

HOOVER ELEMENTARY SCHOOL

CAMPUS IMPROVEMENT PLAN

2021 - 2022

Date of School Board Approval

Hoover Manifesto
“Where the Whole Child Matters”

At Hoover Elementary we believe in educating the whole child - emotionally, socially and academically through a blended learning environment. In a culture of mutual respect, staff and students collaborate to create an engaging, creative and nurturing atmosphere. At Hoover, we turn challenges into possibilities, cultivate dreams and transition technology usage to viable application. Hooverites will be guided to reach their full potential as a leader, a peer, a scholar and a valued contributor to a larger community today and in the Future.

Hoover Vision Statement

At Hoover, we are growing a community of leaders; academically, socially and emotionally: One Student at a Time!

Hoover Mission Statement

Hoover will cultivate leaders academically, socially and emotionally. We will use all current and future tools and techniques to create a progressive, goal centered environment for every student. In a culture of mutual respect, our challenges will be transformed into possibilities one student at a time, one parent at a time and one staff member at a time.

CAMPUS MOTTO
Hooverites Lead – Watch Us Shine!

THEME
Leadership

Planning and Decision Making Committee

Name	Position	Signature
Joni Bettis	Principal	
Gina Wise	Assistant Principal	
Erica Fox	School Counselor	
Adrian Hinckley	Sixth Grade Reading Lead Teacher	
Leslee Conditt	Fifth Grade Reading Lead Teacher	
Michelle Brown	5th grade math	
Elizabeth Bent	6th grade math	
Kelly Preston	5th/6th grade science	
Lisa Jones	Special Education Lead	
Breanna Reed	District Representative	
Starla Petty	Nurse	
Lacy Iglesias	Secretary	
Rhonda Staudt	Representing PE/Band/Music	
Amy Tong	Technology Representative	
Lisa Tunnel	Parent Representative	
	Business/Community Rep.	

COMPREHENSIVE NEEDS ASSESSMENT

Hoover Elementary School conducted a comprehensive needs assessment (CNA) that consisted of analyzing Interim and Benchmark assessments and STAAR assessment and BOY MAP data, 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)/School Context & Organization, and Technology usage were considered for decisions regarding strategies for meeting our goals and student/teacher strengths and weaknesses. Student MAP data was analyzed to determine individual student strengths and weaknesses, per objectives using student data binders, RTI data, Lead4ward heat maps and Aware.

Hoover Elementary School Staff participated in a variety of meetings to solicit needs in the areas of curriculum, instruction, staffing, staff development, school organization, and budgeting. The 2021/2022 CIP was monitored to track student progress, discuss curriculum adjustments and professional development opportunities. AISD completed a parent survey as well providing input from parents concerning school culture and workings. Information shared within these surveys as well as the CNA analysis have provided guidance on our goals and focus for the 2021/2022 school year.

Academic Performance/Demographics

STAAR Results 2021
TAPR Reports 20-21
TELPAS Results 2021
CBAs
Formative/Summative Assessments
RTI Data
PBMAS
Discipline Referral Data
Lead4ward Academic Growth Template
IEPs/504s/Dyslexia/Special Programs
PEIMS Reports per Six Weeks/EOY
Attendance Data

School Culture and Climate

Parent Surveys
Staff Surveys
Student Involvement/Organization/Extracurricular Data
Use of AVID Teaching Strategies in the classroom
Staff Surveys
Staff Surveys
Student Involvement/Organization/Extracurricular Data

Data Driving Instruction/Student Achievement

STAAR Results – 2021
TELPAS Results - 2021
HB 4545
CBAs
Formative/Summative Assessments
Data Management Reports-Eduphoria Aware
RTI Data
Planning Discussions-Strengths/Weaknesses Analysis
Teacher Surveys
TEKS Resources
Tiered Instruction Model
Anecdotal Data by Teacher/Staff
PEIMS Reports per Six Weeks/EOY
Aware Reports
Student Lead Binders
Teacher Lead Binders
MAP data
AVID Teaching Strategies - College Readiness
Teacher Walkthroughs/Conferencing

School Culture cont'd

Discipline Data
Attendance Data
PEIMS Reports per Six Weeks/EOY
Teacher Attendance
Walk-Through Observations
Campus Cleanliness
Community Events/Involvement
STUCO
Breakfast with Bettis
Student Survey
Teacher Survey
Guidance Lesson Days (teacher planning by content area)
Building Leadership Team Input
Seven Habits Instruction/Expectations for Teachers
Biweekly Guidance Lessons Achieve 360

Family and Community Engagement/Involvement

District Parent Surveys
Parent Conferences/Meetings for Programming
Meet the Teacher
Dance Sign In sheets
Open House
Family Game Night
Home Visits
Communications Techniques-Parent Link, Facebook, Twitter
Campus Website
Social Media Ambassador
Supports/Home Visits – CIS
Communications Techniques-Parent Link, Newsletter, Remind etc...
Translation Services
Community Partnerships – PTO, AEF, Lions Club, Walmart Vision,
Van, Parker County Immunizations Clinics, Health Screenings
CIS Counselor

