

Campus Improvement Plan

2024 - 2025



Hawthorne Academy

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Board of Trustees



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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

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

CNA Meeting Dates	Meeting Topics and Actions
May 13, 2024	We discussed the fact that since the campus will blend with Lamar, we needed to identify areas for the campus that would be needed as the new year commenced. The CAC decided that Goals and Strategies related to DE1, DE2, SL1, SL3, and PP!. Areas fo consider in next years plan include the following: redefine the campus identity and goals, introduction of new special programs, reorganization and utilization of the Special Education Program
Meeting #2 May 20, 2024	<p>The CAC will review the feedback and data from each campus' 2023-2024 CIP's (Hawthorne, Gonzales, Lamar).</p> <ol style="list-style-type: none"> 1. Goals <ol style="list-style-type: none"> a. Community's vision for student outcomes (know and be able to do) b. SAISD Board Goals approved on October 11, 2022 2. Performance Objectives <ol style="list-style-type: none"> a. How the campus will contribute to the goal and eliminates a problem statement b. Written in SMART format 3. Strategies <ol style="list-style-type: none"> a. Steps the school has agreed to take to solve and remove the root causes of identified needs b. BEST c. Quarterly KPIs to evaluate progress <p>Discussion of Next Steps and possible needs for successful transition</p>

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

The CIP summative evaluations from the previous school year at coordinating campuses is being used to determine effectiveness and inform decisions for the 24-25 school year.

Comprehensive Needs Assessment Process

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.

Comprehensive Needs Assessment Process

Demographics

At-Risk Rates (Branching Minds)		Student Graduation/Promotion Rate		Bilingual Service Records	x	Anecdotal data from programs	x
STAAR Domain 3 Data		GT Service Records		Classroom Observation Data		EOY Assessment Data	
Special Education Service Records	x	PEIMS Standard Reports	x	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		Semester Exam	
Other (Indicate to the Right)		Quarterly Averages	x	Other (Indicate to the Right)			

Processes and Programs

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

Perceptions

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

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)

Comprehensive Needs Assessment - Demographics

Area Examined	Problem Statements and Root Causes	
Student Attendance	PS DE-1	At the End of the 23-24 SY, the campus attendance will have a 10% increase from the previous school year.
	RC DE-1	As a campus, we need to improve systems for monitoring absences and creating additional strategies to increase student attendance.
Teacher Turnover	PS DE-2	The campus has experienced an administrative and teaching turnover rate of 38% since 2022.
	RC DE-2	As a campus, we need to improve systems for recruiting and retaining high quality teachers.
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		

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	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.
EOY Assessment Outcomes	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.
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 Feedback	PS PP-1	PLCs will follow a fixed format to allow for development and growth for teachers in the following areas: backwards planning (formative assessment), data analysis and collaboration among grade levels and departments.
	RC 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.
Teacher Leadership	PS PP-2	As a campus, 100% of actionable feedback is provided only by administration and instructional coaches.
	RC PP-2	As a campus, we need to improve how to build teacher capacity through observation and feedback cycles.
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		

