

# Campus Improvement Plan

## 2023-2024



Hawthorne Academy

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# Board of Trustees



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Dr. Jaime Aquino**

## **VISION**

Our primary purpose of improving lives through a quality education is driven by an unrelenting determination to graduate all our students and prepare them for success in higher education. Our ideology is reflected in our fundamental beliefs, commitments, and core values that guide us in our daily practices.

## **MISSION**

To transform SAISD into a national model urban school district where every child graduates and is educated so that he or she is prepared to be a contributing member of the community.

## **CORE VALUES**

- Student Centered
- High Expectations
- Commitment
- Passion
- Integrity
- Respect
- Teamwork

## **CORE BELIEFS**

- Every student can learn and achieve at high levels.
- We are responsible for the education and safety of every student.
- We are responsible for the efficient and effective operation of the school system.
- Everyone should be treated with respect.
- People support what they help create.

**SAISD 5 Year Board Goals**

1. **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.
2. **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.
3. **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.
4. **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 2023-2024 Board Goals**

1. **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 2023, to \_\_\_\_ in August 2024.
2. **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 2023, to \_\_\_\_ in August 2024.
3. **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 2023, to \_\_\_\_ in August 2024.
4. **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 2023-2024 Campus Goals**

1. **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 2023, to 40% in August 2024.
2. **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 2023, to 35% in August 2024.
3. **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 2023, to 25% in August 2024.
4. **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 academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the campus. [ESSA Sec. 1114(b)(6)]

CNA Development Dates	Meeting Topics and Actions
Meeting #1 May 8, 2023	Review of 2022-2023 Goals and Strategies Campus Needs Assessments
Meeting #2 May 22, 2023	Review Of Campus Goals and Instructional Strategies

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

Based on the information learned, shared and evaluated at the May 8, 2023 meetings, members of the Campus Advisory Committee(CAC) were able to determine which strategies needed to be modified for continued use during the 2023-2024 School Year.



<div> <div>ESSA Title I Compliance - 1.1 Comprehensive Needs Assessment</div> <div>The CAC will use the Four Multiple Measures of Data to analyze data to determine gaps and causes of those gaps.</div> </div>			
Demographics (Minimum 2 Areas)			
Area Examined	Data Sources	Problem Statements and Root Causes	
Achievement Subpopulations	Special Population Data-BI Platform MAP STAAR Interim CBAs	PS DE-1	The campus student achievement rates have declined since the 2020SY. At the conclusion of the 22-23 SY, the average mastery of students meeting the approaches standard on STAAR averaged 70%(RLA), 63%(Math) and 55%(Science).
		RC DE-1	There is a direct correlation of student attendance rates and their academic achievement on STAAR, TELPAS, MAP, CBAs, APA, and other formal testing.
Achievement Subpopulations	Special Population Data-BI Platform MAP STAAR Interim CBAs	PS DE-2	In the last three years, the students identified in our subpopulations(SPED, LEP, At Risk, etc) have not met expectations on the MAP, TELPAS and STAAR Assessments.The campus % of students at the Meets and Masters level in Reading 37% and Math 32%.
		RC DE-2	Students have not received differentiated instruction and assessment practices that allows them to master core content..
Faculty Composition	Frontline TEA	PS DE-3	The campus has experienced an administrative and teaching turnover rate of 38% since 2022.
		RC DE-3	As a campus we have not fully implemented systems to meet learners and address their needs.
		PS DE-4	
		RC DE-4	
Data Determinations	MAP STAAR CBA Interim Demographic Information for the last three SY.		

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	Data Sources	Problem Statements and Root Causes	
Instructional Practices Assessment Scores	Bi Platform Appraisal data	PS SL-1	At the end of the 22-23 SY, the student achievement based on STAAR was 37%(Math) and 57%(Reading) at the Tier I level.
		RC SL-1	Levels of rigor and implementation of curriculum were not consistently monitored to fidelity. Much emphasis was placed on preparation for the Reading testing with the addition of the writing component. Student performance in math did not trend at this level of mastery all year. Analysis of test questions and student responses is needed to move forward.
Instructional Practices Assessment Scores	Bi Platform Appraisal data	PS SL-2	Math STAAR scores are below the district and state average (37%) and Reading STAAR Scores are stagnant at 57%.
		RC SL-2	Teachers are not consistently implementing school wide strategies that are anchored in research based literacy and mathematical Tier I instruction that promotes critical thinking and differentiation..
Instructional Practices Assessment Scores Data Trackers	Walkthrough Tracker Calendarized Reports	PS SL-3	Administrative Feedback has not been consistent regarding lesson plans, walkthroughs, and observation data. The bulk of the walkthroughs were completed two prior to EOY Evaluations.
		RC SL-3	Campus instructional leaders did not use established tools and processes to conduct observations, capture trends, and track progress over time.
		PS SL-4	
		RC SL-4	
Data Determinations	MAP STAAR CBA Interim Demographic Information for the current SY.		