Leadership/Staff Quality & Effectiveness

STAAR Results - STAAR 2021
TELPAS Results - STAAR 2021
Teacher Renewal/Retention
T-TESS Feedback/Guidance/Appraisal(Teacher)
Teacher Attendance
Goal Setting/Professional Development
Certification by Program
T-PESS Feedback/Guidance/Appraisal(Administration)
Campus Leadership Team Input
Functional Friday
Fall PD – District/Campus
Full Time Instructional Specialist for Reading
Full Time Instructional Specialist for Math
Biweekly PLCs by content area
Seven Habits Student Instruction Time (20m/day)
Student data binders/Student led conferences
Student/Teacher Goal Setting
MAP Data
Student Council/STUCO
AVID Teaching Strategies/Traning

Increase Learning Time (CIA)/School Context & Organization

Jumpstart (45 minutes daily for remediation)
Parent/PTO Surveys
Master Schedule - 83 minute class periods
Attendance
RTI/EL teacher conferences each 3 weeks
Canvas
Web pages/Resources Online
At-Risk Supports/SPED Schedules
Rachel's Challenge Days (2hr. data analysis and planning)

Technology

1:1 Chromebooks
Virtual Desktops
Wifi Connections at School

Programs: Canvas, Stem Scopes, Education Galaxy, Target Reading, Think Through Math, Learning Ally
IXL and blended learning
Relay - Chromebook monitoring tool

Accountability Rating – STAAR Performance: 43

2020-2021 STAAR Results

Attendance Rate: 95.7 %

5rd/6th Grade STAAR Scores 2021-All Subjects

Group	App 2021	Meet 2021	Master 2021
All Students	71%	41%	18%
Hispanic/Latino	71%	38%	14%
White	72%	43%	20%
Economically Disadvantaged	63%	33%	12%
Special Education	37%	22%	5%
EL	64%	31%	11%

5rd/6th Grade STAAR Reading

Group	App 2021	Meet 2021	Master 2021
All Students	65%	36%	16%
Hispanic/Latino	64%	32%	11%
White	66%	39%	18%
Economically Disadvantaged	56%	30%	10%
Special Education	29%	18%	04%
EL	53%	21%	5%

5rd/6th Grade STAAR Mathematics

Group	App 2021	Meet 2021	Master 2021
All Students	72%	42%	19%
Hispanic/Latino	75%	39%	18%
White	73%	44%	20%
Economically Disadvantaged	64%	33%	14%
Special Education	36%	24%	05%
EL	76%	39%	18%

5th Grade STAAR Reading

Group	App 2021	Meet 2021	Masters 2021
All Students	72%	45%	30%
Hispanic/Latino	66%	36%	22%
White	83%	60%	43%
Economically Disadvantaged	63%	33%	19%
Special Education	35%	77%	60%
EL	60%	28%	16%

5th Grade STAAR Math

Group	App 2021	Meet 2021	Masters 2021
All Students	69%	42%	24%
Hispanic/Latino	64%	35%	17%
White	83%	59%	37%
Economically Disadvantaged	60%	31%	15%
Special Education	41%	16%	07%
EL	62%	34%	16%

5th Grade STAAR Science

Group	App 2021	Meet 2021	Masters 2021
All Students	81%	51%	20%
Hispanic/Latino	77%	49%	13%
White	82%	52%	24%
Economically Disadvantaged	72%	38%	14%
Special Education	54%	29%	08%
EL	60%	33%	07%

6th Grade STAAR Reading

Group	App 2021	Meet 2021	Masters 2021
All Students	61%	31%	14%
Hispanic/Latino	54%	23%	09%
White	76%	45%	22%
Economically Disadvantaged	50%	20%	07%
EL	39%	12%	03%
Special Education	21%	07%	02%

6th Grade STAAR Math

Group	App 2021	Meet 2021	Masters 2021
All Students	66%	34%	13%
Hispanic/Latino	59%	25%	08%
White	82%	52%	25%
Economically Disadvantaged	56%	22%	07%
EL	50%	17%	05%
Special Education	34%	10%	03%

Summary of Findings: The 2021 scores represent a 12 point drop in achievement for Hoover, contributing factors would include:

- COVID Slide - beginning in March of 2020 through the end of the school year, students began learning virtually due to COVID quarantine. Consistent student participation was an issue throughout the quarantine. A STAAR test was not administered in 2020.
- COVID Protocols - The social distancing protocols kept some students from participating in small groups and/or attending school in person.
- New virtual testing mode for STAAR for most students - 2021.
- By the end of 2021, most teachers were teaching virtually as well as in person.
- A pre-COVID score of 89% in 2019 - although Hoover performed within 2 points of the average score of 45, the drop in points is greater due to the higher score of students who took STAAR in 2019.

