

Azle Junior High School Campus Improvement Plan
2021-2022



Azle ISD Strategic Plan

Motto:

"It Makes a Difference to This One"

Vision:

Providing a World Class Education

Mission:

Making a Difference to Every Child, Every Chance, Everyday

Values:

Kids First, Innovation, Integrity, Perseverance, Compassion, Excellence, Respect, Resilience

Goals:

1. Students will read at or above level by the end of 3rd grade.
2. Students will have a plan for the future after graduation:
 - 1.5 hours or more of college/dual credit or Advanced Placement and/or
 - At least one industry certification and/or
 - Enrollment in a post-secondary institution or the military
3. Students will participate in an extra or co-curricular activity in grades 7-12
4. Azle ISD will partner with our families and our community for student success

Azle Junior High Mission Statement

The mission of Azle Jr. High is to ensure all students achieve academic excellence through student empowerment, classroom engagement, and inspiring life-long learning.

Azle Junior High Vision Statement

We envision a campus where educators collaborate to provide quality, high-level learning experiences for students and to design work that is both engaging and relevant for learners so that they will be equipped with the skills needed to excel in the very challenging 21st century.

Campus Decision Making Committee

Brian Roberts - Principal/Committee Chairman

Misty White - Assistant Principal

Cheryl Conner - Counselor

Stephanie Jordan - Levy - ELA Teacher

Tammy Edwards - Science Teacher

Kelley Ditmore - Mathematics Teacher

Kristi Padilla - SpED/Inclusion Teacher

Lyndsey Thomas - Library Media Specialist

Darrell Barron - Athletic Coordinator

Jeff Moss - Choir/Electives

Eddie Alford - District Representative

Comprehensive Needs Assessment

Azle Junior High School conducted a needs assessment that consisted of analyzing disaggregated assessment data and campus data that reflects the vision of the campus and the needs of the campus. In this process, the leadership team identified the strengths and weaknesses in the areas of math, reading, writing, science, and social studies.

Surveys were disseminated to the campus level team to solicit needs in the areas of safety, curriculum, instruction, staffing, staff development, school organization, and budgeting. Discussion and planning took place regarding campus needs. Information focused on such topics as horizontal and curriculum alignment with the TEKS, course offerings, accelerated programs, regular education and special programs, staff certification, staff development, restructuring efforts, and projected cost factors to meet the individual needs of the Azle Junior High students.

Compensatory Education Funds

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 LEP children attain English proficiency in core academic subjects

Intended Beneficiaries – LEP 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

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 into the SCE program

How students are exited from the SCE program

The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student

Total SCE funds allotted to Azle Junior High School: \$113,550

Total FTEs funded through SCE at Azle Junior High School: 5.0174 FTEs

\$6,500.00 of state compensatory education funds are designated for tutoring.

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, detention or substance abuse facility.

New and Continuing Initiatives for Azle Junior High School

Red Ribbon Week	Writing Across the Curriculum
Chromebooks / Students	Accelerated Learning Time
Monthly Paren Newsletter	"Book Whisperer" - ELAR Classes
Common planning all content areas	Hornet Hive Tutoring
Learning Lab	Dyslexia Class - Rite Flight Program
Centralized Core Classes	Instructional Coaches
Community in Schools	Makerspace
Veteran Teacher Mentors	Data Based Questions - Social Studies
7th & 8th Grade Health	Fundamentals of Computer Science
Principles of Applied Engineering	Math and Reading Enrichment Classes
"PALS"	Teen Leadership/Professional Communications
Principles of IT	Student Council
National Junior Honor Society	Principles of Manufacturing

STAAR Objectives

Writing - 7th Grade

- All students will improve from 59% passing on STAAR in 2021 to 80% passing on the 2022 STAAR test .
- Hispanic students will improve from 56% passing on the STAAR in 2021 to 70% on the 2022 STAAR test.
- Economically disadvantaged students will improve from 47% passing on the 2021 STAAR to 70% passing on the STAAR in 2022.
- Special Education students will increase their passing rate by 10% from the 2021 STAAR to the STAAR in 2022

