

Azle Elementary School
Azle ISD
Campus Improvement Plan
2021-22

Presented to School Board for Approval in October 2021

Azle ISD Vision Statement

Azle ISD is a district in which students, educators, parents, and community collaborate to create an engaging educational environment which promotes life-long learning.

Azle ISD Core Beliefs

1. Our core business is engaging students in authentic learning.
2. We believe students are volunteers in their education and will become life-long learners.
3. Student success is the shared responsibility of students, families, schools and communities.
4. The success of Azle ISD requires meaningful collaboration and continuous innovation.

Azle Elementary Vision-Mission-Beliefs

To grow as an educational community, it is important to understand and center our decisions on our Vision, Mission, and Beliefs and then comprehend our own responsibility as a leader to successfully reach our goals.

Azle Elementary Vision

To focus learning and student success through structures of support and continuous improvement in partnership with parents and community.

Azle Elementary Mission

To reach EVERY child by providing guiding leadership to foster resilience, opportunity, and growth to enable both academic and personal success.

Azle Elementary Motto:

I am a "Rock" Leader!!!

R-Respectful

O-Optimistic

C-Compassionate

K-Kind

L-Lead by Example

E-Encourage Others

A-Accept Differences

D-Desire Excellence

E-Expect the Best

R-Respond with Love

Azle Elementary – 2021-22 Theme:

Teaming together to create a Community focused on Academic and Personal Growth!

#beaRockLeader #AetheROCK #RockHousesRule

We will continue focusing on our “main goal” - Growing our Kids with Rigor, Relevance, and Relationships!!!

Problem of Practice & Focus Areas:

Data-driven lesson planning for rigorous instruction to include **high levels of questioning & student discussions** and **higher order thinking** aligned with the **TEKS verb level**, assurance of mastery through **Modeling and Guided Discussions**, accountability through **Data Tracking & Goal Setting** for **student progress**, and **differentiation** to ensure students can **Know & Show Mastery** of their learning.

Improvement Needed Focus Areas:

- 5th & 6th Math – Rigor of verbs in application/understanding, multi-step problem solving, and math comprehension/reasoning for solving word problems and intensive rigor with STAAR readiness
- 5th & 6th Reading – Reading: Overall analysis ability & understanding of individual skills in texts (including main idea, summary, inference, & cause/effect) in reading scores
- 5th Science and All Content Areas – Academic vocabulary in context and application, intensive rigor with STAAR readiness using STEM Scopes 5th Science

Building Leadership Team - Planning and Decision Making Committee

Principal	Gina Lee
Assistant Principal, Campus Testing Coordinator, & Parent	Tim Landon
Principals' Secretary	Amanda Deweese
Office / Attendance Secretary	Elizabeth Gorman
Counselor	Stephanie Laudenheimer
Nurse & Parent	Gabrielle Brady
CIS Social Worker	Elyse Shannon
Instructional Coach	Kimberly Godar
Intervention Specialist	Stephanie Behrens
Dyslexia/LPAC Specialist	Penny Weeks
6th Grade Level Lead	China Arneson
6th Grade Level Lead	Denise Harris
5th Grade Level Lead	Jennifer Lahue
5th Grade Level Lead	Melissa Davis
Special Education & Support Staff Representative	Jennifer Auvenshine
<i>Community, District, & Parent Representatives Development of SBDM</i>	<i>Stephanie Laudenheimer, Robin Tarpley & Tiffany Metcalf</i>

Comprehensive Needs Assessment

Azle Elementary School conducted a comprehensive needs assessment (CNA) that consisted of analyzing 2018-19 STAAR, 2019-20 Interim state assessments results, and 2020-21 STAAR results, identifying strengths and weaknesses of student performance in the areas of Math, Science, and Reading. Academic Performance/Demographics, Data Driving Instruction/Student Achievement, School Culture and Climate, Leadership/Staff Quality & Effectiveness, Family and Community Involvement, Increase Learning Time (Curriculum-Instruction-Assessment-CIA)/School Context & Organization, and Technology were considered for decisions regarding strategies for meeting our goals. The analyzed data helped to determine patterns of strengths and weaknesses per learning objective as well as progress patterns/trends for our students who did not make one year's growth and those who did not meet mastery of the STAAR Reading and/or Math assessments. Special populations were included in the review for impact of overall performance mastery.

