ensure requisite duties of board members are fulfilled effectively.

CAMPUS CHARTER PETITION

Involving classroom teachers and families in the process of revising our in-district charter is vital to acceptance and understanding of the program on campus. Teachers have been part of the visioning of the charter and served on both the application team and design team where they actively led the process. During the drafting process, teachers have been asked to contribute ideas, given the opportunity to offer feedback, and encouraged to ask further questions to seek clarification about the plan. Once approved, a copy will be made available in the front office for all staff members to review. Teachers will also receive a copy through email. Teachers will be given one week to read the final version and submit a petition indicating whether they support the in-district charter plan.

Families have also been crucial components of the charter design process. During the revision process, families were offered several opportunities to learn about the charter components. Input from parents and the community was solicited and used to guide the charter revision process.

Upon approval, a copy of the charter will be made available in the front office for parents to review. A brochure that summarizes the charter and a ballot will be given to all families. Families will be given one week to return their ballots. Any families who do not return the ballot will be contacted by a staff member to answer questions and encourage the return of the ballot. Home visits will be conducted to collect any outstanding ballots.

BUDGET EXERCISE

The table below outlines allocated expenditures totaling \$500,000 during the first two years of Hawthorne Academy’s revised in-district charter. A significant amount of funding focus will be on providing professional development and ensuring adequate resources are available to support instructional and social emotional learning programing. Most trainings will be offered before and during year one. Implementation support such as professional development will be offered during years two through five. Since Hawthorne Academy has been a charter school and is not eligible for any additional funding, a combination of funds from local, state, federal, and fundraisers will be utilized to support the Academy for Civic Engagement and Leadership.

Priority/Expense	Rationale	Projected Costs	Frequency/Timeline	Sustainability Plan
Literacy training and resources	Success of our literacy program, long term.	Professional development - \$100,000.00	Year 1 and 2	Local, state, federal, and fundraisers
		Material – \$50,000.00	Year 1 and 2	
Community/Project-based learning training and resources	Teachers will need training and sustained training for the next five years. Resources/materials	Professional development - \$120,000.00	Year 1 and 2	Local, state, federal, and fundraisers
		Material –	Year 1 and 2	

	will be needed. Fieldtrip experiences tied to project-based learning.	\$20,000.00 Field trips - \$30,000.00	Year 1 and 2	
Social-Emotional Learning	Teachers will need SEL support, training, and sustained training for the next five years. Resources/materials will be needed.	Professional development/ Materials \$46,000.00	Year 1 and 2	Local, state, federal, and fundraisers
Extracurricular and Enrichment programming	Students will need extracurricular and enrichment programming to support core academic classes.	Extra-duty pay to run enrichment, to include academic tutoring and clubs - \$70,000.00 Materials - \$20,000.00	Year 1 and 2	Local, state, federal, and fundraisers
Family Engagement activities and events	Family/staff will need training to support authentic civic engagement in the community.	Professional development - \$24,000.00 Materials - \$20,000.00	Year 1 and 2	Local, state, federal, and fundraisers

GOVERNANCE (PART 2)

A. CAMPUS GOVERNING BOARD EXPERTISE AND DEVELOPMENT

Within the first year, the governing board will establish its goals through a goal setting protocol. Goals will set the purpose, structure, and function of the board to include committee development. The board will also adopt an assessment tool used to evaluate its effectiveness which will be completed annually. Once the board is established, the following training and development activities must take place:

- The board members will complete training of members of public charter school boards as mandated by the state of Texas.
- Members will participate in a strategy session to become knowledgeable about the campus challenges to strategize priorities and assist with implementation of transition plan.

- The board will also look into training on strong board function and best practices for governing boards of public schools.

B. CAMPUS GOVERNING BOARD LEADER PERSONAL STATEMENT

The governing board members have not yet been identified. No personal statements are available currently.

C. CAMPUS GOVERNING BOARD ENGAGEMENT WITH FAMILIES AND OTHER STAKEHOLDERS

The Hawthorne Academy Governing board will play an important role in building and maintaining effective and beneficial relationships with families, community members, and other stakeholders with the goal of meeting campus challenges. The governing board will establish opportunities that provide open communication with all stakeholders to both receive input and report information about the charter. By developing and maintaining open communication with all stakeholders, the governing board will build respect and confidence in the mission of the charter and the programs implemented.

