

# Campus Improvement Plan

## 2024 - 2025



## Hot Wells Middle School

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# Board of Trustees



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## VISION

Hot Wells Middle School is committed to providing a rigorous and high-quality education aimed at developing biliterate analytical thinkers. We are committed to cultivating a well rounded student through a mutual respect of self, school, and community. We envision our students as influential leaders who will exhibit confidence, innovation, integrity, and problem solving skills.

## Mission

Hot Wells will implement a dual language Science, Technology, Engineering, and Math (STEM) instructional platform which will incorporate project based learning (PBL) using 21st century technology. Instruction will focus on inclusivity, field experiences, creativity, and collaboration.

**SAISD 5 Year Board Goals**

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from 35% in August 2022, to 50% in August 2027. <sup>[1]</sup><sub>[SEP]</sub>

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from 16% in August 2022, to 50% in August 2027. <sup>[1]</sup><sub>[SEP]</sub>

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from 4% in August 2022, to 30% in August 2027. <sup>[1]</sup><sub>[SEP]</sub>

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2024-2025 Board Goals**

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_\_ in August 2024, to \_\_\_\_ in August 2025. <sup>[1]</sup><sub>[SEP]</sub>

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_\_ in August 2024, to \_\_\_\_ in August 2025. <sup>[1]</sup><sub>[SEP]</sub>

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_\_ in August 2024, to \_\_\_\_ in August 2025. <sup>[1]</sup><sub>[SEP]</sub>

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.

**SAISD 2024-2025 Campus Goals**

Improve Reading and Writing Outcomes for all Students - We will increase the percentage of all students who are Meets grade level in reading across all grades from \_\_\_\_ in August 2024, to \_\_\_\_ in August 2025. <sup>[1]</sup><sub>[SEP]</sub>

Improve Math Outcomes for Black Students - We will increase the percentage of Black students who are Meets grade level in math across all grades from \_\_\_\_ in August 2024, to \_\_\_\_ in August 2025. <sup>[1]</sup><sub>[SEP]</sub>

Improve College Readiness for Students with Disabilities - We will increase the percentage of students with IEPs receiving instruction and services in the general education setting who meet the TSI College-Ready Standard in reading and math from \_\_\_\_ in 2024, to \_\_\_\_ in August 2025. <sup>[1]</sup><sub>[SEP]</sub>

Improve Social Emotional Readiness in all Students - We will increase by 25% the percentage of all students who meet the “to be determined” SAISD Standard for Social Emotional Readiness from the August 2024 baseline, to baseline +25% in August 2027.



## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process

The Campus Advisory Council (CAC) periodically meets to conduct a Comprehensive Needs Assessment, review and revise the improvement plan, and monitor the implementation of the plan. The CAC during the Comprehensive Needs Assessment takes into account information on academic achievement of children in relation to the state