A series of steps to analyze the campus' Comprehensive Needs Assessment focusing on the components of an effective Title I program and an Effective Schools Framework (ESF) Self-Assessment for 2019-20 was conducted and continued as a focus in 2020-21 to drive the campus' Targeted Improvement Plan (TIP) with evaluation periods measuring progress toward goals on data-driven lesson planning, differentiation, and instructional leadership. Walk-Throughs and Observations completed during the school year and data sources from those processes revealed an area of focus on differentiation and monitoring to adjust to the needs of students based on data driven instruction. After reviewing all of the data sources, the Campus Improvement Plan developed by the BLT was approved in the fall with the Building Leadership Team (BLT) serving as our Site Based Decision Making Team (SBDM).

Summary of Findings in 2018-19 Accountability & Data Sources (there was not an Accountability rating for 2020 and 2021 STAAR)

2019 Accountability Rating: Azle Elementary scored an Overall Rating of C (72) within the new accountability system. Student Achievement scored a C (76), School Progress Part A scored an F (57) and School Progress Part B scored a D (63) with an overall School Progress score of D (63) which is the better of Part A & B, and our Closing the Gaps scored a D (61).

2019 State Comparison: Comparisons below are noted by scoring category of Approaches, Meets, and Masters.

APPROACHES: Azle Elementary scored 74 in 5th Grade Reading on the first administration of STAAR which was below the state (77) and district (79). In 5th Grade Math on the first administration of STAAR, Azle Elementary scored 71 which was also below the state (83) and the district (79). For 5th Grade Science, Azle Elementary scored 68 which fell below the state (74) and district (76). In 6th Grade Reading, Azle Elementary scored 72 which was above the state (66) and district (70). For 6th Grade Math, Azle Elementary scored 77 just a few points below the state (79) and below the district (81).

MEETS: Azle Elementary scored 47 in 5th Grade Reading on the first administration of STAAR which was below the state (51) and district (53). In 5th Grade Math on the first administration of STAAR, Azle Elementary scored 33 which was well below the state (56) and district (45). For 5th Grade Science, Azle Elementary scored 39 which fell below the state (48) and district (47). In 6th Grade Reading, Azle Elementary scored 38 which was just above the state (35) and district (37). For 6th Grade Math, Azle Elementary scored 44 just a little below the state (45) and below the district (48).

MASTERS: Azle Elementary scored 25 in 5th Grade Reading on the first administration of STAAR which was below the state (29) and district (27). In 5th Grade Math on the first administration of STAAR, Azle Elementary scored 15 which was well below the state (36) and district (23). For 5th Grade Science, Azle Elementary scored 16 which was below the state (23) and district (20). In 6th Grade Reading, Azle Elementary scored 17 which was even with the state (17) and just above the district (15). For 6th Grade Math, Azle Elementary scored 18 which was just below the state (20) and district (20).

Level	2019 Values	New Value
Approaches	77%	90% (83%-2022 / 90%-2023)
Meets	41%	60% (55%-2022 / 75%-2023)
Masters	18%	30% (30%-2022 / 50%-2023)

Grade level	Subject tested	2016	% at Meets Grade Level			% at Meets Grade Level
			2017	2018	2019	2021
5	Reading	48%	45%	47%	48%	48%
5	Math	37%	34%	41%	34%	39%
5	Science	35%	37%	32%	39%	27%
6	Reading	56%	42%	35%	38%	37%
6	Math	47%	49%	38%	44%	35%

Specific Population Targets: Specific indicator groups of Hispanic, Two or More Races, Female, Male, Limited English Proficient/English Learners (LEP/EL), Economically Disadvantaged, and Special Education continue to be a target area across all content areas for Azle Elementary. Evidence of this trend is shown in all the Relative Performance and Closing the Gaps Status Table and the Academic Growth Data Table.