Mathematics

- All students (7th/8th) will improve from 45%/63% passing on the 2021 STAAR, to 85% passing on the 2022 STAAR test.
- Economically disadvantaged students (7th/8th) will improve from 35%/51% passing on the STAAR in 2021, to 70% passing on the 2022 STAAR.
- Hispanic students (7th/8th) will improve from 39%/56% passing in 2021 STAAR to 70% passing on the 2022 STAAR test.
- Special Education students (7th/8th) will increase their passing rate by 10% from the 2021 STAAR to the STAAR in 2022

Reading

- All students (7th/8th) will improve from 70%/74% passing on the 2021 STAAR to 85% passing on the 2022 STAAR test.
- Hispanic students (7th/8th) will improve from 66%/74% passing on the 2021 STAAR test to 85% passing on the 2022 STAAR test.
- Economically disadvantaged students (7th/8th) will improve from 58%/63% passing STAAR in 2021 to 80% passing on the 2022 STAAR test.
- Special Education students (7th/8th) will increase their passing rate by 10% from the 2021 STAAR to the STAAR in 2022

Social Studies - (8th Grade)

- All students will increase from 52% on the 2021 STAAR to 80% on the 2022 STAAR test.
- Hispanic students will increase from 37% on the 2021 STAAR test to 70% on the 2022 STAAR test.
- Economically disadvantaged students will increase from 34% on the 2021 STAAR to 70% on the 2022 STAAR test.
- Special Education students will increase their passing rate by 10% from the 2020 STAAR to the STAAR in 2022

Science - (8th Grade)

- All students will increase from 77% on the 2021 STAAR to 85% on the 2022 STAAR test.
 - Hispanic students will increase from 71% on the 2021 STAAR test to 80% on the 2022 STAAR test.
 - Economically disadvantaged students will increase from 68% on the 2021 STAAR to 75% on the 2022 STAAR test.
 - Special Education students will increase their passing rate by 10% from the 2021 STAAR to the STAAR in 2022
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Math

Ensure student achievement at the highest levels by promoting effective learning through data-driven instructional decisions. All student groups will meet or exceed the state standard to achieve a "B" on the campus A-F accountability rating. Students will improve from 45%/63% passing on the 2021 STAAR, to 85% passing on the 2022 STAAR test

Action(s) Implementations	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Math Enrichment Classes	Principal Teachers	Weekly 3 Weeks 6 Weeks 9 Weeks	STAAR/Aware Data MAPS Data Campus Budget funds APEX Tutorials Learning Lab Curriculum Alignment	Lesson Plans Progress report Report Cards Interim Tests Walk through process	STAAR results Academic achievement Intervention
STAAR Tutorials	Principals Teachers Curriculum Sp Ed	Weekly 3 Weeks 6 Weeks 9 Weeks	STAAR/Aware Data MAPS Data Campus Budget funds ESSER III	STAAR/Aware Data MAPS Data Campus Budget funds APEX Walk through process	Tutorial Tracking Academic achievement Intervention

Reading

Ensure student achievement at the highest levels by promoting effective learning through data-driven instructional decisions. All student groups will meet or exceed the state standard to achieve a "B" on the campus A-F accountability rating. Students will improve from 70%/74% passing on the 2021 STAAR to 85% passing on the 2022 STAAR test.

Action(s) Implementations	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Reading Enrichment Classes	Principal Teachers	Weekly 3 Weeks 6 Weeks 9 Weeks	STAAR/Aware Data MAPS Data Campus Budget funds APEX Tutorials Learning Lab Curriculum Alignment	Lesson Plans Progress report Report Cards Benchmark Assess Walk through process	STAAR results Academic achievement Intervention
STAAR Tutorials	Principals Teachers Curriculum Sp Ed	Weekly 3 Weeks 6 Weeks 9 Weeks	STAAR/Aware Data MAPS Data Campus Budget funds ESSER III	STAAR/Aware Data MAPS Data Campus Budget funds APEX Walk through process	Tutorial Tracking Academic achievement Intervention

Campus - Student Achievement

Ensure student achievement at the highest levels by promoting effective learning through data-driven instructional decisions. All student groups will meet or exceed the state standard to achieve a "B" on the campus A-F accountability rating. All students will improve on passing standards for the 2022 STAAR test.