CNA Meeting Dates	Meeting Topics and Actions
Meeting #1 4/1/24	<p><a href="#">Student Learning</a> - Math and Reading CBAs and MAP results and created problem statements/root cause statements -</p> <p>MAP MOY growth was as follows:  Math - 44% RLA- 49% CBA scores were as follows:  Math - 40% approach, 9% meets, 1% masters  Reading- 81% Approach, 47% meets, 19% masters  Science- 64% approach, 25% meets, 4% masters  SS- 49% Approach, 21% meets, 11% masters  Campus cumulative score- 59% Approach, 26% Meets, 9% masters. Compared to the BOY CBA scores of 62% Approach 33% meets 11% masters, There was a significant drop overall scores. Science and Social studies scores dropped while the RLA scores increased and the math remained relatively the same. Campus academic goals- 60% approach, 35% meets, 12% masters- This will give the campus an overall rating of D in academic achievement.</p> <p><b>Demographics</b> - Teacher Experience/Retention - Examined teacher rosters from 2023-24 and created problem statements/root cause. Two positions were unfilled all year, 6th and 7th grade social studies, and Spanish. The 7th grade position was left vacant when the teacher hired resigned 2 weeks into the first semester. Also vacant at MOY was the science teacher position who retired in December 2023. Teacher attrition was at 6.8% as of March 2024.</p> <p>Due to rightsizing, the campus will be adding more teacher positions as the student population grows from 423 to 616 for the 2024-25 school year. The Dragons will welcome 11 more teachers this upcoming school year. Student enrollment has remained steady this year. The projection was 419 at BOY and is currently at 423.</p> <p>Overall attendance improved from 85% , 2023-24 school year, to 88.96% as of March 2024. Attendance incentives have included Dragon Dollars, field trips, performances and faculty vs. student competitions. -</p> <p>Discipline- Restorative practices: The number of students referred for behavior decreased from 92 to 69 , a 25% reduction from last year. The number of students with controlled substance offenses decreased from 22 to 10 a decrease of 55 %. Incidents of students fighting decreased from 18 to 14 , 22% reduction from last year. Students assigned out of school suspension decreased from 60 to 41, 22% reduction from last year. The number of students assigned DAEP decreased from 26 to 15, 43% decrease. Note: the data was collected on March 1, adjust using EOY data</p> <p><b>Statements Perceptions</b>  Parent engagement goals for the 23-24 school year was an increase of 55%, Five parents consistently volunteered the previous year, this current school year, 12 parents consistently volunteered this school year. The increase was due in part to parents assisting with fundraisers, loteria, as well as sporting events.</p> <p><b>Processes and Programs</b> - personnel Professional development , teacher survey</p> <p><b>Staff Survey</b>  <a href="#">PD focus in 2023-24 RLA/Writing</a>  Of the teachers that responded to this survey, ,  40% said they would like more PD on RLA, 90% found PLCs helpful this school year. When asked how PLCs could be improved, 10% said they would prefer more modeling of best practices during PLCs, 15% said they would like PLCs to be shorter or held once every other week, and the rest, asked for more training on current trends, availability for GEC teachers/SPED only PLCS, and more planning time for co content teachers.</p> <p>Insight Survey - <a href="#">Results</a> <a href="#">more results</a></p>
Meeting #2 5/6/2024	<p>Here is what was discussed:</p> <p>New Principal - Ms. Hernandez led meeting:</p> <p>Discretionary Allocation - \$254,751 - 251,762 = \$2,989  paying for F/T Dance  Extra Instructional Coach  P/T Family &amp; Parent Engagement Liaison  F/T Librarian (0.5 Title 1 and 0.5 Local Funds)  2,989 spent for possibly Region 20 PD, "Flocabulary" \$3,500/yr and "i-ready"  Dragon Camp - New, possibly won't happen . . .  CIS - Ropes program happen  Athletics makes low turnout  Teachers: volunteer or comp time vs. stipend  School Summer Academic Camps not happening due to funds.  Purpose: Blending communities, a right sizing event  Asked to ensure that top 40% of math students of each grade level are in honors.</p>

### How was the CIP summative evaluation from the previous year used to determine effectiveness and inform decisions for the current year?

The goals for 2023- 24 school year were Campus Academic Goals:  
41% meets 21% masters and 80% growth. MAP growth at MOY was 44%-math and 49% RLA, EOY MAP growth was 40%- Math and 42% RLA. The highest growth was 7th grade math at 55% and RLA at 55% as well. 6th grade students continue to struggle in both math and reading and will need interventions in 2024-25 school year. Math comprehensive [professional development has been created and updated on the success plan. [Math Professional development Plan](#)

## ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment Process - Data Sources

For each of the multiple measure, place an "X" in the cell next to a source if you used it during the data analysis phase. See Page 11 in the manual for more information.

### Demographics

At-Risk Rates (Branching Minds)	X	Student Graduation/Promotion Rate		Bilingual Service Records		Anecdotal data from programs	
STAAR Domain 3 Data		GT Service Records	X	Classroom Observation Data		EOY Assessment Data	
Special Education Service Records		PEIMS Standard Reports		CTE Enrollment		Anecdotal data from T-TESS	
Student Attendance Records	X	Teacher Attendance Records		Other (Indicate to the Right)			

### Student Learning

STAAR/EOC Results		Local Benchmark Results		State Interim Results	X	MAP Data	X
CIRCLE Data		CBA and Local Formative Results	X	PSAT/SAT/ACT/TCSI scores		IB/DC/AP Scores	
Branching Minds Interventions	X	Student Retention Rates		CTE Enrollment	X	Semester Exam	X
Other (Indicate to the Right)		Quarterly Averages		Other (Indicate to the Right)			

### Processes and Programs

Observational Data	X	Sign-Ins / Minutes		Calendar of Events	X	RDA (PBMA) Reports	
Tutoring/Enrichment Opportunities	X	MTSS Data		Branching Minds	X	Feedback Given To Teachers	X
Coaching Cycle		SEAD Activities & Effectiveness	X	Effectiveness of Restorative Practices	X	Rhythm Data	X
App usage dashboard		SKEW Data		Out of class routines		T-TESS Data	X
Other (Indicate to the Right)				Other (Indicate to the Right)			

### Perceptions

Teacher/Staff Surveys	X	Parent/Student Surveys		Classroom Observations	X	Parental Involvement Data	X
Parent Volunteers		Calendar of Parent Engagement		Feedback to Teachers	X	Mission, Values, and Vision	
Other (Indicate to the Right)				Other (Indicate to the Right)			

# Comprehensive Needs Assessment - Demographics

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**  
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

## Demographics (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Student Attendance	PS DE-1	Students attendance has increased from 87% to 88.96% (89%) this school year. While attendance was 89%, it was short by 7% of our goal.
	RC DE-1	Attendance goals were not met due to inconsistent implementation of incentives and outreach for students with less than 50% attendance. ESF 3.1
Student Discipline	PS DE-2	The number of students assigned DAEP placement in the 2023-2024 school year was 14. This is a decrease of 37%, from 22 in 2022-2023. The goal for 2024 was a 50% reduction.
	RC DE-2	Systems implemented to promote student discipline such as SEL through the counseling department, and restorative practices in the classrooms were ineffective in decreasing the number of students assigned alternative placement by 50% (ESF 3.1 and 3.2)
Choose One	PS DE-3	
	RC DE-3	
Choose One	PS DE-4	
	RC DE-4	
Strengths & Areas for Improvement Based on your Data Analysis		



# Comprehensive Needs Assessment - Student Learning

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**  
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

## Student Learning (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Grade Level Readiness	PS SL-1	14% of students scored Meets in Math. 34% of students scored Meets in Reading.
	RC SL-1	Ineffective differentiated instruction and ineffective instructional strategies. (ESF 5.1)
EOY Assessment Outcomes	PS SL-2	STAAR preliminary report shows 58% growth in Reading and 43% growth in Math for a total of 50% growth. This results in a domain score of F for state accountability.
	RC SL-2	Implementation of enrichment and interventions were ineffective in meeting the needs of all students. (ESF 5.1-5.4)
Choose One	PS SL-3	
	RC SL-3	
Choose One	PS SL-4	
	RC SL-4	
Strengths & Areas for Improvement Based on your Data Analysis		

# Comprehensive Needs Assessment - Processes & Programs

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**  
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