2020-21 STAAR Performance Categories Data

Grade 5

- 77% in Grade 5 Reading in Approaches (3% higher than 2019)
- 48% in Grade 5 Reading in Meets (1% higher than 2019)
- 30% in Grade 5 Reading in Masters (5% higher than 2019)
- 71% in Grade 5 Math in Approaches (same % as 2019)
- 39% in Grade 5 Math in Meets (6% higher than 2019)
- 18% in Grade 5 Math in Masters (3% higher than 2019)
- 66% in Grade 5 Science in Approaches (no more than 10% of 2019)
- 27% in Grade 5 Science in Meets (no more than 10% of 2019)
- 16% in Grade 5 Science in Masters (same % as 2019)

Grade 6

- 67% in Grade 6 Reading in Approaches (no more than 10% of 2019)
- 37% in Grade 6 Reading in Meets (no more than 10% of 2019)
- 17% in Grade 6 Reading in Masters (same % as 2019)
- 67% in Grade 6 Math in Approaches (no more than 10% of 2019)
- 35% in Grade 6 Math in Meets (no more than 10% of 2019)
- 18% in Grade 6 Math in Masters (same % as 2019)

Attendance Percentage

The percentage of attendance for Azle Elementary for 2019-20 was 96%. With Covid implications considered, the 2020-21 percentage of attendance was 94.8%.

Attendance Goal for 2021-2022 is 97%.

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered/exited into the SCE program
- The cost of the regular program in relation to budget allocations per student and/or instructional staff per student
- Total SCE funds allotted to this Azle Elementary School: \$33,562
- Total FTEs funded through SCE at Azle Elementary School: 5.7282

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Identification of At-Risk Students:

The Multi-Tiered System of Support (MTSS) committee meets to conduct a performance review on each student to determine needs for support through Tier 1, Tier 2, and Tier 3 levels. Eligibility of at-risk by the state indicators is partly determined by reviewing the 13 criteria for at-risk, considering supports and length within MTSS services, and testing data, attendance data, and or data collection documentation indicating the need for additional MTSS services.

Review of At-Risk Students:

MTSS committee meets to determine if eligibility still exists for the student. State Compensatory Funds are used to support Title I initiatives at Azle Elementary.

Federal, State and Local Funding Sources

Funding sources for Azle Elementary School which will be integrated and coordinated with Federal, State, and Local funds to meet the needs of all students

The district receives federal monies from Title I Part A, Title II Part A, Title III Part A in relationship to the ESSA Amendment to the Elementary and Secondary School Act of 1965. All district monies related to these Titles whether spent directly by the district or allocated to an appropriate campus for expenditure will be utilized to directly support the intended purpose(s) and program beneficiaries as listed below:

- **Title I, Part A:**
 - **Intended Purpose** – to enable all children to meet the state student performance standards
 - **Intended Beneficiaries** – students who experience difficulties mastering the state academic achievement standards
- **Title II, Part A:**
 - **Intended Purpose** – to increase student academic achievement through improving teacher and principal quality
 - **Intended Beneficiaries** – teachers, principals, assistant principals, and others as appropriate to program intent
- **Title III, Part A:**
 - **Intended Purpose** – to provide supplemental resources to help English Learners (EL) children attain English proficiency in core academic subjects
 - **Intended Beneficiaries** – EL students, including immigrant children and youth
- **Nondiscrimination Assurance:**

The Azle Independent School District does not discriminate on the basis of race, religion, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. FB(LEGAL) FB(LOCAL) Azle Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.
- **Perkins Grant:**
 - **Intended Purpose** – to improve technology & student apparatuses for CTE students
 - **Intended Beneficiaries** – CTE students, all students based upon integration

Goal 1: Students will exhibit one year of progress in reading and math as well as personal success through: academic achievements, personal leadership, and targeted and high level instructional strategies. Overall goals are based on incremental progress toward 90% Approaches, 75% Meets, and 50% Masters. 2020 STAAR was not given due to the pandemic response. 2021 STAAR was given with data noted for performance categories as shown below. Data will be adjusted and goals may be adjusted based on new data as it becomes available.

Reading/ Grade 5 - All students will improve to 85% approaches with 57% meets and 35% masters

(Approaches Previous Years: 77% - 2021, 74% - 2019, 78% - 2018, and 69% - 2017).