Accountability Rating: In 2019 Hoover Elementary received a raw score of 55 which translated to the overall grade of 89 under the accountability system representing a 2% increase in overall score from 2018. In 2021 Hoover received a raw score of 43 in student achievement. According to 2019 scaling resources at TEA, a 43 raw score would have dropped Hoover’s accountability rating to 72 which would be a full letter grade to a “C-”. School Progress was not measured and no distinctions were awarded in 2021. Due to canceling the STAAR test for all students in the state of Texas in 2020, there was no comparative data to establish a progress measure for 2021.

State Comparison: For 2021, The state reflected a decrease in performance across 5th and 6th grade from -5 to -14 points depending on the content area.

Specific Population Targets: Based on federal targets for meets and masters achievement, Hoover continues to miss the target for our two largest populations, white students and economically disadvantaged students. The expected passing target or number of students that must score at the meets and masters category for reading is 44%. This target is for all students, including english language learners and students with special needs and students who live in poverty must make a 75% or better on 5th grade STAAR reading test and 78% or better on sixth grade reading. These targets do not take into account the approximate year students were not in school due to the pandemic. Despite the pandemic and all the educational challenges it presented, Hoover had **36%** of our students who took the test reach an achievement score at 76%. Hoover fell short of the **target of 44%**, or 8 percentage points. For the first time, Hoover did not meet any federal targets for any population tracked for Hoover. Those populations are: Hispanic students (-3%), White students (-21%), Economically disadvantaged students (-3%), EL students (-8) and students with special needs (-1%). Hoover continues to focus on specific populations with regard to Federal targets. In addition to our white population, our greatest struggle in 2021 was serving Economically Disadvantaged students, students with special needs and english language learners.

Attendance Percentage: Hoover's attendance in 2020 was waived due to COVID/virtual learning. Attendance in 2021 was an average of 95.7% including virtual learning.

Problem of Practice & Focus Areas: Hoover struggled this year with all target populations; however, our greatest struggle appears to continue to be with our white students (our largest population group) and Economically Disadvantaged students (53.8% of total population). The struggles experienced by Hoover were in line with state scores and felt to be due to COVID quarantines, protocols and virtual learning.

New and Continuing Initiatives at Hoover Elementary

Intensive instructional programs at Hoover Elementary are driven by dedicated, professional staff who continually improve their skills through quality staff development to increase and strengthen strategies to meet the educational needs of our students. Implementation of these strategies include:

Jumpstart - a 45 minute block within the school day focused on individualized or small group accelerated instruction and/or academic enrichment based on subject content designed to maximize "in class" instruction and minimize pull-out instruction for all students.

Inclusion Support – Is provided in each classroom where special education students are placed. The jumpstart 45 minute pull-out for these students is designed to provide additional instructional support for IEP goals and classroom instruction.

Extended Class Time – Approximately 80+ minute classes at both grade levels.

Dyslexia Classes - 45 minute pull-out (jumpstart) for specific, intensive reading intervention for students identified with dyslexia.

Science Lab – accelerated learning taught through hands-on activities and experiments driven by a full time instructor.

Math & Science Team – opportunity for student enrichment in math and science and to compete in local and state math competitions.

Friday Clubs – Friday Clubs will continue in the 2021/2022 school year to ensure all students at Hoover can participate in clubs regardless of transportation or economic needs. Study hall feedback was positive, the practice of mandatory study hall for completion of work reduced failure rates due to missing assignments and had a positive impact on teacher and student morale.

The Learning Lab – RTI program utilizing research-based strategies to reduce academic failure in core subjects.

RTI/EL - Friday tri-weekly meetings to monitor student progress through the intervention process and monitor progress specifically for EL students.

Backpacks for Kids – weekend food provided to students who are not getting sufficient food outside of school on a regular basis

KC Club – student organization based on community service and promoting kindness and compassion and inclusivity; a component of Rachel's Challenge.

Suite 360 - A district wide guidance curriculum implemented by the school counselor and community in schools counselor..

Communities in Schools – full-time licensed social worker provides students with a community of support to empower them to stay in school and provides families with necessary resources to help sustain a healthy life

Fitness Awareness – promoting lifelong fitness through increasing student awareness of physical activity and healthy food choices

Breakfast In the Classroom- Free breakfast is available to all students and staff and served in their classrooms

Functional Fridays - a training/planning time 1 to 2 Fridays per month for classroom teachers.

Blended Learning Initiative – promoting individualized competency based mastery instruction through integrated technology, unconventional seating and teacher support.

Seven Habits Teacher Refresher – Hoover is maintaining a focus on leadership using the Seven Habits of Highly Effective People by Stephen Covey. Seven Habits training is intended to be on-going. Administration is creating a canvas class with seven habits training modules.