Examples of how the governing board can solicit information from families and stakeholders include:

- Conducting surveys to solicit input prior to major policy decisions
- Establishing forums to discuss challenges
- Participation in monthly Principal Coffees to discuss concerns and successes of the charter

Examples of how the governing board can report and communicate to families and other stakeholders include:

- Coordination with monthly Principal Coffees to communicate the charter's progress and successes
- Quarterly flyers/newsletters about the charter

The Hawthorne Academy Charter Board will need to be visible and have a presence on the campus.

Interactions with our stakeholders will include:

- Quarterly Board Meetings – meetings will be open to the public and held on campus. The board will designate a time to allow for comments from the public.
- Quarterly Campus Visits – aside from board meeting days, board members will be encouraged to have high visibility on campus.
- Attendance at campus events – board members will be encouraged to attend campus events (academic family nights, fine art performances, PTA meetings, ceremonies, etc.).
- Planned Staff interactions – plan a minimum of two events per school year to provide the opportunity for informal input from staff members and answer questions regarding the board and charter as applicable.
- Planned Student interactions – meet with and talk to students to hear their perspectives about issues/concerns and celebrations regarding the charter.

D. SCHOOL LEADER EVALUATION AND PLANNING

The campus principal will be evaluated based on the Texas Principal standards that have been developed and utilized in T-PESS according to Chapter 149 of the Texas Administrative Code. The purpose of these standards is to guide school productivity, increase student achievement, and continually reflect upon and improve the effectiveness of leadership. As the instructional leader of the school, the principal will use student assessment data to drive decision making in the areas of recruitment and evaluation.

TRANSITION PLAN

Proposal Element	Task/Initiative	Person Responsible	Begin Date	End Date
School Model	Address faculty/staff on revisions of current charter	Pita Rodriguez	August 2018	Ongoing
	Create in-district charter committee	Pita Rodriguez	September 2018	September 2018
	Conduct visioning events with staff and community	Pita Rodriguez In-district committee	October 2018	Ongoing
	Create in-district charter design committee	Pita Rodriguez In-district committee	February 2018	February 2018
	Schedule beginning of year PD	Pita Rodriguez In-district committee	August 2018	August 2018
	Plan and purchase needed materials for beginning of year	Pita Rodriguez In-district committee	June 2019	October 2019
Constituent Engagement	Administer charter information to community in-person and via letter	Pita Rodriguez	September 2018	Ongoing
	Ensure families have opportunities to learn about and share input to school mission/charter	Pita Rodriguez In-district committee	October 2018	Ongoing

	Encourage households to submit vote in chartering process	Pita Rodriguez In-district committee	May 2019	June 2019
Board Development	Learn about board composition/brainstorm potential board members	Pita Rodriguez	April 2019	Ongoing
	Identify/recruit board members	Pita Rodriguez In-district Committee	June 2019	August 2019
	Set-up-board members	Pita Rodriguez In-district Committee	August 2019	September 2019
	Communicate board members' responsibilities	Pita Rodriguez	September 2019	Ongoing
	Create opportunities for the board to engage with school and community	Pita Rodriguez In-district Committee	September 2019	Ongoing
Human Capital	Staff recruitment and hiring: - Identify potential teachers - Recruit teachers and staff - Hire all needed teachers by June 2019	Leadership Team	May 2019	n/a

APPENDIX

Appendix A: Project Based Teaching

1

GOLD STANDARD PBL: Project Based Teaching Practices

Buck Institute for Education 2015

Teachers who make Project Based Learning a regular part of their teaching enjoy their new role, although for some it might take time to adjust from traditional practice. It's fun to get creative when designing a project, instead of just using "off the shelf" curriculum materials. Most teachers like working collaboratively with their colleagues when planning and implementing projects, and interacting with other adults from the community or the wider world. And PBL teachers find it rewarding to work closely alongside students, tackling a real-world challenge or exploring a meaningful question.

DESIGN & PLAN

Teachers create or adapt a project for their context and students, and plan its implementation from launch to culmination while allowing for some degree of student voice and choice.

ALIGN TO STANDARDS

Teachers use standards to plan the project and make sure it addresses key knowledge and understanding from subject areas to be included.

BUILD THE CULTURE

Teachers explicitly and implicitly promote student independence and growth, open-ended inquiry, team spirit, and attention to quality.

MANAGE ACTIVITIES

Teachers work with students to organize tasks and schedules, set checkpoints and deadlines, find and use resources, create products and make them public.