Math / Grade 5 - All students will improve to 82% approaches with 56% meets and 36% masters

(Approaches Previous Years: 71%- 2021, 71% - 2019, 79% - 2018, and 70% - 2017).

Science / Grade 5 - All students will improve to 79% approaches with 49% meets and 26% masters

(Approaches Previous Years: 66% - 2021, 68% - 2019, 69% - 2018, and 74% - 2017).

Reading / Grade 6 - All students will improve to 83% approaches with 48% meets and 27% masters

(Approaches Previous Years: 67% - 2021, 72% - 2019, 66% - 2018, and 74% - 2017).

Math / Grade 6 - All students will improve to 88% approaches with 54% meets and 28% masters

(Approaches Previous Years: 67% - 2021, 77% - 2019, 76% - 2018, and 82% - 2017).

Specific Focus Plan:

- Students who did not meet mastery on STAAR will be provided Accelerated Instruction according to HB4545 specifications and local guidance.
- Use of the TEKS Resource System to support lesson planning focus on tier one instruction and targeted small group planning.
- Students who are not performing well in targeted focus areas will have tiered instruction within the classroom.
- Students who did not make one year's growth in previous year will be reviewed closely in MTSS for Tier 2 instructional focus and possibly Tier 3.
- Students who struggle with academic vocabulary and literacy will have focused language supports in the classroom, through MTSS, or in the Learning Lab.
- Special populations of focus – Hispanic, Two or More Races, ELs, Special Education, and Economic Disadvantaged will be tracked closely in PLC data studies.
- All students will have Rock Leader Binders to maintain organization and support for performance (i.e., daily grades, assessments within the content area, CBAs, MAP data, Interim Assessments, and Benchmarks) and will conference with the content area teachers to set performance goals.
- Professional Development and Instructional Coaching opportunities will be provided to inform teachers about accountability factoring, targeted intervention processes, data driven instruction, workshop/small group/blended learning focus, and individual teacher goals for areas needing improvement.

Planning Focus:

- Intentionally plan purposeful talk in lesson planning / Allow time for purposeful talk related to the HOT guiding questions for the learning goal
- Allow time for process of thinking about the why behind the answers given to guiding questions (Metacognition-think about thinking)
- Allow students to lead the examples of thinking and provide modeling of their thinking for others
- Plan for individual needs through differentiated activities/tasks (H/M/L) within the learning goal and small group instruction
- Use of Think Up Math/Mentoring Minds as a daily math focus for rigor and Number Talks within the content area instruction
- Adoptions and Comprehension Toolkit focus for reading comprehension
- Use of Reading A-Z, Reading and Math Intervention Tools, and Education Galaxy & Lift Off for interventions for Reading, Math, and Science 5th as well as STEMscopes for 5th Grade Math & Science for reinforcement of concepts
- MTSS Reporting Documentation and Follow Up of Data Reports
- Instructional Coaching connections for planning and professional development

Professional Development Focus:

- Focus Planning on PD/training on the Rock House System, WICOR Strategies, Engagement, Differentiation, and Lesson Planning for Teachers along with Instructional Leadership for Departmental Leaders
- Planned observation rounds with teachers to observe one another and ask for specific feedback regarding their own strengths and weaknesses as identified in PD Planning in addition to a Differentiation Walk-Through Protocol will be used for direct feedback toward identified Levers in the ESF Process
- Guided Math program implemented along with Think It Up (Mentoring Minds) daily math and Number Talks
- Focus Strategy Groups within Reading instruction
- PLC Meetings / PLC Processes focused on deep dives of what and who (PLC Protocols-Data Analysis and Data Discussion)
- Use of TEKS Resource System and Lead4ward Resources
- Principal/Assistant Principal/Instructional Coach – applying Principles of Effective Feedback and Coaching within Walk-Through Feedback and Instructional Coaching