District Goal :	Ensure student achievement at the highest levels by promoting effective learning through data-driven instructional decisions
Performance Objective :	All student groups taking the 2022 STAAR will meet or exceed the state standard to achieve a score of a "B" on the campus rating.
Summative Evaluation:	Students will leave Azle Junior High to enter high school with sufficient knowledge and skills to be successful.

Action(s) Implementations	Needs Assess	Sp. Pop.	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Students will meet expectations set by the ARD Committee and state standards	Campus Needs STAAR/Aware data MAP Data	SE	Target Inclusion Support Mastery Classes Functional Academics Crossroads	Lesson Plans Walk Throughs Progress Reports Report Cards Assessments	STAAR Results ARD documents
Identify the levels of awareness of special education teachers in their role of teaching STAAR and TEKS for all content areas	Campus Needs STAAR/Aware data MAP Data	SE	MAP Data Collegial Conversations Interim Tests Disaggregated Data Professional Development PLC Teacher Collaboration	Disaggregated Data Observations Lesson Plans IEP's Walk Throughs	STAAR Results ARD documents
Ensure Performance Rates are being met in Special Ed Reading on the System Safeguards	Campus Needs STAAR/Aware data MAP Data	SE	TEKS and STAAR objectives Interim Tests PLC Functional Academics Crossroads	Progress Reports Report Cards Lesson Plans	STAAR Results Safeguard report
Ensure that instruction is aligned with the TEKS and STAAR objectives in all content areas.	Campus Needs STAAR/Aware data MAP Data	ALL	TEKS Resource System Learning Lab Professional Development STAAR Tutorials Mastery Classes PLC	Teacher inputs Interim Tests Six Week Assess/ Lesson Plans Walk Throughs	STAAR Results Safeguard report

Campus - Student Achievement					
District Goal :	Ensure student achievement at the highest levels by promoting effective learning through data-driven instructional decisions				
Performance Objective :	All student groups taking the 2022 STAAR will meet or exceed the state standard to achieve a score of a "B" on the campus rating.				
Summative Evaluation:	Students will leave Azle Junior High to enter high school with sufficient knowledge and skills to be successful.				
Continue a strong mentor program for new teachers and teachers new to Azle JH...Include experienced teachers assigned to new grade-levels.	Campus Needs Faculty Needs	ALL	Dept. planning/grade level meetings Collegial coaching Lead teachers Building Leadership team	Planning schedules Staff Dev Calendar Principal Observations Lesson Plans Mentor Logs	STAAR results Mentor Logs
Provide STAAR tutorials acceleration programs to ensure that individual student weaknesses are addressed consistently.	Campus Needs STAAR Results	ALL	Local Funds Inclusion classes Math/Reading Enrichment After-School Tutorials Transportation	Benchmark CBA's Interim Tests MAP Data	STAAR results Academic Intervention
Continue a mentor program teaming special ed teachers with regular ed teachers to align STAAR expectations.	Campus Needs Faculty Needs	ALL	Consultants Diagnosticians Special Education Teachers Staff Development	Principal observations Lesson Plans IEPs Walk Throughs	STAAR results
Focus on the following areas of weakness in Writing: *Written composition (Grade 7) Incorporate writing activities and emphasize editing skills across the curriculum/best practices in writing/elaboration skills	Campus Needs STAAR Results	ALL	Common Planning Time Disaggregated data Materials and Supplies After-school tutorials Dept planning/Staff Dev Mastery Writing Across Curriculum	Walk Throughs Lesson Plans Progress Reports Report Cards Observations	STAAR results
Incorporate writing activities and skills across the curriculum.	Campus Needs STAAR Results	ALL	Language Arts Teachers Chromebooks in the classroom Learning Lab CIS Pen Pals Writing Across Curriculum	Lesson Plans Student Writing Samples Walk Throughs Observations Progress Reports Report Cards Student Displayed	STAAR Results
Focus on the following areas of weakness in Reading: Inference and Generalization within Economically Disadvantaged	Campus Needs STAAR Results	ALL	Aware Data Learning Style Inventories Learning Lab After school tutoring Writing Across Curriculum	Lesson Plans Progress Reports Report Cards Benchmarks Walk Throughs	STAAR Results
In Special Education, focus on the following areas of weakness: *Point of View, Propaganda, and Fact or Fiction.	Campus Needs STAAR Results	Special Education	Aware Disaggregated data Learning Style inventories Chromebooks in the classroom Mastery	Lesson Plans Progress Reports Report Cards Mini Benchmarks Walk Throughs	STAAR results
Provide transition, from Intermediate to Jr High, and from Jr High to High School	Campus Needs	ALL	Orientation Meetings Parent Conferences Meet The Teacher Night Parent Link District Website	Attendance	Transition
Implement District Dyslexia plan for identification, placement, and services for students. Provide staff development training for dyslexia	Campus Needs	O=DYS	Dyslexia Plan Dyslexia classroom Professional Development	Comm Meetings Agendas Minutes Progress Tracker	Dyslexia Plan STAAR Results
Provide Staff Development to certify ESL teachers and expand recruitment to all ELA teachers	Campus Needs	ESL, AC E	Local Funds	Staff Development Applications	STAAR results ESL report ESL Supplement Cert.
Implement GT/Honors curriculum aligned with the TEKS to include differentiation with depth and complexity. Ensure required 30-hr G/T training for teachers and additional training for regular ed teachers, including 6-hour update training.	Campus Needs	GT	G/T Teachers Honors Teachers Counselor Professional Development	Staff Development G/T Curriculum Minutes Eduphoria	Honors Curric GT Eval Report Teacher record Applied Practice