## Processes & Programs (Minimum 2 Areas)

Area Examined		Problem Statements and Root Causes
Teacher PD	PS PP-1	PD focus for 2023-2024 school year was RLA, writing across the curriculum. RLA scores improved as evidenced by CBA 1 and 2. Math score decreased from 42% Approach, 9 % meets and 2% masters at BOY to 40% Approach, 9 % meets and 1% masters at MOY.
	RC PP-1	Implementation of DESMOS, a new math program this academic year, led to students having limited time to practice (ESF 5.4)
Enrichment Opportunities	PS PP-2	Based on the insight survey, academic opportunity, increased from 3.5 to 4.0. This was below the district average of 5.0.
	RC PP-2	Students have limited opportunities to explain their answers and use academic discussions to build on each other's ideas. (ESF 5.4)
Choose One	PS PP-3	
	RC PP-3	
Choose One	PS PP-4	
	RC PP-4	
Strengths & Areas for Improvement Based on your Data Analysis		

# Comprehensive Needs Assessment - Perceptions

**ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment**  
The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.

## Perceptions (Minimum 2 Areas)

Area Examined	Problem Statements and Root Causes	
Staff Survey Results	PS PE-1	Staff Survey PD focus in 2023-24 RLA/Writing
	RC PE-1	Professional development throughout the year was not aligned to a Strategic Framework that includes the Mission, Vision, Theory of Action, Core Beliefs, and Core Values of Hot Wells. (ESF 1.2)
Teacher Support	PS PE-2	Insight survey documents an increase in observation and feedback, 4.2 to 4.7 in 2024, this was below the district average of 5.7
	RC PE-2	Teachers reported minimal feedback from an instructional leader after observations. (ESF 5.2)
Choose One	PS PE-3	
	RC PE-3	
Choose One	PS PE-4	
	RC PE-4	
Strengths & Areas for Improvement Based on your Data Analysis		

# Plan for Improvement – Demographics

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Demographics</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
GPS	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	4	By the end of the year, student attendance will be at least 92% <b>Demographics 1</b>	Attendance committee will monitor attendance every 3 weeks and meet with Tier 3 and 4 Chronically Absent students and parents to develop attendance contracts, in addition to IAPs.	Assistant Principal Attendance Committee	
	PS #	Quarterly KPIs	By the end of Quarter 1, attendance will be at 89%.		
			By the end of Quarter 2, attendance will be at 90%.		
	1		By the end of Quarter 3, attendance will be at 91%.		
			By the end of Quarter 4, attendance will be at 92%.		
DE-2	4	By the end of the year, 100% of students identified Tier 2 and 3 in Behavior will have an implemented plan of intervention. <b>Demographics 2</b>	Grade Level MTSS Meetings will be scheduled monthly to discuss Tier 2 and 3 students, track progress, and plan for intervention.	Adminstrative Leadership Team Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, all students will be tiered 1, 2, or 3 for Behavior and 100% of Tier 3 students will have a documented intervention plan in Branching Minds.		
			By the end of the second quarter, 100% of Tier 2 and 3 students will have a documented intervention plan in Branching Minds monitored by the counselor.		
	2		By the end of the third quarter, 100% of the plans for Tier 2 and 3 students will be monitored by the counselor in Branching minds and will be reviewed at Grade Level meetings.		
			By the end of the fourth quarter, 100% of students identified Tier 2 and 3 in Behavior will have an implemented plan of intervention.		
DE-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
DE-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