STUDENT Focus Activities/Strategies	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<p>Improved Tier 1 Instructional Strategies – Differentiated and Rigorous instruction with high levels of metacognitive modeling, thinking, and discussions and Goal Setting for Student Progress (continued focus on Questioning & Student Communication) & WICOR Strategies</p>	<p>Principal, Assistant Principal, BLT Members, Lead Teachers, Campus Curriculum Coordinators, Instructional Coach, Intervention Specialists, Teachers, C & I Department</p>	<p>August – June PLC Meetings with DDI Strategies</p>	<p>Differentiated – Data Driven Instruction (DDI) Strategies, Number Talks, CBA/Data Reports, Walk-Thru Feedback, SLO Processes by Content, MAP Data Reports, PLC Plan, PD, TEKS Resource System, Curriculum Guidelines, WICOR Strategies Local Funds, Title I Funds</p>	<p>Lesson Plans, STAR Reading and Math Tests, CBA Data, Progress Measures (PM)/Formative Assessments, MAP Data, Progress Reports, Report Cards</p>	<p>STAAR Results, Progress Report and Report Card Failure Rates, Promotion / Retention Records</p>
<ul style="list-style-type: none"> • 5th & 6th Math – Rigor of verbs in application / understanding, multi-step problem solving, and math comprehension / reasoning for solving word problems • 5th & 6th Reading – Reading: Overall analysis ability & understanding of individual skills in texts (including main idea, summary, inference, & cause/effect) • 5th Science and All Content Areas – Academic vocabulary in context and application, intensive rigor with STAAR readiness using STEM Scopes 	<p>Principal, Assistant Principal, BLT Members, Lead Teachers, Campus Curriculum Coordinators, Instructional Coach, Intervention Specialists, Teachers, C & I Department</p>	<p>August – June MTSS Meetings PLC Meetings with DDI Strategies</p>	<p>WAC/WICOR, Education Galaxy, STEM Scopes-5th Math & Science, Mentoring Minds-Motivation Math, Number Talks, Lead4ward, Academic Vocabulary Resources & Reading Intervention Tools (Comprehension Toolkit, Reading A-Z, Making Connections), Text Analysis of Released Test Questions, and Student Learning Reports, MTSS Process, PLC Plan, SLO Processes by Content, WICOR Strategies, Local Funds, Title I Funds</p>	<p>Writing Samples Displayed, Lesson Plans, STAR Reading and Math Tests, CBA Data, MAP Data, Progress Measures (PM)/Formative Assessments, Progress Reports, Report Cards</p>	<p>STAAR Results, Progress Report and Report Card Failure Rates, Promotion / Retention Records</p>
<ul style="list-style-type: none"> • Small Group Instruction, Project Based Learning (PBL) through Stations, and Workshop Model Implementation of Targeted Interventions with struggling students within each performance group with a focus on Hispanic, ELLs, Economically Disadvantaged, and Special Education. • Extensions and Enrichment for students exhibiting mastery of concepts. 	<p>Principal, Assistant Principal, BLT Members, Lead Teachers, Campus Curriculum Coordinators, Instructional Coach, Intervention Specialists, Teachers, C & I Department</p>	<p>August – June MTSS Meetings PLC Meetings with DDI Strategies</p>	<p>Learning Lab, Intervention Tools (Reading A-Z, Making Connections), Education Galaxy Lift Off, STEMScopes-5th Science & Math, Mentoring Minds-Think Up Math, EduBreakout Kits for GT Extensions, Learning Lab, Science Lab, Aware data, TEKS Resource System, Lead4ward tools, MTSS Process, PLC Plan, SLO Processes, WICOR Strategies, Local Funds, Title I Funds</p>	<p>Lesson Plans, STAR Reading and Math Tests, CBA Data, MAP Data, Progress Measures (PM)/Formative Assessments, Progress Reports, Report Cards</p>	<p>STAAR Results, Progress Report and Report Card Failure Rates, Promotion / Retention Records</p>