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	
Parent Survey Results	PS PE-1	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.
	RC PE-1	As a campus, we need to improve systems for creating parent groups so that families become involved with and interact with their child's school.
Parent Engagement Attendance	PS PE-2	As a campus, we have range of 10 to 75% of our parents and families that attend campus events.
	RC PE-2	As a campus, we need to improve how we advertise and communicate with parents/families about the benefits of attending events that support the school-to-home extension of learning and the alignment of the Texas Prekindergarten Guidelines and Texas Essential Knowledge and Skills.
Services Support	PS PE-3	Due to Rightsizing, Hawthorne Academy is receiving students from Lamar Elementary as well as adding Dual Language Program and Pre-Kindergarten.
	RC PE-3	As a campus, we need to provide blending activities to help students and families in the transition of rightsizing.
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 **Demographics** 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		By the end of the year, the campus attendance will have a 10% increase from the previous school year.	The campus will host monthly contests to reward students with Perfect Attendance.	Data Clerk Teachers Attendance Committee Administration	282-Incentives
	PS #	Quarterly KPIs	By the end of the first quarter, the campus will see a 3% increase in Quarterly Attendance.		
			By the end of the second quarter, the campus will see a 5% increase in Quarterly Attendance.		
			By the end of the third quarter, the campus will see a 7% increase in Quarterly Attendance.		
			By the end of the fourth quarter, the campus will see a 10% increase in Quarterly Attendance.		
1					
DE-2		By the end of the year, the campus will reduce teacher turnover from 38% in 2022 to 20% or less.	Administration will develop personalized strategies to retain high performing staff including leadership opportunities and recognition.	Administration Teachers CAC	199- Local
	PS #	Quarterly KPIs	By the end of the first quarter, administrators will develop a schedule and have a 1:1 meeting with each staff member.		
			By the end of the second quarter, administrators will regularly provide positive feedback to teachers and staff in snapshot walkthroughs.		
			By the end of the third quarter, administrators will develop PLN practices that publicly recognize teachers and staff for positive contributions to the campus.		
			By the end of the fourth quarter, 80% or more of staff will indicate intent to return to Hawthorne Academy for 2025-2026 school year.		
2					
		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 **Student Learning** 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		By the end of the year, Every week feedback will be provided to a teacher by their appraiser or 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, Scholastic, Mentoring Minds/I Ready, Lexia,Really Great Reading)	Administration Instructional Coach	199, 211
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of administration will participate in calibration learning walks.		
			By the end of the second quarter, 100% of teachers will have received feedback by instructional coach or administrator with a minimum of one snapshot walkthrough.		
			By the end of the third quarter, 100% of teachers have received a comprehensive walkthrough by an administrator.		
			By the end of the fourth quarter, 100% of teachers will have received feedback by both an administrator and instructional with evidence of feedback of lesson plans.		
SL-2		By the end of the '23-'24 SY, 10% of students will increase their EOY MAP score to be at the Meets Level in Reading and Math.	Teachers will implement daily lessons utilizing backwards instructional design process.		
	PS #	Quarterly KPIs	By the end of the first quarter, 5% increase in Reading and Math MAP scores at the Meets Level.		
			By the end of the second quarter, 7% increase in the Reading and Math MAP scores at the Meets Level.		
			By the end of the third quarter, 7% increase in the Reading and Math MAP scores at the Meets Level.		
			By the end of the fourth quarter, 10% increase in the Reading and Math MAP scores at the Meets Level.		
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,		

Plan for Improvement – Processes & Programs

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		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.	Teachers Instructional Coaches Administration	211 199
	PS #	Quarterly KPIs	By the end of the first quarter, students will increase achievement by 3% growth in ELAR and Math formative assessments.		
			By the end of the second quarter, students will increase achievement by 5% growth in ELAR and Math formative assessments.		
	PP-1		By the end of the third, students will increase achievement by 7% growth in ELAR and Math formative assessments.		
	By the end of the fourth quarter, students will increase achievement by 10% growth in ELAR and Math formative assessments.				
PP-2		By the end of the year, 100% of teachers will have provided actionable feedback to one colleague.	100% of teachers will conduct campus instructional rounds to identify and improve instructional practices.	Teachers Instructional Coaches Administration	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of Teachers and principal identify focus and schedule for instructional rounds		
			By the end of the second quarter, 40% of teachers completed instructional rounds and shared findings/next steps		
	PP-2		By the end of the third quarter, 80% of teachers completed instructional rounds and shared findings/next steps		
	By the end of the fourth quarter, 100% of teachers completed instructional rounds and shared findings/next steps				
PP-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,				
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,				

Plan for Improvement – Perceptions

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)
PE-1		By the end of May 2024, parent attendance at monthly principal's coffees/platicas/meriendas/chats will increase to 30%. PS PE-1	In collaboration with principal, teachers and parents, the following events will be held on campus: monthly principal's coffees/meriendas/chats. Healthy snacks (refreshments)and materials will be provided to incentivize attendance and participation.	Principal Teachers FACE Counselors Instructional
	PS #	Quarterly KPIs	By the end of the first quarter, 30% of parents will attend August and September principal's coffees/meriendas/chats	
			By the end of the second quarter, 30% of parents will attend October/November/December principal's coffees/meriendas	
	PE-1		By the end of the third quarter, 30% of parents will attend January/February/March principal's coffees/meriendas	
			By the end of the fourth quarter, 30% of parents will attend April and May principal's coffees/meriendas	
PE-2		By the end of the year, By the end of May 2024, parent attendance at literacy and math events will increase to 40%.	In collaboration with principal, teachers and parents, the following events will be held on campus: Literacy Night (Fall semester) and Math/STEAM Night (Spring semester).	
	PS #	Quarterly KPIs	By the end of the first quarter, 100% of planning and collaboration with principal, teachers and parents for Literacy Night for Nov. will be completed	
			By the end of the second quarter, 40% of parent participation in Literacy Night held in first semester.	
	PE-2		By the end of the third quarter, 100% of planning and collaboration with principal, teachers and parents for Math Night for Spring will be completed.	
			By the end of the fourth quarter, 50% of parent participation for Math Night held in second semester.	
PE-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,	
PE-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,	