# Plan for Improvement – Student Learning

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Student Learning</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1, 2, 3	By the end of year there will be a 10 point increase in the percentage of students at Meets on 2025 Math and Reading STAAR - From 14% to 24% in Math and from 34% to 44% in Reading. <b>Student Learning 1</b>	Teachers will collaborate to align curriculum, instruction, and assessments with state standards, ensuring consistency and coherence across grade levels and subjects. Professional development will be provided to enhance teachers' skills in data analysis and instructional planning. Regular data tracking will be implemented to monitor student progress, identify learning gaps, and adjust instruction accordingly. Teachers will use formative assessments and data-driven instruction to tailor lessons to student needs, ensuring targeted support and improved learning outcomes.	Adminstrative Leadership Team Teachers	
		Quarterly KPIs	By the end of the first quarter, 100% of core teachers will have participated in professional development on curriculum alignment and data analysis, and collaborative planning sessions will be established.		
	PS #		By the end of the second quarter, 100% of core teachers will implement regular formative assessments, with data tracked and analyzed to adjust instruction and address learning gaps.		
	1		By the end of the third quarter, based on Interim Assessment, there will be a 5 point increase in the percentage of students at meets for Math to 19% and for Reading to 39%.		
			By the end of the fourth quarter, there will be a 10 point increase in the percentage of students at Meets on 2025 Math and Reading STAAR - From 14% to 24% in Math and from 34% to 44% in Reading.		
SL-2	1, 2, 3	By the end of the year, there will be a 10 point increase in the percentage of students meeting growth in Math and Reading - From 58% to 68% in Reading and from 43% to 53% in Math <b>Student Learning 2</b>	Staff will engage in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills and provide them with timely interventions throughout the year.	Adminstrative Leadership Team Teachers	
		Quarterly KPIs	By the end of the first quarter, 100% of teachers will be trained on collecting/analyzing formative assessment data.		
	PS #		By the end of the second quarter, 70% of identified students will receive small group instruction and tutoring.		
	2		By the end of the third quarter, 100% of identified students will receive small group instruction and tutoring.		
			By the end of the fourth quarter, Increase students performing at meets in RLA from 42% to 46%		
SL-3		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
	By the end of the third quarter,				
	By the end of the fourth quarter,				
SL-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
	By the end of the third quarter,				
	By the end of the fourth quarter,				

## 2.1 - Campus Improvement Plan (CIP)

The CAC will create **Processes & Programs** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1, 2, 3	By the end of the year, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025.	Campus instructional leaders provide training and support in student centered learning strategies, productive struggle and student discourse so that teachers consistently implement these research based best practices for delivering rigorous instruction in any content area.	Administrative Leadership Team Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, Approaches grade level percentage will increase by 3 percentage points from STAAR 23-24 on October Checkpoints.		
			By the end of the second quarter, Approaches grade level percentage will increase by 5 percentage points from STAAR 23-24 on December CBAs..		
			By the end of the third quarter, Approaches grade level percentage will increase by 7 percentage points from STAAR 23-24 on STAAR Interim.		
			By the end of the fourth quarter, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025.		
PP-2	1, 2, 3	By the end of the year, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025.	To improve students' proficiency in math, science, social studies, reading, and writing, all teachers will receive training and coaching on high-yield instructional strategies that provide opportunities to explain their answers and use academic discussions to build on each other's ideas including RACE, QSSSA, Talk Read Talk Write, Kagan Strategies, TPT, and Levels of Questioning.	Administrative Leadership Team Teachers	
	PS #	Quarterly KPIs	By the end of the first quarter, all teachers will receive professional development in high-yield instructional strategies.		
			By the end of the second quarter, all teachers will incorporate high-yield instructional strategies that include student interaction 3 times a week as evidenced in lesson plans and classroom walkthroughs.		
			By the end of the third quarter, all teachers will incorporate high-yield instructional strategies that include student interaction daily as evidenced in lesson plans and classroom walkthroughs.		
			By the end of the fourth quarter, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025.		
PP-3	1, 2, 3	By the end of the year, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025.	Teachers will offer students before- and/or after-school tutoring to supplement classroom instruction and improve student performance on all administered STAARs.	Administrative Leadership Team Teachers	211 - \$5,000
	PS #	Quarterly KPIs	By the end of the first quarter, Approaches grade level percentage will increase by 3 percentage points from STAAR 23-24 on October Checkpoints.		
			By the end of the second quarter, Approaches grade level percentage will increase by 5 percentage points from STAAR 23-24 on December CBAs..		
			By the end of the third quarter, Approaches grade level percentage will increase by 7 percentage points from STAAR 23-24 on STAAR Interim.		
			By the end of the fourth quarter, Approaches grade level percentage will increase by 10 percentage points from STAAR 23-24 on STAAR 2025.		
PP-4		By the end of the year,			
	PS #	Quarterly KPIs	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		