STAFF Focus Activities/Strategies	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<p>Provide purposeful professional development for all teachers and paraprofessionals in areas of Special Education, 504, MTSS, Dyslexia, ELL-LPAC-ELPS, and Differentiation to assist teachers in serving our at-risk population targets and screen future applicants for experience and knowledge of each area including any necessary certifications.</p>	<p>Principal, Assistant Principal, Lead Teachers, Campus Curriculum Coordinators, Instructional Coach, Intervention Specialists- Reading/Dyslexia & Math/EL, Program Coordinators, Teachers, C & I Department</p>	<p>August – June</p>	<p>TEKS Resource System, Lead4ward Resources, ESC XI PD, District Trainings, PLC Plan, Grade Level and Content Area PLCs, Peer Observations, T-TESS Walk-thru and Observation Feedback (Teach for Texas Resources), Vertical Alignment and Curriculum Writing – Scope & Sequence/CBAs, Writing Across the Curriculum, Compliance & Safety Training, EpiPen & Diabetic Training, 7 Habits Training, Diagnostician-ARD/SPED, Counselor 504, Learning Lab Intervention Specialists-MTSS, Instructional Coach, Region XI, ELPs resources, TELPAS calibration trainings, Guidance Groups, Tutorials, Local Funds</p>	<p>Records of PD within ESC, T-TESS Walk-thru evidence and application of learning, Staff Certifications, Instructional Coaching</p>	<p>STAAR Results, MAP Data, Progress Report and Report Card Failure Rates, Promotion / Retention Records</p>
<p>Design embedded Professional Learning Communities (PLCs) through Instructional Coaching and Extended PLCs.</p>	<p>Principal, Assistant Principal, Lead Teachers, Campus Curriculum Coordinators, Instructional Coach, Intervention Specialists- Reading/Dyslexia & Math/EL, Program Coordinators, Teachers, C & I Department</p>	<p>August – June</p>	<p>Counselor & CIS Supports, Master Schedule-PLC/MTSS Schedule, TEKS Resource System, Lead4ward Resources, Aware data reports, MAP Data, Learning Lab, MTSS Process, PLC Plan, Local Funds, Title I Funds</p>	<p>Records of PD within ESC, T-TESS Walk-thru evidence and application of learning, Summary Record of PLC</p>	<p>STAAR Results, Progress Report and Report Card Failure Rates, CBA Data, MAP Data, Promotion / Retention Records</p>

Opportunities for Individual Leadership and Personal Success at Azle Elementary

AE-The Rock School offers many opportunities for student leadership and personal success, and while we try not to overlap the options, students should choose clubs and/or organizations that are most important to them.

- Backpacks for Kids - a weekend nutritional support for students who have an insufficient food source outside of school
- 7 Habits of Highly Effective People - bringing the message of self-development and learning to work with others for our combined success
- Robotics Club - students learn the basics of robotics through project based, hands-on activities to expose students to math, science, critical thinking, and problem solving.
- Yearbook Club - a committee of students who will take photographs of activities at the Rock School and create artistic displays featuring their photography along with assistance in the publication of the annual yearbook.
- Student Council - school leadership opportunity to facilitate student led decision-making.
- Environmental Club – students finding ways to impact our environment through recycling and waste controls.
- Animal Rights Club - an animal rights and awareness group who collect supplies and make items for the Azle Animal Shelter
- Sign Language Club – sessions provided to learn basic sign language for increased communication modes.
- Quiz Bowl – a competitive academic club hosting tournaments from all areas of knowledge: history, literature, science, fine arts, popular culture, current events, sports, and more.
- Media Club – yearbook development and photography and social media highlights
- Cheer Club – a club to focus on strengthening agility and readiness for cheer
- Running Club – an athletic focus on lifelong fitness through increasing student awareness of physical activity and healthy food choices
- House Party Incentive Days for Student Behavior & Performance – Students given points to the House based on behavior and academic strengths.
- School Wide Leadership Jobs – students will be provided the opportunity for leadership positions within the classrooms and across the whole campus/campus jobs will require an application to be submitted.
- Communities in Schools - full-time licensed social worker provides students with a community support to empower them to stay in school and provides families with necessary resources to help sustain a healthy life
- Breakfast in the Classroom - a breakfast initiative to provide all students with breakfast to help eliminate hunger in our students.
- Play It Safe – a program of study of appropriate interactions with others (5th Grade Only).
- Worth the Wait - a program of study of human sexuality and appropriate social interaction and personal responsibility (6th Grade Only).
- Leadership Period – Use of Suite 360 Mental Health Lessons, Rock Leader Binder for organization, focus on character and habits, and extensions with Project Based Learning (PBLs).
- Guidance & Career Exploration (PLC Time) – teachers participate in monthly review of performance and instructional data discussions while students rotate to receive Guidance from the Counselor and a Career Exploration from the CIS Social Worker. (i.e., Suite 360 intervention lessons, 7 Habits, Drug Awareness, Internet Safety, Resilience, College Information/Terms, Career-Industry Details, etc.)