## 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 and Programs (Minimum 2 Areas)

Area Examined	Data Sources	Problem Statements and Root Causes	
Instructional Practices	MAP STAAR TELPAS TTESS	PS PP-1	Campus leaders have not provided teachers with protected time weekly/biweekly for in-depth conversations about formative student data and possible adjustments to instructional delivery.
		RC PP-1	PLCs will follow a fixed format to allow for development and growth for teachers in the following areas: backwards planning, data analysis and collaboration among grade levels and department.
Instructional Practices	Sign In Sheets Volunteer Applications	PS PP-2	The campus data declined in Reading, Math, Science and Social Studies in the 2022-2023 SY. Parents are not aware of opportunities to assist their children academically, behaviorally and social-emotionally.
		RC PP-2	Systems are not in place to engage families on a regular basis about their child's academic and emotional growth in a positive, constructive, and personalized way, including their child's college and career preparation and postsecondary success.
		PS PP-3	
		RC PP-3	
		PS PP-4	
		RC PP-4	
Data Determinations	MAP STAAR CBA Interim Demographic Information for the current SY. Discipline Referrals		

## 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	Data Sources	Problem Statements and Root Causes	
Instructional Practices Threat Assessments	Threat Assessment	PS PE-1	The campus had a rise of 1000 referrals in the 22-23 SY (High Priority Grade Levels: K, 7th and 8th grades) with the leading violations of the Student Code of Conduct :vaping, Suicidal Ideation, and fighting.
		RC PE-1	The school does not have a campus-wide program to proactively teach, coping skills, interpersonal relationships, mental health and wellness skills to students and teachers
Discipline	Threat Assessments Frontline PBIS System	PS PE-2	There were over 1000K discipline referrals in the 2022-2023 SY with Kinder, 7th, and 8th grade as the frequent violators of the Student Code of Conduct.
		RC PE-2	Student expectations were not consistent among the Middle School and Elementary grade levels.
		PS PE-3	
		RC PE-3	
		PS PE-4	
		RC PE-4	
Data Determinations	MAP STAAR CBA Interim Demographic Information for the current SY. Discipline Referrals		

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					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
DE-1	1,2,3	At the End of the 23-24 SY, the campus will have a 12% increase from the previous school year.	The campus will host monthly contests to reward students with Perfect Attendance.	Flex Clerk Administration	\$1,000
		<b>Quarterly KPIs</b>	By the 1st Quarter, the campus will see a 5% Increase in Daily Attendance. In the 2nd Quarter, the campus will experience a 7% increase in Daily Attendance. By the 3rd Quarter the campus will experience a 10% Increase in Daily attendance. At the 4th Quarter, the campus will have a 12% increase from the previous school year.		
DE-2	1,2,3	At the end of the '23-'24 SY, student ELAR and Math Achievement will increase by 10%.	Provide targeted professional development to teachers through Professional Learning Communities, designated Professional Development Days, individualized coaching and peer-development training to peers.	Administration Instructional Coaches Teachers District Specialists	\$3,000
		<b>Quarterly KPIs</b>	By the 1st Nine Weeks, students will increase achievement by 3% growth in ELAR and Math formative assessments. By the 2nd Nine Weeks, students will increase achievement by 5% growth in ELAR and Math formative assessments. By the 3rd Nine Weeks, students will increase achievement by 7% growth in ELAR and Math formative assessments. By the 4th Nine Weeks, students will increase achievement by 10% growth in ELAR and Math formative assessments.		