## 2.1 - Campus Improvement Plan (CIP)

The CAC will create **Perceptions** Performance Objectives based on Problem Statements and Strategies based on Root Causes

GPS	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	1, 2, 3	By the end of the year, 100% of teachers will receive and implement professional development aligned to the Hot Wells Strategic Framework that includes the Mission, Vision, Theory of Action, Core Beliefs, and Core Values. <b>Problem Statement Perceptions 1</b>	Campus will provide professional development for teachers that is aligned to the Hot Wells Strategic Framework to improve rigorous instruction, target weak objectives, and increase critical thinking skills. Teachers will use a variety of instructional strategies to include Gradual Release of Responsibility, Kagan Strategies, Student Profiles, DOK questioning, Aggressive Monitoring, Data Driven Instruction Protocol, differentiated instruction and formative assessments. ESL and Reg Ed teachers will also use a variety of instructional strategies to address the needs of EB students to include Seidnitz strategies. Campus will purchase additional materials and resources for RLA, Math, Science, and Social Studies, such as, but not limited to, student supplies, student manipulatives, workbooks, library books, anchor chart maker, reading materials, STAAR related testing material to assist teachers and students in strengthening weak reading objectives. Professional Development will also be provided by Region 20.	Administrative Leadership Team Teachers	211 - \$900
		<b>Quarterly KPIs</b>	By the end of the first quarter, Admin will provide professional development on the Hot Wells Strategic Framework to 100% of teachers.		
			By the end of the second quarter, 50% of teachers will implement strategies and assessments aligned to identified gaps.		
			By the end of the third quarter, 70% teachers will implement strategies and assessments aligned to identified gaps.		
	1		By the end of the fourth quarter, 100% of teachers will receive and implement professional development aligned to the Hot Wells Strategic Framework that includes the Mission, Vision, Theory of Action, Core Beliefs, and Core Values.		
PE-2	1, 2, 3	By the end of the year 100% of feedback will be given to the teachers and ALT will follow up with 100% of teacher feedback through classroom walkthroughs. <b>Problem Statement Perceptions 2</b>	Campus Administration will develop a system that provides a cycle of providing targeted feedback within 2-3 school days focused on a high-leverage goal or action step based on teacher needs and followed up with an observation of proficient implementation of the goal of action step.	Administrative Leadership Team Teachers	
		<b>Quarterly KPIs</b>	By the end of the first quarter, 100% of core teachers will participate in a minimum of 3 Observation and Feedback cycles with a campus administrator.		
			By the end of the second quarter, 100% of core teachers will participate in a minimum of another 3 Observation and Feedback cycles with a campus administrator (for a total of 6 for the year).		
			By the end of the third quarter, 100% of core teachers will participate in a minimum of another 3 Observation and Feedback cycles with a campus administrator (for a total of 9 for the year).		
	2		By the end of the fourth quarter, 100% of feedback will be given to the teachers and ALT will follow up with 100% of teacher feedback through classroom walkthroughs.		
PE-3	PS #	By the end of the year,			
		<b>Quarterly KPIs</b>	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		
PE-4	PS #	By the end of the year,			
		<b>Quarterly KPIs</b>	By the end of the first quarter,		
			By the end of the second quarter,		
			By the end of the third quarter,		
			By the end of the fourth quarter,		

**2.2 – First Quarterly Review Meeting**  
The CAC will use artifacts and data to check KPI progression for all strategies.

**DEMOGRAPHICS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
DE-1		Choose One	
DE-2		Choose One	
DE-3		Choose One	
DE-4		Choose One	

**STUDENT LEARNING**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1		Choose One	
SL-2		Choose One	
SL-3		Choose One	
SL-4		Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1		Choose One	
PP-2		Choose One	
PP-3		Choose One	
PP-4		Choose One	

**PERCEPTIONS**

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1		Choose One	
PE-2		Choose One	
PE-3		Choose One	
PE-4		Choose One	

# Second Quarterly Review

## 2.2 – Second Quarterly Review Meeting

The CAC will use artifacts and data to check KPI progression for all strategies.