Seven Habits for Students- A specified time each school day is designated for seven habits training. Hoover teachers have committed to teaching the seven habits to the students through a variety of materials including 360.

Student Data Binders – Binders students use to track individual progress by TEKS/learning content. Students graph their understanding and progress after assignments and tests. Students use a 1-4 system to give the teacher feedback regarding level of understanding of the content learned within a nine week period.

Teacher Data Binders/Spreadsheets – Binders/spreadsheets are kept by the classroom teacher to track class progress by TEKS and individual class periods. This data is used for accelerated instruction in order to complete educational gaps the student has.

DATA Wall - This year 2021/2022 Hoover is implementing a data wall to track student progress after each assessment.

STEMScopes – StemScopes is a 5th grade science support that allows students to extend their expertise in science concepts.

Think Through Math (Imagine Learning) - Think Through math is an individualized math program that builds problem solving skills and conceptual understanding with support from an online, live, certified, bilingual teacher outside of school hours.

Lone Star Learning – Is a 5th grade reading support that will allow teachers to provide daily spiraling in reading for all fifth graders.

GPS Math – is a math support that will allow spiraling of new and experienced content/concepts daily.

Guided Reading – A small group intervention for reading to be used in the regular classroom. The strategy can also be used in jumpstart groups.

Guided Math - A small group intervention for math to be used during regular class time. The strategy can also be used in jumpstart groups.

AVID Elementary Campus Wide – instilling a college going mindset for students through WICOR based teaching strategies. W- writing strategies, I – Inquiry strategies, C – collaboration strategies, O – organizational strategies, R – reading to learn strategies.

AVID concepts are taught throughout the school year. Students experience college level strategies to enhance their learning and prepare them for success in the later grades, college and work environments. Sixth grade Science teachers use one jumpstart period per week to teach AVID strategies to students.

AVID organizational tools have been added to student data binders – Teachers have created a system of organization to be used schoolwide.

Digital AVID Binders - Organizational tool to help students maintain notes and school work in one place.

Education Galaxy – all content level support in an internet game based format allowing participation school/home

Lead4ward field guides – a lesson planning tool to aide teachers with lesson planning aligned to TEKS and STAAR

Lead4ward Software – Aides in analysis of data each six weeks through academic growth charts as well as heatmaps.

LearningAlly – A free online comprehension tool available for all students with reading difficulties. Students may select a book to be read aloud to them. The library is very comprehensive.

TEKS Resources - Planning/Instructional tool to support TEKS and rigor in instruction.

Math Talks are being introduced in 2021

Think It Up workbooks from mentoring minds for high level instructional support in reading, math and science at 5th and 6th grade levels.

Instructional Coaching has been introduced this year as a support for teachers with tier one instruction. Hoover has a coach for math/science teachers and a coach for reading/social studies teachers.

Countdown to STAAR is added for 2022 as an additional support for reading, math and science teachers. It is a blackline master that reflects a STAAR format.

Fountas and Pinnel LLI and Grade Level Readers is a literacy kit that supports teachers in teaching reading concepts in small groups. The kits are appropriate for all targeted populations.

Teaching with Love and Logic is updated this year. Love and Logic is a cohesive compilation of research based discipline techniques that requires the involvement of teachers, parents and administrators working together in the best interest of the student.

IXL will be implemented for science and sixth grade reading to assist students and teachers in filling in learning gaps accumulated during the pandemic. The software allows students to get targeted practice in specific skills in a game based format.

MAP Testing - MAP testing has been implemented district wide to help teachers gauge progress of students. MAP tests will be administered at the beginning of the year, middle of the year and end of the year. The data collected through MAP testing will be used to individualize instruction for every student.

SUITE 360 - A district wide weekly guidance program implemented by school counselor and CIS Counselor.

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 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 ratio

Total SCE funds allotted to Hoover Elementary: \$30,198 plus \$6,500 for tutoring

Total FTEs funded through SCE at Hoover Elementary: 7.1047

The information below explains the process used to identify students at risk:

Teachers meet in October to go through cumulative files with the counselor and identify students who are at risk based on the 13 identifying criteria.

Students are also monitored throughout the school year for any of the 13 identifiers. If a student meets the criteria, they are identified as at risk.

In addition, students can be eligible for at risk services through the RTI process, referral by a teacher, and analysis of data such as: testing data, attendance data, and/or other testimony given to support the need for additional Rtl services. Bi-monthly RTI/EL meetings requiring teacher attendance to discuss the needs of all students support the process of identifying at risk students throughout the school year.

The process used to exit students from the SCE program who no longer qualify:

RTI committee Meets tri-weekly to determine current progress and eligibility for students.

Due to COVID-19 most 21/22 Hoover students will be considered for tutoring based on a gap analysis utilizing TEKS.

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who

1. is in pre-kindergarten – 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.