Campus - Student Achievement					
District Goal :	Ensure student achievement at the highest levels by promoting effective learning through data-driven instructional decisions				
Performance Objective :	All student groups taking the 2022 STAAR will meet or exceed the state standard to achieve a score of a "B" on the campus rating.				
Summative Evaluation:	Students will leave Azle Junior High to enter high school with sufficient knowledge and skills to be successful.				
Action(s) Implementations	Needs Assess	Sp. Pop.	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Provide high quality and ongoing professional development for teachers, principals, and para-professionals to meet state/federal student achievement standards	Campus Needs	ALL	Consultants Curriculum Lesson Design District Summer Workshops EdCamp Region XI	Lesson Plans Staff Develop Calendar Eduphoria T TESS	STAAR
Implement the district Technology Plan to support the use of tech within the instructional programs, including training for instructional integration, tech support and maintenance on all campuses	Campus Needs	CC, PD	Local Funds 1 to 1 Chromebook Distribution Eduphoria Lesson Crashes Canvas	Lesson Plans Observations Star Report	T-TESS STAAR
Increase awareness levels of all teachers in their role of meeting needs of At-Risk students and student sub groups	Campus Needs	ALL	Reading Enrichment Math Enrichment Common Planning Time PLC BLT Meetings	Staff Development Retention Rates	STAAR Attendance Rate Discipline report Academic Intervention
Continue Inclusion to prepare students to become successful on STAAR test	Campus Needs	All At-Risk Special Education	Inclusion Support Reading Enrichment Math Enrichment Mastery Classrooms	Benchmarks 6 week assessment ARD meetings	STAAR results
Develop Peer tutoring to enable the students an opportunity to gain successful opportunities within the classroom and on STAAR test (Hornet Hive)	Campus Needs	All At-Risk Special Education	Hornet Hive Peer Tutoring Library Announcements Makers Space Collaborative Groups	Grade Reports 6 week assessment	Failure Rate Attendance %
Use more high-level thinking skills in questioning during class	Campus Needs	ALL	STAAR Materials Before/After School Tutorials DBQ Staff Development Writing Across Curriculum	STAAR pretest scores Walk Throughs Observations Thinking Maps Benchmarks	STAAR Scores
Provide Staff Development for teachers	Campus Needs	ALL	Dept. planning time Summer Workshops DBQ Training	STAAR pretest scores Benchmark 6-Wk Assessments	STAAR Scores
Incorporate activities that involve communicating and interpreting data, making inferences, forming generalized statements and making predictions from data.	Campus Needs	ALL	Books, instructional materials Thinking Maps Document Based Questions PLC	Mini Benchmarks Walk Throughs	STAAR results
Provide tutorials for At-risk students in Social Studies and Science	Campus Needs	AR	Before/After School Tutorials Discovery Education Peer Tutoring DBQ	Benchmarks 6 wk assessments	STAAR Test