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					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
SL-1	1,2,3	Every week feedback will be provided to teacher by their appraiser and Instructional Coach	Implement a variety of targeted content-specific intervention and enrichment strategies, materials and resources in the classrooms( Ex. interactive journals, Science lab materials, composition books, glue sticks, markers, pencils,Mentoring Minds/I Ready, Lexia,Really Great Reading)	Administration Instructional Coaches	\$5,000
		<b>Quarterly KPIs</b>	Weekly review of lesson plans with feedback from the Instructional Coaches and Administration located in the CANVAS Platform.		
SL-2	1,2,3,4	By the end of the '23-'24 SY, 85% of students will participate in digital and print lesson during Library Time.	Maximize the use of instructional technology, hardware, and software to reach all students and to differentiate instructional delivery.	Campus Technology Team ACT/Department Leaders	\$300
		<b>Quarterly KPIs</b>	By the end of the 1st Quarter, 70% of students will participate in digital and print lessons given by our Instructional Coaches.during Library Time. By the end of the 2nd Quarter, 75% of students will participate in digital and print lessons given by our Instructional Coaches during Library Time. By the end of the 3rd Quarter, 80% of students will participate in digital and print lessons given by our Instructional Coaches during Library Time. By the end of the 4th Quarter, 85% of students will participate in digital and print lessons given by our instructional Coaches during Library Time.		
SL-3	1,3	By the end of the '23-'24 SY, 10% of students will increase their EOY MAP score to be at the Meets Level.	Students will taught literacy skills, writing/research strategies and benefit from checking out books from various genres led by the Instructional Coaches during Library Tlme.	Instructional Coaches	\$2,000 \$2,000
		<b>Quarterly KPIs</b>	BOY-5% increase in the Reading MAP scores at the Meets Level MOY-7% increase in the Reading MAP score at the Meets Level EOY-10% Increase in the Reading MAP score at the Meets level		
SL-4	1234	By the end of the '23-'24 SY, 15% of students will participate in tutoring or enrichment programs.	Teachers and Staff will offer tutoring for students in need of intervention and/or enrichment.	Teachers Instructional Coaches	\$27,500
		<b>Quarterly KPIs</b>	BOY-10 % of students enrolled will participate in the tutoring/enrichment program MOY-12% of students enrolled will participate in the tutoring/enrichment program EOY-15% of students enrolled will participate in the tutoring/enrichment program		

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Processes and Programs</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PP-1	1234	By the end of the '23-'24 SY, all students will increase achievement by 10% on ELAR and Math formative assessments.	Teacher will use a Backward Design Model to analyze data, identify trends in student misconceptions, determine the root cause to lack of understanding concepts, and create plans to reteach. The implementation of the model would progress during PLCs and grade level meetings every 3/6/9 weeks.	Administration Instructional Coaches ACTs/Dept Chairs	\$500
		<b>Quarterly KPIs</b>	By the 1st Nine Weeks, students will increase achievement by 3% growth in ELAR and Math formative assessments. By the 2nd Nine Weeks, students will increase achievement by 5% growth in ELAR and Math formative assessments. By the 3rd Nine Weeks, students will increase achievement by 7% growth in ELAR and Math formative assessments. By the 4th Nine Weeks, students will increase achievement by 10% growth in ELAR and Math formative assessments.		
PP-2	1234	By the end of the '23-'24, the campus will host at least seven events for parents that extend learning opportunities at home.	Increase parental engagement activities for families that promote academic experiences, social emotional learning/activities, and community partnerships by 10%.	Administration FACE Specialist	\$750(refreshments) \$750(supplies)
		<b>Quarterly KPIs</b>	By the 1st Quarter the campus will host two events for parents that feature activities that extend learning opportunities in the home. By the 2nd Quarter the campus will host at least four events for parents that feature activities to extend learning in the home. By the 3rd Quarter, the campus will host at least six events for parents that extend learning opportunities in the home. By the 4th Quarter, the campus will host at least seven events for parents that extend learning opportunities in the home.		
PP-3					
		<b>Quarterly KPIs</b>			
PP-4					
		<b>Quarterly KPIs</b>			