Federal, State and Local Funding Sources

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:

Federal Program / Funding Source
Title I, Part A - Intended Purpose - to enable all children to meet the state student performance standards. Hoover is a school wide Title School
Title I, Part C – Shared Service Agreement with ESC11 (District)
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.
Perkins Grant - Intended Purpose - to improve technology & student apparatuses for CTE students. Intended Beneficiaries - CTE students, all students based upon integration
State Programs / Funding Source
State Compensatory Education
Dyslexia
Gifted/Talented
Special Education
ESL Program

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.

Goal 1: All students will show one year of growth in all content areas resulting in at least 90% passing rate at the approaches level and comparative growth indicator will reflect acceptable progress on every student.

Objective: As outlined in the '*Objectives by Subject and Grade*' chart below, all students will meet standard on the state assessment in Reading, Math and Science for all content areas and grade levels served at Hoover.

Summative Evaluation-Hoover's accountability Rating for 2021 is not rated.

2022 Goals by Content and Grade Level:

In order to fill gaps in learning due to COVID, all grade levels will implement small group instruction in the classroom and jumpstart. All classroom teachers have created an accelerated instruction plan to follow for students who did not pass 2021 STAAR test. All classroom and support teachers have been given tools to use in this process.

Reading / Grade 5

Hoover Elementary's 5th grade ELAR students will improve to 90% approaches with 60% meets and 30% masters in 2022. Students will be provided an increased instructional focus in areas of rigor and differentiation, that will strengthen their learning. All students will meet a comparative STAAR progress level (i.e. limited, acceptable or accelerated).

Math / Grade 5

All students will improve to a 90% in approaches, 60% meets and 30% masters in 2022. All students will meet a comparative progress level on STAAR (i.e. limited, acceptable or accelerated).

Science / Grade 5

All students will improve to 95% or greater in approaches with 70% meets and 30% masters in 2022. All students will meet one year, 3 months growth in grade level TEKS.

Reading / Grade 6

All students will improve to 95% approaches with 65% meets and 30% masters in 2022. All students will meet a comparative STAAR progress level on STAAR (i.e. limited, acceptable or accelerated).

Math / Grade 6

All students will improve to 90% approaches with 60% meets and 30% masters in 2022. All students will meet a comparative STAAR progress level on STAAR (i.e. limited, acceptable or accelerated).

Special Ed Populations at all grade levels and content areas will reach at least 60% passing at Approaches Grade Level.

Activities / Strategies Goal 1	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<p>1. Focus on school WIG: Students will show one year of growth in all content areas on the STAAR Assessment, vocabulary and writing.</p> <p>Strategies and Materials: HMH and springboard curriculum, balanced literacy emphasis, Mentoring Minds materials for each grade level and content area. Lone Star Reading Target Skills, TEKS Resource, RTI, Dyslexia Instruction and identification training, Education Galaxy, Jumpstart Intervention Groups, Blended Learning, AVID strategies in the classroom. Writing Across the Curriculum, Kagan Strategies, Guided Reading Groups and Small Group reading in class, Lead4ward Field Guides and Assessment Training. Use of Comp. Toolkit, LLI kits, Countdown to STAAR, Lead4ward lesson plan Template, Weekly content planning, MAP testing in for all grades and DRA testing for fifth grade</p>	CNA, RS, HQPD, TDM, AS	Teachers Principals Curriculum Support Staff Instructional Specialist Dyslexia Specialist	August '21-June '22	Disaggregated Data AWARE MAP - BOY, MOY, EOY Lead4ward Field Guides and Reports (Heat Maps) AVID materials and curriculum Materials & Supplies Listed Local Funds Title I Funds	Lesson Plans Progress Reports Report Cards CBA's 3 week assessments aligned to TEKS Benchmarks Interim assessments Diagnostic Reports: DRA, Education Galaxy, StemScopes, Student Data Binders, Teacher data binders, CBA	STAAR results, CBA Data, MAP Data, Interim Data Lead4ward Data, AVID Data AVID displays in the classroom Writing Displays
<p>2. Focus on consistent high-level performance for sixth grade math and reading on STAAR and in the classroom required for success at the current grade level as well as preparation for next grade level.</p> <p>Strategies: Go Math, Think It Up Math, GPS Math Interventions and spiraling workbooks, MAP testing, Lead4ward assessment strategies, Lead4ward analysis tools, Jumpstart Intervention, small groups, Kagan Strategies, Game based learning, Lead4ward Field Guides, Writing Across The Curriculum, Implementation of AVID strategies across the campus, weekly content planning, Guided Math Groups, Math Talks, TEKS Resource System, Think Through Math.</p>	CNA, RS, HQPD, TDM, AS	Teachers Principals Curriculum Support Staff Instructional Specialist	August '21 - June '22	Disaggregated Data AWARE MAP Data Heat Maps AVID Materials & Curriculum Lead4ward materials Materials & Supplies Listed Local Funds Title I Funds	Lesson Plans Progress Reports Report Cards Assessments Benchmarks Interim assessments STAAR Diagnostic Reports CBA, Student Data Binders, Teacher Data Binders	STAAR Results CBA Data MAP Data Lead4ward Data AVID Data Writing Displays

Activities / Strategies Goal 1	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<p>3. Focus on increase science knowledge to earn a distinction at the state level.</p> <p>Strategies: Learning Lab, Science Lab, Discovery Science, Science Jumpstart, Lead4ward Relevant Review and Teaching Strategies, Update Motivation Science Workbooks with new TEKS alignment, Science Fusion, Brain Busters for Science, Field Trips, StemScopes, STEAM activities, Lead4ward Field Guides, Writing Across The Curriculum, AVID strategies, TEKS Resources, Countdown to STAAR Science, GPS Science activities.</p>	CNA, RS, HQPD, TDM, AS	Teachers Principals Curriculum Support Staff Instructional Specialist Instructional Coach	August '21 - June '22	Disaggregated Data AWARE Heat Maps Lead4ward Materials Materials & Supplies Listed Local Funds Title I Funds	Lesson Plans Progress Reports Report Cards Assessments Benchmarks, Diagnostic Reports: Education Galaxy, Motivation Science, AVID Strategies, CBA, Student Progress in Data Binders, Class progress in teacher binders	STAAR Results CBA StemScopes Diagnostics Writing Displays Interim STAAR data
<p>4. Provide additional resources for staff to meet the specific needs of all subpopulations.</p> <ul style="list-style-type: none"> ● Learning Lab / RTI/Instructional Coaches ● Supplemental Math, Science and Reading Materials ● GPS Math, Guided Math materials ● Inclusion Support ● EL, dyslexia support ● Targeted/individualized Instruction ● Jumpstart Instruction Template daily ● Chromebooks ● Integrated Technology ● Blended Learning ● Functional Friday – monthly ● RTI/EL Meetings tri-weekly ● Think It Up workbooks ● DRA ● MAP Testing ● Club Friday ● Lone Star Learning - Spiraling ● LLI kits and Leveled Reading Libraries for all target populations ● Comprehension Toolkit ● Countdown to STAAR ● CIS ● 7 Habits Instruction ● Teacher/Student Data Binders ● Lead4ward Tools ● Love and Logic Workbooks ● Seven Habits kits 	CNA, RS, HQPD, TDM, AS, PI	Principal Asst. Principal Lead Teachers Parent Volunteers Instructional Specialist Dyslexia Specialist	August '21- June '22	Local Funds SCE Funds Leadership Reports MAP Data Title II Part A SpEd Funds	Progress Reports IEP Progress, Modification/Accommod ation Plans for Students Post Reading Test Post Math Test Education Galazy Diagnostic Reports MAP data Usage reports Lesson Plans:	STAAR Results Student Growth of 1 year CBAs MAP Data Aware Data Interim Assessment Student Goal Setting and accountability. Teacher feedback

Activities / Strategies Goal 1	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<p>5. All special education students, ELLs and 504 students will have their IEP's and accommodation plan reviewed annually with monitoring during the school year to ensure success on STAAR and in the classroom.</p> <ul style="list-style-type: none"> ● Easy SPED Tracker ● Progress Reports ● MAP Testing ● Interim Assessments ● CBA Results ● Student/Teacher Data Binders ● ARD Meetings ● 504 Meetings ● RTI/EL Meetings ● Sped personnel attend weekly content planning meetings ● ELL para to work with students who need language support. ● All learning supports supplied to regular education teachers will be supplied to teachers of students with special needs. 	CNA, RS, HQPD, AS, CI	Principal Asst. Principal Sped Teachers Regular Ed. Teachers ARD Committee 504 Review Committee	August '21 - June '22	Disaggregated Data Teacher Reports Sped Teacher Reports MAP Data Interim Data 3 wk assessments RTI Meetings and documents.	Improved Attendance Report Cards IEP Progress Reports Progress Reports Grades Diagnostic Reports: Education Galaxy, Stem Scopes, DRA, Target Reading, Reading A – Z, Vizzel, MAP testing	STAAR Results IEP EOY Goal Progress Growth Measure on STAAR MAP EOY