Campus - Attendance					
District Goal :	Student Attendance will meet or exceed the 96% state standard for attendance. The dropout rate will continue to meet the state standard of 1% or less.				
Performance Objective :	The student attendance rate will improve from 96.2% to 97%. Dropout rate will be 0%.				
Summative Evaluation:	Students will be encouraged and challenged to meet and exceed the state attendance rate.				
Action(s) Implementations	Needs Assess	Sp. Pop.	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Provide programs for dropout prevention, such as: District Attendance Policy Truancy Officer Friday School Attendance Camp Math Enrichment Classes Reading Enrichment Classes	AEIS	All	Social Worker Local Funds Truancy Officer SRO Learning Lab Parent Link Tardy Eliminator	STAAR Class Progress Reports Report Cards	Attendance % Dropout Rate
Provide services for school-aged parents	PS, SS	AR	Health Fair Homebound Program School Nurse CIS	Progress Reports Report Cards Attendance %	Attendance Rate Dropout Rate
Require documentation following each absence	O-Att	ALL	Parent Notes Truancy Letters Phone calls	Attendance Report	Student Attendance %

Campus - Attendance					
District Goal :	Student Attendance will meet or exceed the 96% state standard for attendance. The dropout rate will continue to meet the state standard of 1% or less.				
Performance Objective :	The student attendance rate will improve from 96.2% to 97%. Dropout rate will be 0%.				
Summative Evaluation:	Students will be encouraged and challenged to meet and exceed the state attendance rate.				
Contact parents after extended number of absences	O-Att	ALL	Telephone Parent Link Make up Work Mailed letters	Attendance Report	Student Attendance %
Send a form letter after excessive absences are accrued	O-Att	ALL	Mail Phone call Generated Email	Attendance Report	Student Attendance %
File legal complaint with local judge	AR O-Att	ALL	Legal Truancy documents	Attendance Report	Student Attendance %
Provide rewards for students with perfect attendance	O-Att	ALL	Awards Ceremony Snacks Ice Cream Certificates	Attendance Report	Student Attendance %
Recognize Perfect Attendance at Awards Assembly	O-Att	ALL	Certificates	Attendance Report	Student Attendance %
Provide counseling for At Risk students	SS, PS	AR	Counseling materials Group Speakers	Students withdraw Progress report Report Card	Drop Out % Attendance % Grades