2.1 - Campus Improvement Plan (CIP)					
The CAC will create <b>Perceptions</b> Performance Objectives based on Problem Statements and Strategies based on Root Causes					
#	Board Goal	Performance Objective and Problem Statement	Strategy	Monitor(s)	Fund /Purchase/ Amount
PE-1	4	All students will participate daily in SEL Strategies and a Morning Message.	During Bear/Mascot time, students will participate in Morning Meetings, Implement the Rhithm APP and SEL Strategies Daily from the Harmony kits.	Counselor Administrative Staff	282/\$500
		<b>Quarterly KPIs</b>	All students will participate daily in SEL strategies and Morning Messages.		
PE-2	4	All students will be able to earn Bear Bucks and participate in incentive activities or items every two weeks.	Students will earn Bear Bucks based upon exhibiting Kindness and PBIS strategies.	Counselor Administration Teacher/Staff PBIS Committee	\$1500
		<b>Quarterly KPIs</b>	Every day students will earn “Bear Bucks” for demonstrating PBIS/Kindness Strategy. Every two weeks, students will participate in incentives gained through the acquisition of “Bear Bucks”		
PE-3	4	Each month, a student in each class will be selected as the Student of the Month based on the PBIS monthly focus.	Every month a student in each grade will be nominated as “Student of Month based on Kindness and PBIS monthly focuses.	Administration PBIS Committee Teacher/Staff	\$500
		<b>Quarterly KPIs</b>	Monthly features in the Parent Newsletter and campus bulletin board.		
PE-4					
		<b>Quarterly KPIs</b>			

2.2 – First Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps



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

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps

2.2 – Third Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps

2.2 – Fourth Quarterly Review Meeting			
The CAC will use artifacts and data to check KPI progression for all strategies.			
GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps

3.1 - Annual Summative Assessment - Summative Evaluation of Performance Objectives  
 The CAC will use artifacts and data to evaluate all Performance Objectives.

Performance Objective	Q4 Rating	Findings / Next Steps

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.					
Always Learning GPS		Problem Statement & Root Cause			
#	Board Goal	Performance Objective	Strategy	Monitor(s)	Fund /Purchase/ Amount

Campus Improvement Plan Quality Checklist							
Comprehensive Needs Assessment - Problem Statements and Root Causes							
All are based on the analysis of data and we have listed all sources.				All are based on the success criteria of the ESF.			
All are based on issues that the campus can control and improve on.				All talk to adult systems and behaviors.			
Improvement Plan – Performance Objectives							
All are in SMART format				All are tied to at least one problem statement.			
All are measured by a data source.							
Improvement Plan – Strategies							
All are in BEST format.				All strategies are targeted to eliminate at least one root cause.			
All are measured by quarterly KPI outcomes.				Entire plan has been checked for spelling and grammar.			
Federally Required Strategies – Do we have strategies that address -							
Accelerated Learning		Support for Special Populations		Parent & Family Engagement		Students Not On Grade Level	
Recruiting/Retaining Teachers		Violence Prevention/Intervention		Professional Development		Dropout Prevention / Enrollment	
Physical Activity		Social and Emotional Support		Student Attendance		Transition PK to Elementary	
Quality of Learning Environment		CCMR - Secondary		MTSS – Behavioral Interventions			
Equitable Availability of the Campus Improvement Plan to Parents				Equitable Availability of the School-Parent Compact to Parents			
Physical Locations of the Plan	Plan will be uploaded to the Campus Web Page and available upon request.			Physical Locations of the Plan	Plan will be uploaded to the Campus Web Page and available upon request.		
Languages Available	English and Spanish			Languages Available	English and Spanish		
URL to Online Version	ocs.google.com/presentation/d/1B_vR6DIV4mpslxrW9iLxJ5p9a10XPQ4/edit#slide=id.g222d11a0f72_0_129			URL to Online Version	ocs.google.com/presentation/d/1B_vR6DIV4mpslxrW9iLxJ5p9a10XPQ4/edit#slide=id.g222d11a0f72_0_129		
Equitable Availability of Parent-Family Engagement Policy to Parents							
Physical Locations of the Policy	Plan will be uploaded to the Campus Web Page and upon request.			How and When was the PFE Policy Distributed			
Languages Available	English and Spanish						
URL to Online Version	ocs.google.com/presentation/d/1B_vR6DIV4mpslxrW9iLxJ5p9a10XPQ4/edit#slide=id.g222d11a0f72_0_129						

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		
	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		



Title I Compliance Documentation and Submissions			
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		

**Assurances and Approval Information****Assistant Superintendent Assurance**

As Assistant Superintendent 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 Assistant Superintendent 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
Hawthorne Academy	15907- 179
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Kristina Smith	
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders



