

Azle Elementary School
Azle ISD
Campus Improvement Plan
2019-20

Presented to School Board for Approval in October 2019

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 – 2019-20 Theme:

There's only One Way - Teach, Inspire, & Grow! #bleedgreen

- One Way means only going one direction upward (Performance Category to Performance Category or Better)
- Teach, Inspire, Grow speaks to our Instructional Planning with Rigor, Goal Setting for our Students, and Growing our Students in performance! Get them to the green whole point values (on the progress chart)!
- #bleedgreen means we will pour our Hornet Pride into growing our kids!!!

We are focusing on this “One Thing” this year...Growing our Kids with Rigor, Relevance, and Relationships!!!

Nothing else rises above this!!! Everything we do filters through this!!! Focused walk-throughs will look for this!!!

We WILL do THIS!!!

Problem of Practice & Focus Areas:

Rigorous instruction with high levels of metacognitive modeling, thinking, and discussions and Goal Setting for Student Progress

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
- 5th & 6th Reading – Reading: Overall analysis ability & understanding of individual skills in texts (including main idea, summary, inference, & cause/effect) in reading scores consistently low among students who did not meet the passing standard
- 5th Science and All Content Areas – Academic vocabulary in context and application, intensive rigor with STAAR readiness using STEM Scopes

Building Leadership Team - Planning and Decision Making Committee

Principal	Gina Lee
Assistant Principal & Parent	Robin Tarpley
Principals' Secretary	Amanda Deweese
Office / Attendance Secretary	Elizabeth Gorman
Counselor	Hollee Reed
Nurse & Parent	Anne Trapp
CIS Social Worker	Elyse Shannon
Instructional Specialist (Curriculum/Data)	Melissa Davis
Instructional Interventionist (RTI-Math & ELL/LPAC Services)	Stephanie Behrens
Instructional Interventionist (RTI-Reading & Dyslexia Services)	Penny Weeks
Special Education & Support Staff Lead	Kim Mowbray (Kira Collins)
Math Department Lead	Stephanie Behrens
ELAR Department Lead	Denise Harris
Science Department Lead	Jennifer Lahue
Social Studies/Mastery Department Lead	Heather Gaskey
6th Science – Content Keeper	Sierra Gordon
5th Social Studies/RTI - Content Keeper	Melissa Davis
5th ELAR – Content Keeper	Debbie Burkett
6th Math - Content Keeper	Tiffany Anderson
<i>Community, District, & Parent Representatives</i> <i>Development of SBDM</i>	<i>Susan Tankersley, Todd Smith, & Brittani Paquette</i>

Comprehensive Needs Assessment

Azle Elementary School conducted a comprehensive needs assessment (CNA) that consisted of analyzing preliminary STAAR and state assessment 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 data was also analyzed 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. Special populations were reviewed for impact of overall performance mastery.

A series of steps to complete the Comprehensive Needs Assessment were conducted with content area teams in fall professional development sessions focusing on curriculum, instruction and assessments, and the campus improvement plan was reviewed in the fall with the Building Leadership Team (BLT) which serves as our Site Based Decision Making Team (SBDM).

Summary of Findings

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). This is a very similar scoring pattern from 2018-19.

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).

District Comparison: Azle Elementary fell below the district in all areas with the exception of 6th Grade Reading.

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.

Attendance Percentage: The percentage of attendance for Azle Elementary for 2018-2019 was 96%. Goal for 2019-2020 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 into the SCE program
- How students are exited from 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: \$250,352 plus \$6,500 for tutoring
- Total FTEs funded through SCE at Azle Elementary School: 4.7298FTE

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:

RTI 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 determined by reviewing the 13 criteria for at-risk and student support decisions are based on testing data, attendance data, and or data collection documentation indicating the need for additional RTI services.

Review of At-Risk Students:

RTI 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 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

Critical Success Factors Evidence Key:

CNA	Comprehensive Needs Assessment	TP	Transition Planning
RSC	Schoolwide Reform Strategies/Communication	TDM	Teacher Decision Making Regarding Assessments
HQPD	High Quality Professional Development	AS	Effective and Timely Assistance to Students
SCC	School Culture and Climate	TI	Technology 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.

Level	2019 Values	New Value
Approaches	77%	90% (83%-2020/90%-2021)
Meets	41%	60% (55%-2020/75%-2021) (White Target in Achievement is 60%)
Masters	18%	30% (30%-2020/50%-2021)

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

Reading / Grade 5 - All students will improve to 85% approaches with 57% meets and 35% masters (Previous Years: 74% - 2019, 78% - 2018, and 69% - 2017).

Math / Grade 5 - All students will improve to 82% approaches with 56% meets and 36% masters (Previous Years: 71% - 2019, 79% - 2018, and 70% - 2017).

Science / Grade 5 - All students will improve to 79% approaches with 49% meets and 26% masters (Previous Years: 68% - 2019, 69% - 2018, and 74% - 2017).

Reading / Grade 6 - All students will improve to 83% approaches with 48% meets and 27% masters (Previous Years: 72% - 2019, 66% - 2018, and 74% - 2017).

Math / Grade 6 - All students will improve to 88% approaches with 54% meets and 28% masters (Previous Years: 77% - 2019, 76% - 2018, and 82% - 2017).