Goal 1: STAFF Focus Activities/Strategies	Critical Success Factors Evidence	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide purposeful professional development for all teachers and para professionals in areas of Special Education, 504, RTI, Dyslexia, EL-LPAC-ELPS, AVID, Math, Reading, Science, Love and Logic, MAP testing, Tier 1 Instruction, Canvas, TEKS Resources and differentiation to assist teachers in service of our at-risk population targets. Screen future applicants for experience and knowledge of each area including any necessary certifications such as ESL. Implementation of instructional coaching support.	CAN,RS,HQ PD,Ci	Principal, Assistant Principal, Instructional Coaches Dyslexia Specialist, Lead Teachers, Teachers, C&I Department	August '21 -- June '22	Classroom Observation, T-Tess Goals, District Trainings, Lead4ward Resources, ESC XI PD, Scope and Sequence, WAC, Epi Pen & Diabetic Training, 7 Habits Training, Diagnostician, SPED Counselor, 504, Instructional Coaches, Reading Specialist, Content Lesson Planning Meetings, School Counselor, CIS Counselor, Statutory Trainings, Local Funds, Title Funds	Records of PD, ESC, T-Tess Walkthrough evidence, application of learning, sign-in sheets, staff certifications, Functional Friday minutes Instructional Support Notes	STAAR Results, Progress Report and Report Card, Failure Rates, Promotion/Retention Records
Continue Functional Friday PLCs monthly on topics according to ongoing campus needs assessment. Focus topics 2021/2022 school year will be: Guided Reading/Math, Spiraling TEKS throughout the year, Writing Across the Curriculum, Comprehension Strategies, Questioning Techniques, Jumpstart Groups, Formative and Cumulative Assessments, Using Technology, AVID Strategies, Dyslexia training, CESD dyslexia conference, CAST Conference, Math training, CAMT Conference Classroom management training.	CAN,RS,HQ PD,Ci	Principal, Assistant Principal, Instructional Specialist, Dyslexia Specialist, Lead Teachers, Teachers, C&I Department	August 2021- June 2022	Classroom Observation, T-Tess Goals, District Trainings, Lead4ward Resources, ESC XI PD, Functional Fridays, TEKS Resources, WAC, Statutory trainings, 7 Habits Training, Love and Logic training, Diagnostician, SPED Counselor, 504, Instructional Coaches, Reading Specialist, Content Lesson Planning Meetings, School Counselor, CIS Counselor, Local Funds, Title Funds	Records of PD, ESC, T-Tess Walkthrough evidence, application of learning, sign-in sheets, staff certifications, Functional Friday minutes	STAAR Results, Progress Report and Report Card, Failure Rates, Promotion/Retention Records

Goal 2: All students in Hoover Elementary will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective: By June 2022, incidents involving prohibited behavior will decrease by 10%.

Summative Evaluation: Measured by PEIMS and number of discipline referrals.

PEIMS Data: 2019 - 2020

Discipline/Number of Students:	5th Grade = 41
	6th Grade = 79
	Total Students = 55
	Total Incidents = 120

PEIMS Data: 2020-2021

Discipline/Number of Students:	5th Grade = 21
	6th Grade = 44
	Total Students = 65
	Total Incidents = 120

***COVID 19 continues to affect discipline numbers due to quarantines and virtual learning.**

Drug and Violence Prevention Coordination Matrix Azle ISD 2021– 2022

Strategies and 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	X	X	X
Violence or Bullying Prevention	X Rachel's Challenge	X	X	X
Red Ribbon Activities	X	X	X	X
PALS/Peer Mediation	X	X	X	X
Resource Officer			X	X
Random Drug Testing for Extra Curr.			X	X
Drug Dogs			X	X
Sex/Violence and the Law Awareness Training for Students			X	X
Crime Stoppers		X	X	X
Student and Teacher IDs	Teachers Only	Teachers Only	X	X
Raptor Program Identification for visitors	X	X	X	X
Security Cameras	X	X	X	X
Appendix III: Drug and Violence Prevention				
				May 2020

Activities / Strategies Goal 2	Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. Provide leadership and bully prevention training for all students and staff members by virtual or push-in instruction.	HQPD, CI	Principal Asst. Principal Counselor CIS	Monitor: End of each semester	R. Challenge Seven Habits Local Funds CIS, Suite 360, Morris Brothers	Reduction in the number of bullying incidents and office referrals due to bullying	PEIMS 425 Report PEIMS 1000 Report Suite 360
2. Provide a district-wide DAEP program for severe disciplinary infractions <ul style="list-style-type: none"> ● Campus social skills seminars for returning DAEP for students ● Communities in Schools intervention ● Counseling and mentoring at-risk students 	RS, T, AS, CI	Principal Asst. Principal CIS Counselor	Within the first week of return from DAEP or JJAEP	Local Funds	Percentage of students who return to DAEP after the program	PEIMS 425 Report PEIMS 1000 Report
3. Continue implementing the district's Crisis Management Plan <ul style="list-style-type: none"> ● Handbooks for all students on-line and available to print. ● Bus Rules and Procedures taught in homeroom and Extracurricular Programs ● Rapid Responder 	CI	Principal Technology Director of Transportation	Fall and Spring Semester	Local Funds	Referral – Campus and Bus	PEIMS 425 Report PEIMS 1000 Report
4. The following initiatives will support Safe and Drug-Free Schools and Community <ul style="list-style-type: none"> ● Red Ribbon Week activities ● Health Ed. in PE Classes ● Worth The Wait Program ● Communities in Schools ● Rachel's Challenge ● KC Club ● Parent Education Seminars ● Safety Drills and Audits ● Background Checks ● PALS ● Student Council ● Emergency Operations Plan ● Play It Safe ● Seven Habits Implementation ● Suicide Intervention/Prevention 	RSC SCC AS	Principal Asst. Principal Curriculum Campus Teachers CIS Student Services Counselor Nurse	Events and Activities during the school year, EOP drills monthly	Local Funds Azle Police Counselors CIS PALS Mentors SRO State Fire Marshall Suite 360	Discipline Referral Report Parent Survey Student Survey CIS/SRO Contact Logs	PEIMS 425 Report PEIMS 1000 Report Drill Log Suite 360 reports
5. Follow established COVID-19 protocols for contact tracing in the instance of a positive case in staff or students.						