*Additional clubs may be offered based on staff/teacher interest in hosting.

Student Support Strategies at Azle Elementary

The comprehensive, intensive, accelerated instruction program at Azle Elementary consists of continuous staff development to improve instructional strategies, instructional interventions and tutorials for students who are not reaching mastery, character education programs provided by the counselor and CIS social worker, and implementation of the response to intervention program utilizing research-based strategies to promote student achievement.

Multi-Tiered System of Support (MTSS) – instructional intervention program utilizing research-based strategies to promote academic success. MTSS Intervention Specialist to serve as an initial support to Tier 1 & Tier 2 classroom instruction.

MTSS Reviews – an administrative supported student performance reviews scheduled in rounds during the quarter during the team conference periods to discuss student achievement and concerns along with the instructional interventions being provided to support student success.

TEKS Resource System / Lead4ward Resources – access to training and resources in order to provide a content specific approach to support student achievement.

PLC by Content – a block of time built into the master schedule to provide common content area teachers time to plan according to data resources. Including the following:

- analyze data from the district Curriculum Based Assessments (CBAs), MAP Assessment data, STAAR, etc.
- progress check the Student Learning Objective (SLO) for their content
- review formative (CFAs) and summative data to inform instructional decisions
- identify specific areas to target and spiral within the next two weeks of instruction
- identify groups of at-risk students and plan intensive intervention strategies to employ for scaffolded support
- project the plans within the district scope and sequence for the next nine weeks' discussions
- use the TEKS Resource System to plan differentiated instruction and relevant data sources to inform instructional focus

Instructional Coaching Support – a model for instructional feedback and support provided by the campus instructional coach partnering with the curriculum department to ensure alignment, rigor, and intensive tier one instruction.

Goal 2: Ensure all classrooms and our campus as a whole provides a safe, secure, and nurturing environment for students, staff, and parents.

Activities/Strategies	Critical Success Factors Evidence	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide a safe and secure learning environment.	CNA, RSC, HQPD, SCC, TP, AS, TI	Principal, Assistant Principal, BLT Members, CIS Social Worker, Counselor, Lead Teachers, Teachers, Office Staff, Support personnel, Custodial Staff, Parents, Students	August – June	PBIS-Rock Leader Nominations & Planning/Roll Out of Rock House System, Leadership Jobs, Kindness Lessons-Guidance, 7 Habits of Happy Kids, CIS intervention programs, counseling and mentoring of at-risk students, Bullying Awareness and Training, student handbook and code of conduct, bus rules, campus expectations of behavior (posted throughout building), social contracts, emergency drill procedures and protocols, security systems, emergency plans, Raptor Visitor Check-in & Emergency Drill Database, Walker Chaperones, Crossing Guards, Guidance Groups, Local Funds	Discipline and office referral counts, bullying reports, periodic attendance records (nine weeks reports), emergency and security situations are resolved quickly and efficiently	Discipline Report, STAAR Results, Attendance Records (cumulative report), Raptor Emergency Drill/Event Report
Provide student leadership by fostering resilience, opportunity, and growth through academic goal setting and progress monitoring & personal success actions through the Habits.	CNA, RSC, HQPD, SCC, TP, AS, TI	Same as above	August – June	7 Habits of Happy Kids, Rock Leader Motto and Mission, Student Leadership Framework, Planning/Roll Out of Rock House System, Red Ribbon Week, Health Education in PE, Worth the Wait program, Campus Clubs and Organizations, Transition Meetings and Tours for 4 th to 5 th and 6 th to 7 th Grades, Rock Leader Data Binder, Leadership Jobs-Class and Schoolwide, Local Funds	Social Contracts developed and posted in the classroom and staff using Rock Leader motto as a reference in behavior reflections/discipline interactions/restorative conversations, Rock Leader Nominations & recognitions. Planning/Roll Out of the Rock House System	Discipline Report, STAAR Results, Attendance Records
Increase attendance rates of our students to ensure they are present for instructional opportunities.	CNA, RSC, HQPD, SCC, TP, AS, TI	Same as above	August – June	Planning/Roll Out of Rock House System, PTO partnership for cumulative awards, parent contact when absent, personal follow up calls from teachers and/or administrators, Attendance Trophy (w/goodies) for Team with highest attendance each nine weeks.	Quarterly Attendance Reports - Goal is still 97%!	Cumulative Attendance Report -Goal is 97%!

Goal 3: Build relationships within our school culture fostering communication and partnership opportunities with parents and our school community.

Activities / Strategies	Critical Success Factors Evidence	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Parents and students will have opportunities to be engaged in school activities and outreach programs and constant communication techniques to keep parents informed of campus events and parent resources for school to home connections.	CNA, RSC, SCC, TP, AS, TI	Principal, Assistant Principal, BLT Members, CIS Social Worker, Counselor, Lead Teachers, Teachers, Office Staff	August – June	Azle Showcase, Parent Communication Tools (Rock Leader Binder, Planning/Roll Out of Rock House System, Google Suite, Remind, Parent Link, Canvas, Newsletters, Social Media, etc.), Meet the Teacher, Curriculum Night, Parent Nights/Workshops, Band-Music/Choir-PE Performances, CIS, Parent Volunteering, Texas Public Schools Week-Breakfast w/Parents, Spirit Nights-fall and spring, Veterans’ Day Luncheon, Thanksgiving Luncheon, Flu Vaccines, Walmart Vision Screening, Vision Van, PALS, Food Drives, Student Council, Community Donation Drives, ASL-Spotlight Pledges, ARC Food & Blanket Drive, Student Council, Red Ribbon Week Spirit Days, PTO Volunteers & Events, PTO Spirit Store, Parent Portal-Ascender, Rock Stars – Volunteer Program (in development), Marquee, Azle News, The Buzz, Local Funds	Event Records of Attendance, Calendar of Events	STAAR Results, Discipline Reports, CIS Service Records, Attendance Records, Parent Input and Involvement
Provide parent education opportunities to strengthen support for academics and campus behavioral expectations.	CNA, RSC, SCC, TP, AS, TI	Same as Above	August – June	Parent Communication Tools (Rock Leader Binders, Planning/Roll Out of Rock House System, Google Suite, Remind, Parent Link, Canvas, Social Media, etc.), Webpages, Team Newsletters, Spirit Nights, Curriculum Night, PBL Projects, Parent Workshops, Azle Showcase, Positive Parent Phone Calls, Home & School Connection Newsletters, Rock Leader Nominations, Career Day, Local Funds	Webpage presence, Parent Link connection percentages, Event Sign-in Sheets	STAAR Results, Discipline Reports, CIS Service Records, Attendance Records, Parent Input and Involvement

Drug and Violence Prevention Coordination Matrix
Azle ISD 2021-2022

Strategies/Programs	K-4	5-6	7-8	9-12
District Crisis Management Plan	X	X	X	X
Conflict Resolution	X	X	X	X
Suicide Prevention				X
Violence or Bullying Prevention	X	X	X	X
Red Ribbon Activities	X	X	X	X
PALS/Peer Mediation	X	X	X	X
Resource Officer		X	X	X
Random Drug Testing for Extra Curr.			X	X
Azle ISD Chief of Police	X	X	X	X
Drug Dogs			X	X
District Intervention Counselor	X	X	X	X
Sex/Violence and the Law Awareness Training for Students			X	X
See Something-Say Something			X	X
Student and Teacher ID's	Teachers Only	Teachers Only	X	X
Raptor Program identification for visitors	X	X	X	X
Security Cameras	X	X	X	X
Secure Vestibules	X	X	X	X
Social and Emotional Learning	X	X	X	X
September 2021				