SCAFFOLD STUDENT LEARNING

Teachers employ a variety of lessons, tools, and instructional strategies to support all students in reaching project goals.

ASSESS STUDENT LEARNING

Teachers use formative and summative assessments of knowledge, understanding, and success skills, and include self and peer assessment of team and individual work.

ENGAGE & COACH

Teachers engage in learning and creating alongside students, and identify when they need skill-building, redirection, encouragement, and celebration.



When transitioning to PBL, one of the biggest hurdles for many teachers is the need to give up some degree of control over the classroom, and trust in their students. But even though they are more often the "guide on the side" than the "sage on the stage," this most certainly does not mean that teachers don't "teach" in a PBL classroom. Many traditional practices remain, but are reframed in the context of a project.

Adapted from *Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction*, by John Larmer, John Mergendoller, Suzie Boss (ASCD 2015).

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Research Summary: PBL and 21st Century Competencies

Project Based Learning has been shown to yield a number of benefits for students, ranging from deeper learning of academic content to stronger motivation to learn. Looking specifically at how PBL supports 21st century learning goals, we can find several promising areas, including:

Academic achievement:

Goals for 21st century learning emphasize mastery of significant academic content, which also is the foundation of any well-designed project. Comparisons of learning outcomes in PBL versus more traditional, textbook-and-lecture driven instruction show that:

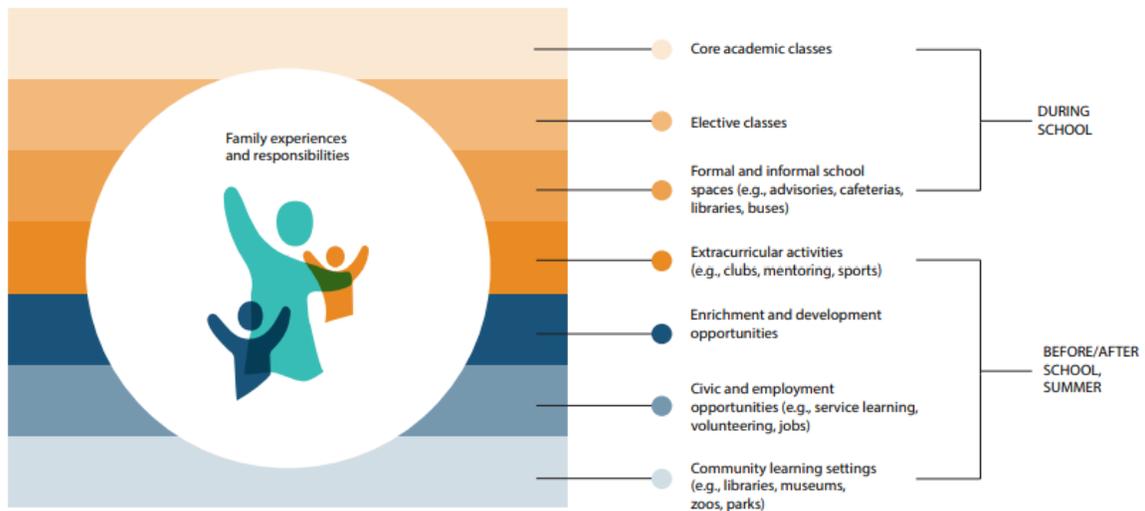
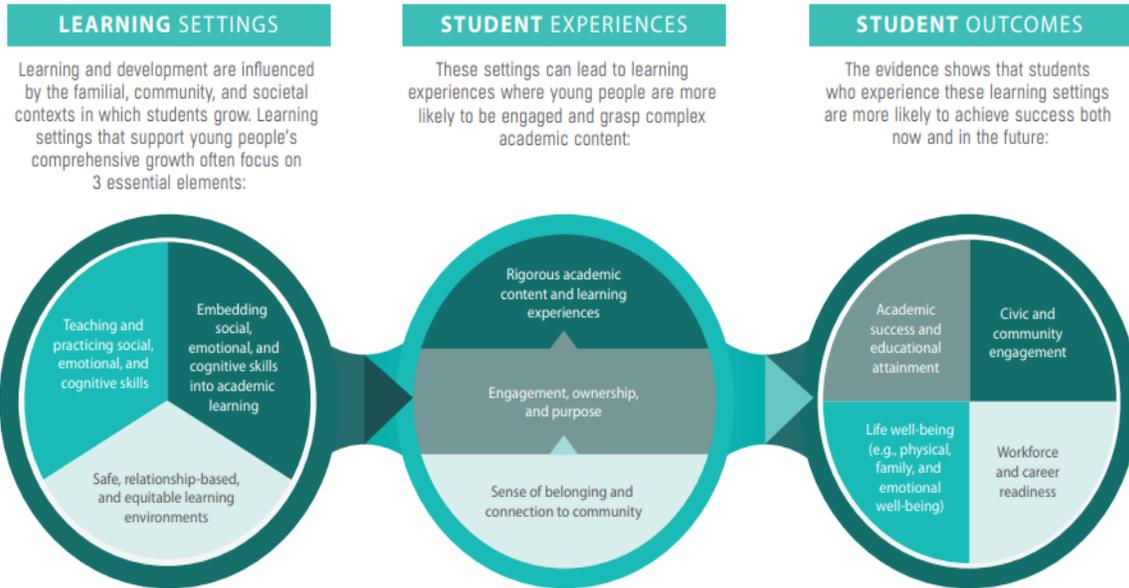
- ❖ Students learning through PBL retain content longer and have a deeper understanding of what they are learning.
(Penuel & Means, 2000; Stepien, Gallagher & Workman, 1993)
- ❖ In specific content areas, PBL has been shown to be more effective than traditional methods for teaching math, economics, language, science, and other disciplines.
(Beckett & Miller, 2006; Boaler, 2002; Finkelstein et al., 2010; Greier et al., 2008; Mergendoller, Maxwell, & Bellisimo, 2006)
- ❖ On high-stakes tests, PBL students perform as well or better than traditionally taught students.
(Parker et al., 2011)