Goal 3: All students will effectively transition into Hoover Elementary and effectively transition to junior high school.

Objective: Students will be prepared for the transition to Hoover Elementary and will be prepared prior to transitioning to junior high school.

Summative Evaluation: All students will successfully transition to Hoover Elementary and to junior high school.

Activities / Strategies Goal 3	Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<p>A series of activities to assist students in the transition to Hoover and from Hoover to junior high may include:</p> <ul style="list-style-type: none"> • a transition team comprised of CIS, campus administrators, and students • Welcome letter sent to parents in their home language • Information concerning student transition posted on campus website • Information for students new to district posted on campus website and in print • Sixth grade students go to junior high for events, such as choir/band concerts; pep rallies; building tours; and orientation • Open House Information Night held in May, for incoming fifth graders • Meet the Teacher/5th Grade Orientation before school begins in August • Athletics and band conduct Open House for parents and students • All parents and 6th grade students encouraged to attend Jr. High School orientation night Communication of events through webpage, Facebook and Twitter and parent-link • 5th grade orientation night for parents • Club Brochures and applications available on Meet The Teacher Night • Sixth Grade students tour of Santo J. Forte Junior High in May • In May, incoming 5th graders come during school day to tour the building and learn about Hoover • Forte and Hoover counselors assist students in the selection and registration for 7th grade classes. 	PI, T, AS, CI	Principal Counselor Teachers Coaches CIS	Fall, Mid-year and Spring Reviews 2021/2022	Local Funds	Sign-In Sheets	Surveys Sign in Sheets Website Survey STAAR results Attendance Reports Discipline Reports Parent-link

Goal 4: Parents and Community will be partners in the education of students at Hoover Elementary.

Objective: By May, 2021, at least 90% of all students' parents and/or family members will participate in at least one school-sponsored activity.

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activities / Strategies Goal 4	Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. Parents and students will have opportunities to be engaged in school activities, provided COVID 19 restrictions are lifted such as: <ul style="list-style-type: none"> • Open House • Book Fair • Concerts – Choir and Band • CIS Programs and Presentations • Parent Seminars • Parent Teacher Organization • Dances • Veteran’s Day Pep Rally • Parent – Teacher Conferences • WOW Showcase • Texas Public Schools Week • College Day • Career Day • Health Fair • Worth The Wait Parent Night • Math Fair • Not So Famous Inventors Convention • Meet The Teacher Night • Field Day • Field Trips • Read-A-Thon • Family Game Night 	PI, CI	Principals Teachers Counselor CIS	August '21 -June '22	Local Funds PTO CIS	Local Funds	Campus records of attendance Parent Sign-in Sheets

Activities / Strategies Goal 4	Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
2. Identify campus activities and or events that motivate parents to visit the campus and support the programs	PI	Principal BLT CIS	August '21 -June '22	Local Funds CIS	BLT Meetings	Committee findings
3. Campus Website, Facebook, Parentlink, Twitter, Instagram, Band App, Remind 101	PI	Principal Secretary Attendance Clerk ISS Clerk Tech Trainer	August '21 – June '22	Local Funds	Webpage	Informative webpage for parents and community
4. All staff members create and maintain webpage displaying their class information, conference period, and email address for parent contact.	PI	Teachers Principals Counselor	August '21 -June '22	Local Funds	Webpage	Informative webpage for parents and community
5. Host orientation for incoming 5 th graders in May for successful transition to Hoover Elementary	PI, T	Principal Counselor CIS	May 2022	Local Funds	Students and Parents	Principals, Parent, Student Feedback
6. Parent Portal made available for viewing of student grades. Online enrollment available for all parents	PI	Central Office Technology Campus Principal, Teachers and Staff	August '21 -June '22	Local Funds Technology	Parent Feedback Report Cards	Parent Feedback Report Cards
7. MAP Testing BOY, MOY, EOY	PI	Teachers, Administration, Instructional Coaches,	September '21 - May '22	MAP testing reports and supports	Parent Feedback Teacher Feedback	Parent Feedback Teacher Feedback Student Survey