### DEMOGRAPHICS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
DE-1		Choose One	
DE-2		Choose One	
DE-3		Choose One	
DE-4		Choose One	

### STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1		Choose One	
SL-2		Choose One	
SL-3		Choose One	
SL-4		Choose One	

### PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1		Choose One	
PP-2		Choose One	
PP-3		Choose One	
PP-4		Choose One	

### PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1		Choose One	
PE-2		Choose One	
PE-3		Choose One	
PE-4		Choose One	

**2.2 – Third Quarterly Review Meeting**  
The CAC will use artifacts and data to check KPI progression for all strategies.

**DEMOGRAPHICS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
DE-1		Choose One	
DE-2		Choose One	
DE-3		Choose One	
DE-4		Choose One	

**STUDENT LEARNING**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1		Choose One	
SL-2		Choose One	
SL-3		Choose One	
SL-4		Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1		Choose One	
PP-2		Choose One	
PP-3		Choose One	
PP-4		Choose One	

**PERCEPTIONS**

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1		Choose One	
PE-2		Choose One	
PE-3		Choose One	
PE-4		Choose One	

**2.2 – Fourth Quarterly Review Meeting**  
The CAC will use artifacts and data to check KPI progression for all strategies.

**DEMOGRAPHICS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
DE-1		Choose One	
DE-2		Choose One	
DE-3		Choose One	
DE-4		Choose One	

**STUDENT LEARNING**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1		Choose One	
SL-2		Choose One	
SL-3		Choose One	
SL-4		Choose One	

**PROCESSES & PROGRAMS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1		Choose One	
PP-2		Choose One	
PP-3		Choose One	
PP-4		Choose One	

**PERCEPTIONS**

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1		Choose One	
PE-2		Choose One	
PE-3		Choose One	
PE-4		Choose One	

## 3.1 - Annual Summative Assessment

The CAC will use artifacts and data to evaluate all Performance Objectives.

## DEMOGRAPHICS

GPS	Performance Objective	Rating	Findings / Next Steps
DE-1		Choose One	
DE-2		Choose One	
DE-3		Choose One	
DE-4		Choose One	

## STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1		Choose One	
SL-2		Choose One	
SL-3		Choose One	
SL-4		Choose One	

## PROCESSES &amp; PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1		Choose One	
PP-2		Choose One	
PP-3		Choose One	
PP-4		Choose One	

## PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1		Choose One	
PE-2		Choose One	
PE-3		Choose One	
PE-4		Choose One	



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## Assurances and Approval Information

### Principal Supervisor Assurance

As Principal Supervisor for this campus, I will provide or facilitate the necessary district-level support mechanisms to support the principal in successfully implementing this Campus Improvement Plan. I also understand I am responsible for ensuring the principal carries out the plan elements as required by ESSA Title I and State Compensatory Education (SCE) guidelines.

### Campus Principal Assurance

As principal for this campus, I will coordinate with my Principal Supervisor to use district-provided services and support mechanisms to successfully implement the Campus Improvement Plan. I understand I am responsible for fulfilling all ESSA Title I and State Compensatory Education (SCE) requirements. I agree to carry out the plan elements as indicated herein.

Campus Name	Campus Number
Hot Wells Middle School	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Yvonne Hernandez	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders



District Purchases

Whenever a district-level department makes purchases for your campus using ESSER or State Comp Ed funds, those purchases must be “pushed in” into your Improvement Plan. The campus is not responsible for monitoring or evaluating this page's strategies and performance objectives.