21st century competencies:

PBL helps students master the key competencies identified as essential for college and career readiness. Research has shown:

- ❖ Students demonstrate better problem-solving skills in PBL than in more traditional classes and are able to apply what they learn to real-life situations.
(Finkelstein et al., 2010)
- ❖ When teachers are trained in PBL methods, they devote more class time to teaching 21st century skills; their students perform at least as well on standardized tests as students engaged in traditional instruction.
(Hixson, Ravitz, & Whisman, 2012)
- ❖ PBL students also show improved critical thinking.
(Beckett & Miller, 2006; Horan, Lavaroni, & Beldon, 1996; Mergendoller, Maxwell, & Bellisimo, 2006; Tretten & Zachariou, 1995)

Social Emotional Learning (SEL)



Appendix D: Social-Emotional Learning Framework

The Leader in Me Framework

SEE Core Paradigms	Paradigm of Leadership	Paradigm of Potential	Paradigm of Change	Paradigm of Motivation	Paradigm of Education				
	NOT THIS Leadership is for the few.	BUT THIS Everyone can be a leader.	NOT THIS A few people are gifted.	BUT THIS Everyone has genius.	NOT THIS To improve schools, the system needs to change.	BUT THIS Change starts with me.	NOT THIS Educators control and direct student learning.	BUT THIS Educators empower students to lead their own learning.	NOT THIS Help students achieve academically.
DO Highly Effective Practices	Teach Leadership Principles		Create a Leadership Culture		Align Academic Systems				
	Professional Learning <ul style="list-style-type: none"> Ongoing Staff Learning New-Staff Learning Principal Learning and Modeling Student Learning <ul style="list-style-type: none"> Direct Lessons Integrated Approaches Modeling Family Learning <ul style="list-style-type: none"> Family Communication 7 Habits Training for Families Student Teaching at Home 		Leadership Environment <ul style="list-style-type: none"> Physical Environment (See) Common Language (Hear) Emotional Environment (Feel) Shared Leadership <ul style="list-style-type: none"> Student Leadership Roles Student-Input Systems Active Lighthouse Teams Leadership Events <ul style="list-style-type: none"> Schoolwide Events Classroom Events Family & Community Events 		Aligning School Goals <ul style="list-style-type: none"> School, Classroom, and Staff Goals Goal and Data Tracking Staff Collaboration Around Each Student's Growth Student-Led Academics <ul style="list-style-type: none"> Student Goals Leadership Notebooks Student-Led Conferences Empowering Instruction <ul style="list-style-type: none"> Teacher Planning and Reflection Collaborative Protocols Student-Led Learning 				
GET Measurable Results	Leadership		Culture		Academics				

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