Fund /Purchase/ Amount
211

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	#REF!	Choose One	
DE-2	By the end of the first quarter, the campus will see a 3% increase in Quarterly Attendance	Choose One	
DE-3	By the end of the first quarter, administrators will develop a schedule and have a 1:1 meeting with each staff member	Choose One	
DE-4	By the end of the first quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
SL-1	By the end of the first quarter, 100% of administration will participate in calibration learning walks	Choose One	
SL-2	By the end of the first quarter, 5% increase in Reading and Math MAP scores at the Meets Level	Choose One	
SL-3	By the end of the first quarter,	Choose One	
SL-4	By the end of the first quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PP-1	By the end of the first quarter, students will increase achievement by 3% growth in ELAR and Math formative assessments	Choose One	
PP-2	By the end of the first quarter, 100% of Teachers and principal identify focus and schedule for instructional rounds	Choose One	
PP-3	By the end of the first quarter,	Choose One	
PP-4	By the end of the first quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 1 KPI	Q1 Rating	Findings / Next Steps
PE-1	By the end of the first quarter, 30% of parents will attend August and September principal's coffees/meriendas/chats	Choose One	
PE-2	By the end of the first quarter, 100% of planning and collaboration with principal, teachers and parents for Literacy Night for Nov. will be completed	Choose One	
PE-3	By the end of the first quarter,	Choose One	
PE-4	By the end of the first quarter,	Choose One	

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	#REF!	Choose One	
DE-2	By the end of the second quarter, the campus will see a 5% increase in Quarterly Attendance	Choose One	
DE-3	By the end of the second quarter, administrators will regularly provide positive feedback to teachers and staff in spanshot walkthroughs	Choose One	
DE-4	By the end of the second quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
SL-1	By the end of the second quarter, 100% of teachers will have received feedback by instructional coach or administrator with a minimum of one spanshot walkthrough	Choose One	
SL-2	By the end of the second quarter, 7% increase in the Reading and Math MAP scores at the Meets Level	Choose One	
SL-3	By the end of the second quarter,	Choose One	
SL-4	By the end of the second quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PP-1	By the end of the second quarter, students will increase achievement by 5% growth in ELAR and Math formative assessments	Choose One	
PP-2	By the end of the second quarter, 40% of teachers completed instructional rounds and shared findings/next steps	Choose One	
PP-3	By the end of the second quarter,	Choose One	
PP-4	By the end of the second quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 2 KPI	Q2 Rating	Findings / Next Steps
PE-1	By the end of the second quarter, 30% of parents will attend October/November/December principal's coffees/meriendas	Choose One	
PE-2	By the end of the second quarter, 40% of parent participation in Literacy Night held in first semester	Choose One	
PE-3	By the end of the second quarter,	Choose One	
PE-4	By the end of the second quarter,	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	#REF!	Choose One	
DE-2	By the end of the third quarter, the campus will see a 7% increase in Quarterly Attendance	Choose One	
DE-3	By the end of the third quarter, administrators will develop PLN practices that publicly recognize teachers and staff for positive contributions to the campus	Choose One	
DE-4	By the end of the third quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
SL-1	By the end of the third quarter, 100% of teachers have received a comprehensive walkthrough by an administrator	Choose One	
SL-2	By the end of the third quarter, 7% increase in the Reading and Math MAP scores at the Meets Level	Choose One	
SL-3	By the end of the third quarter,	Choose One	
SL-4	By the end of the third quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PP-1	By the end of the third, students will increase achievement by 7% growth in ELAR and Math formative assessments	Choose One	
PP-2	By the end of the third quarter, 80% of teachers completed instructional rounds and shared findings/next steps	Choose One	
PP-3	By the end of the third quarter,	Choose One	
PP-4	By the end of the third quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 3 KPI	Q3 Rating	Findings / Next Steps
PE-1	By the end of the third quarter, 30% of parents will attend January/February/March principal's coffees/meriendas	Choose One	
PE-2	By the end of the third quarter, 100% of planning and collaboration with principal, teachers and parents for Math Night for Spring will be completed	Choose One	
PE-3	By the end of the third quarter,	Choose One	
PE-4	By the end of the third quarter,	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	#REF!	Choose One	
DE-2	By the end of the fourth quarter, the campus will see a 10% increase in Quarterly Attendance	Choose One	
DE-3	By the end of the fourth quarter, 80% or more of staff will indicate intent to return to Hawthorne Academy for 2025-2026 school year	Choose One	
DE-4	By the end of the fourth quarter,	Choose One	

STUDENT LEARNING

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
SL-1	By the end of the fourth quarter, 100% of teachers will have received feedback by both an administrator and instructional with evidence of feedback of lesson plans	Choose One	
SL-2	By the end of the fourth quarter, 10% increase in the Reading and Math MAP scores at the Meets Level	Choose One	
SL-3	By the end of the fourth quarter,	Choose One	
SL-4	By the end of the fourth quarter,	Choose One	