# Compliance Checklist

Compliance Checklist							
Federally Required Strategies – Do we have strategies that address -							
At-Risk Support		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level	
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention (Secondary)	
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to K	
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions		Federally Funded Staff	
Equitable Availability of the Campus Improvement Plan to Parents				Equitable Availability of the School-Parent Compact to Parents			
Physical Locations of the Plan				Physical Locations of the Compact			
Languages Available				Languages Available			
URL to Online Version				URL to Online Version			
Equitable Availability of Parent-Family Engagement Policy to Parents							
Physical Locations of the Policy				How and When was the PFE Policy Distributed			
Languages Available							
URL to Online Version							

Title I Compliance Documentation and Submissions			
Comprehensive Needs Assessment, Campus Improvement Plan, and Quarterly Checks (ESSA Title I SWE 1.1, 2.1, 2.2, 2.3, and 3.1)			
Action	Documentation	CIP Location / Upload Location	Done
Comprehensive Needs Assessment	Description of the CNA process, data sources used, and outcomes from the Summative Evaluation	CIP - CNA Process	
	Dated agenda with title (CNA Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Campus Improvement Plan	Dated agenda with title (CIP Edit/Revise) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
	The CIP is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
	Signature page of all campus staff agreeing to the implementation of the Campus Improvement Plan	Google Shared Folder	
Quarterly Reviews	Dated agenda with title (CIP Quarterly Review # ____ ) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Summative Review	Artifacts and data used to determine the level of implementation for each performance objective and strategy, level of impact per performance objective and its implications, and per strategy, what is moving forward, what is being enhanced, and what will be discontinued.	CIP - Summative Review	
	Dated agenda with title (CIP Summative Review) and record of discussion/decisions (Minutes) for each meeting	Google Shared Folder	
	All required stakeholders are represented in a dated sign-in sheet with printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
PFE Policy	A copy of the PFE Policy in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), and has the principal’s initials or signature	Google Shared Folder	
PFE Policy Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Parent-Family Engagement Policy and Opportunities (ESSA Title I SWE 4.1 and 4.2)			
Documentation	Description	CIP Location / Upload Location	Done
PFE Distribution	Answered how and when was your PFE Policy distributed	CIP - Quality Checklist	
PFE Availability	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website		
PFE Meetings	Upload at <u>least 4 invitations/notices</u> representing family engagement meetings and trainings on different days and times	Google Shared Folder	
School-Parent-Compact (ESSA Sec. 1116(d))			
School-Parent Compact	A copy of the Compact in English and Spanish, the title on PFE Policy states “[Campus Name] Parent and Family Engagement Policy” with current school year, the revision date (MM/DD/YYYY), has the principal’s initials or signature, and a scanned, signed copy of the School-Parent Compact Certification	Google Shared Folder	
	PFE Policy is in an accessible location on your campus, list of available languages, <u>and</u> posted on your website	CIP - Quality Checklist	
School-Parent Compact Review & Revise Meeting	Dated invitation(s)/notice(s) of meeting(s)	Google Shared Folder	
	Dated agenda and minutes from the meeting documenting discussion and decisions		
	All required stakeholder groups are represented that is reflected on a dated sign-in sheet that includes printed names, roles, and signatures		
Annual Title I Meeting (ESSA Sec. 1116(D)(c)(1) / Value and Utility of Parents (ESSA Sec. 1116(e)(3))			
Title I Meetings	Dated invitations/notices of a minimum of 2 meetings	Google Shared Folder	
	Presentation/Slide Deck and agendas for both meetings		
	CIP was presented to parents & families during Title I meeting presentation as noted on agenda		
	Campus Parents Right to Know information was included in Title I meeting presentation/slide deck		
	Dated sign-in sheets that include printed names,roles, and signatures for <u>both</u> meetings		
Staff Training: Value & Utility of Parents	Presentation/Slide Deck and agenda		
	All required stakeholder groups are represented and reflected on a dated sign-in sheet that includes printed names, roles, and signatures		