Campus - Culture					
District Goal :	Provide a safe and orderly school climate, conducive to learning				
Performance Objective :	Decrease discipline referrals, drug, alcohol and tobacco offenses, as well as any behaviors that are violations of the Student Code of Conduct or Educational Penal Code.				
Summative Evaluation:	Overall campus atmosphere will be one of respect within a learning environment that promotes learning for the student body.				
Action(s) Implementations	Needs Assess	Sp. Pop.	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Continue to provide a district-wide DAEP program for severe disciplinary infractions.	Campus Needs	ALL	AEP	AEP Referrals	Attendance Rate Dropout Rate PEIMS 425 Report
Implement the District's Crisis Management Plan	Campus Needs	ALL	Crisis Plan School Resource Officers	Crisis Drills	PEIMS 425 Report Crisis Incident Rep
Provide curriculum/services to support Safe and Drug-Free Schools and Communities including the following: *Drug testing for extracurricular activities *Red Ribbon Week Activities *PALS/STUCO *Fire Drills/Lock Down Drills	Campus Needs	ALL	Random Drug Testing Grant Azle Police Counselors Drug and Alcohol Social Worker Student peers/mentors School Resource Officer Fire Marshall	Discipline referral Report	
Continue the District's Drug and Alcohol testing program	Campus Needs	ALL EX.CURR	Laboratory equipment	Testing results	No. of incidents
Provide drug dogs on campus	Campus Needs	ALL	Local Funds	Dog visits	No. of incidents
Provide a SRO on campus	Campus Needs	ALL	Officer	No. of incidents	No. of incidents
Continue the AHS PALS program (when possible)	Campus Needs	PALS	Special training for students	No. of incidents	No. of incidents
Student and Staff Members of the month	Campus Needs	ALL	Survey PTO	Survey	Survey
Educate teachers in Classroom Management techniques	Campus Needs	ALL	Presenters Region XI Varied Sources Mentor Teachers AISD Summer Workshops Edivate	Evaluations of Presentations Walk thrus Conferences Documentation	No. of incidents
Continue 'Crimestoppers'	Campus Needs	ALL	Students	No. of incidents	No. of incidents
Continue use of visitor badges, sign-in procedures; continue use of student ID badges and Staff ID's/security cameras	Campus Needs	ALL	Campus ID badge equipment Raptor System Security cameras	No. of incidents	No. of incidents
Continue with periodic lock down situational training with staff and students	Campus Needs	ALL	Bell System Lock Down Protocol	Training	Awareness
Follow COVID 19 Protocols	O - Health Dept.	ALL	e-mist daily Disinfectant wipes Desk shields Expand number of lunches	Training	Daily announcements Daily monitoring

Campus - Community Involvement	
District Goal :	Increase parent and community involvement.
Performance Objective :	Increase the number of parent and community participants in the areas of communication, volunteering, and parent participation
Summative Evaluation:	Community relations is strengthened due to relations built over the year with the staff and administration.

Action(s) Implementations	Needs Assess	Sp. Pop.	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Participate in the identification of activities and/or events that motivate parents to visit the schools and support the programs	Campus Needs	ALL	Monthly Parent Newsletter Increase opportunities for PTO involvement CIS Athletic activities Band Activities Choir Activities	Sign-in sheets PTO Membership BLT meetings	Parental Involvement rate
Encourage more participation by Volunteers	Campus Needs	ALL	Volunteers Website Social Media Parentlink	No. of Volunteers	More Volunteer participation
Encourage more participation in PTO	Campus Needs	ALL	Website PTO Members Social Media	No. of Volunteers	More participation
Encourage more parents to attend 'Meet the Teachers Night' by changing format	Campus Needs	ALL	Social Media Parents Parent Link Web	Meet the Teachers Night	More attendance at this event
Encourage more special programs prompting parents to attend meetings.	Campus Needs	ALL	Social Media Special Programs Public School Week Health Fair	Attendance	More attendance at meetings
Continue to update AJH Website to publicize activities via web	Campus Needs	ALL	Ambassadors Web Twitter	Attendance	Increased Participation

Drug and Violence Prevention Coordination Matrix
Azle ISD 2021-2022

<u>Strategies/Programs</u>	<u>K-4</u>	<u>5th-6th</u>	<u>7th-8th</u>	<u>9th-12th</u>
<i>District Crisis Management Plan</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>Conflict Resolution</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>Suicide Prevention</i>				<i>X</i>
<i>Violence or Bullying Prevention</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>Red Ribbon Activities</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>PALS/Peer Mediation</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>Resource Officer</i>		<i>X</i>	<i>X</i>	<i>X</i>
<i>Random Drug Testing for Extra Curricular</i>			<i>X</i>	<i>X</i>
<i>Azle ISD Chief of Police</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>Drug Dogs</i>			<i>X</i>	<i>X</i>
<i>District Intervention Counselor</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>Sex/Violence and the Law Awareness Training for Students</i>			<i>X</i>	<i>X</i>
<i>See Something-Say Something</i>			<i>X</i>	<i>X</i>
<i>Student and Teacher IDs</i>	<i>Teachers Only</i>	<i>Teachers Only</i>	<i>X</i>	<i>X</i>
<i>Raptor Program (Identification for visitors)</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>Security Cameras</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>Secure Vestibules</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>
<i>Social and Emotional Learning</i>	<i>X</i>	<i>X</i>	<i>X</i>	<i>X</i>