PROCESSES & PROGRAMS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PP-1	By the end of the fourth quarter, students will increase achievement by 10% growth in ELAR and Math formative assessments	Choose One	
PP-2	By the end of the fourth quarter, 100% of teachers completed instructional rounds and shared findings/next steps	Choose One	
PP-3	By the end of the fourth quarter,	Choose One	
PP-4	By the end of the fourth quarter,	Choose One	

PERCEPTIONS

GPS	Quarter 4 KPI	Q4 Rating	Findings / Next Steps
PE-1	By the end of the fourth quarter, 30% of parents will attend April and May principals coffees/meriendas	Choose One	
PE-2	By the end of the fourth quarter, 50% of parent participation for Math Night held in second semester	Choose One	
PE-3	By the end of the fourth quarter,	Choose One	
PE-4	By the end of the fourth quarter,	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	#REF!	Choose One	
DE-2	By the end of the year, the campus attendance will have a 10% increase from the previous school year	Choose One	
DE-3	By the end of the year, the campus will reduce teacher turnover from 38% in 2022 to 20% or less	Choose One	
DE-4	By the end of the year,	Choose One	

STUDENT LEARNING

GPS	Performance Objective	Rating	Findings / Next Steps
SL-1	By the end of the year, Every week feedback will be provided to a teacher by their appraiser or Instructional Coach	Choose One	
SL-2	By the end of the '23-'24 SY, 10% of students will increase their EOY MAP score to be at the Meets Level in Reading and Math	Choose One	
SL-3	By the end of the year,	Choose One	
SL-4	By the end of the year,	Choose One	

PROCESSES & PROGRAMS

GPS	Performance Objective	Rating	Findings / Next Steps
PP-1	By the end of the '23-'24 SY, all students will increase achievement by 10% on ELAR and Math formative assessments	Choose One	
PP-2	By the end of the year, 100% of teachers will have provided actionable feedback to one colleague	Choose One	
PP-3	By the end of the year,	Choose One	
PP-4	By the end of the year,	Choose One	

PERCEPTIONS

GPS	Performance Objective	Rating	Findings / Next Steps
PE-1	By the end of May 2024, parent attendance at monthly principal's coffees/nlaticas/meriendas/chats will increase to 30%	Choose One	
PE-2	By the end of the year, By the end of May 2024, parent attendance at literacy and math events will increase to 40%	Choose One	
PE-3	By the end of the year,	Choose One	
PE-4	By the end of the year,	Choose One	

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
	15907- ###
Superintendent	Assistant Superintendent
Dr. Jaime Aquino	
Principal	SAISD Board Approval Date
Date #1 Presented to Stakeholders	Date #2 Presented to Stakeholders

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.

Title I Campus Program Requirements

Title I Campus Program Requirements

Federally Required Strategies - Do we have strategies that address:		Equitable Availability of the Campus Improvement Plan to Parents			
<input checked="" type="checkbox"/>	At-Risk Support	Physical Locations of the Plan	Main Office and Face Parent Room #1116		
<input type="checkbox"/>	CCMR - Secondary	Languages Available	English and Spanish		
<input checked="" type="checkbox"/>	Dropout Prevention (Secondary)	URL to Online Version	Nathaniel Hawthorne Academy - SAISD		
<input type="checkbox"/>	Federally Funded Staff	Equitable Availability of Parent-Family Engagement Policy to Parents			
<input type="checkbox"/>	MTSS – Behavioral Interventions	Physical Locations of the Policy	Main Office and Face Parent Room #1116		
<input checked="" type="checkbox"/>	Parent & Family Engagement	Languages Available	English and Spanish		
<input checked="" type="checkbox"/>	Physical Activity	URL to Online Version	Nathaniel Hawthorne Academy - SAISD		
<input checked="" type="checkbox"/>	Professional Development	Equitable Availability of the School-Parent Compact to Parents			
<input checked="" type="checkbox"/>	Quality of Learning Environment	Physical Locations of the Compact	Main Office and Face Parent Room #1116		
<input checked="" type="checkbox"/>	Recruiting/Retaining Teachers	Languages Available	English and Spanish		
<input checked="" type="checkbox"/>	Social and Emotional Support	URL to Online Version	Nathaniel Hawthorne Academy - SAISD		
<input checked="" type="checkbox"/>	Student Attendance	How and When was the PFE Policy & School-Parent Compact Distributed			
<input checked="" type="checkbox"/>	Students Not On Grade Level	Method	Date	Method	Date
<input checked="" type="checkbox"/>	Support for Special Populations	Parent Conferences	October 1-25,2024		
<input checked="" type="checkbox"/>	Transition PK to K	Open House	9/18/2024		
<input checked="" type="checkbox"/>	Violence Prevention/Intervention				

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		
	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	Google Shared Folder	
		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		