Specific Focus Plan:

- Students who did not make one year's growth in previous year will be reviewed closely in RTI for Tier 2 instructional focus in Mastery and possibly Tier 3.
- Students who are not performing well in targeted focus areas in SLO and TEKS Charting process of Learning Objectives will have tiered instruction the classroom.
- Students who are struggling with academic vocabulary and literacy will have focused language supports in the classroom, Mastery, or 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 track progress and performance (i.e., daily grades, assessments within the content area, CBAs, Interim Assessments, and Benchmarks) and will conference with the content area teachers to set performance goals.
- Professional Development 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.
- Instructional Rounds Focus –

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 Motivation Math/Mentoring Minds as a daily math focus for rigor
- Adoptions and Comprehension Toolkit focus for reading comprehension
- Use of Education Galaxy for Reading, Math, and Science 5th reinforcement of concepts & Lift Off for intervention
- RTI Reporting Documentation and Follow Up of Data Reports

Professional Development Focus:

- Focus on PD/training on Blended Learning/Workshop Model
- 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 (speed dating for #observeme)
- Fall Blended Learning Academy – Tarpley, Gaskey, and Behrens – Turn-Around PD on 10/14 PM / Spring Blended Learning Academy – Lee and 2 Teachers
- Guided Math Pilot participation – Conanan and Crockett (5th Math)
- PLC Meetings – once a month by content and once a quarter in extended PLC embedded in the day
- Use of Lead4ward Resources for TEKS, Scaffolds, IQ Released Items Analysis Tool, Field Guides, Snapshots, Think It Up! Strategies
- PLC Processes focused on deep dives of what and who (PLC Protocols-Data Analysis and Data Discussion)
- Dept. Leads and Content Keepers as Instructional Coaches (possible observations for core content practices alignment and cohesive practices)
- Assistant Principal – Effective PLC training – Solution Tree
- Principal – attending Principles of Effective Feedback and Coaching training to share in turn-around PD with the Dept. Leads and Content Keepers

Goal 1 Plans:

STUDENT Focus Activities/Strategies	Critical Success Factors Evidence	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Improved Tier 1 Instructional Strategies - Rigorous instruction with high levels of metacognitive modeling, thinking, and discussions and Goal Setting for Student Progress (continued focus on Questioning & Student Communication)	CNA, RSC, HQPD, SCC, TDM, AS, TI	Principal, Assistant Principal, BLT Members, Lead Teachers, Campus Curriculum Coordinators, Instructional Specialist, Intervention Specialists, Teachers, C & I Department	August – June PLC Meetings with TEKS Charting Focus with ILA Strategies	Instructional Leadership Academy (ILA) Strategies, CBA/Data Reports, Instructional Rounds Feedback, Walk-Thru Feedback, SLO Processes by Content, PLC Plan, PD, Curriculum Guidelines, Local Funds, Title I Funds	Lesson Plans, STAR Reading and Math Tests, CBA Data, Progress Measures (PM)/Formative Assessments, Progress Reports, Report Cards	STAAR Results, Progress Report and Report Card Failure Rates, Promotion / Retention Records
<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 	CNA, RSC, HQPD, SCC, TDM, AS, TI	Principal, Assistant Principal, BLT Members, Lead Teachers, Campus Curriculum Coordinators, Instructional Specialist, Intervention Specialists, Teachers, C & I Department	August – June Rtl Meetings PLC Meetings	WAC Resources, Education Galaxy, STEM Scopes, Mentoring Minds-Motivation Math, Lead4ward, Academic Vocabulary Resources & Word of the Week Initiative, Text Analysis of Released Test Questions, and Student Learning Reports, RTI Process, PLC Plan, SLO Processes by Content, Instructional Rounds, Local Funds, Title I Funds	Writing Samples Displayed, Lesson Plans, STAR Reading and Math Tests, CBA Data, Progress Measures (PM)/Formative Assessments, Progress Reports, Report Cards	STAAR Results, Progress Report and Report Card Failure Rates, Promotion / Retention Records
Implementation of Targeted Interventions with struggling students within each performance group with a focus on Hispanic, ELLs, Economically Disadvantaged, and Special Education.	CNA, RSC, HQPD, SCC, TP, TDM, AS, TI	Principal, Assistant Principal, BLT Members, Lead Teachers, Campus Curriculum Coordinators, Instructional Specialist, Intervention Specialists, Teachers, C & I Department	August – June Rtl Meetings PLC Meetings	Learning Lab, Software Programs by Content, Learning Labs, Science Lab, Aware data, Lead4ward TEKS Scaffold, RTI Process, PLC Plan, SLO Processes by Content, Instructional Rounds, Local Funds, Title I Funds	Lesson Plans, STAR Reading and Math Tests, CBA Data, Progress Measures (PM)/Formative Assessments, Progress Reports, Report Cards	STAAR Results, Progress Report and Report Card Failure Rates, Promotion / Retention Records

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 paraprofessionals in areas of Special Education, 504, RTI, 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.	CNA, RSC, HQPD, SCC, TP, TDM, AS, TI	Principal, Assistant Principal, Lead Teachers, Campus Curriculum Coordinators, Instructional Specialist, Intervention Specialists-Reading/Dyslexia & Math/EL, Program Coordinators, Teachers, C & I Department	August – June	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, EpiPen & Diabetic Training, 7 Habits Training, Diagnostician-ARD/SPED, Counselor 504, Learning Lab Intervention Specialists-RTI, Instructional Specialist, Region XI, ELPs resources, TELPAS calibration trainings, Guidance Groups, Morning Tutorials, Local Funds	Records of PD within ESC, T-TESS Walk-thru evidence and application of learning, Staff Certifications	STAAR Results, Progress Report and Report Card Failure Rates, Promotion / Retention Records
Design embedded Professional Learning Communities (PLCs) through RTI and Quarterly Extended PLCs.	CNA, RSC, HQPD, SCC, TDM, AS, TI	Principal, Assistant Principal, Lead Teachers, Campus Curriculum Coordinators, Instructional Specialist, Intervention Specialists-Reading/Dyslexia & Math/EL, Program Coordinators, Teachers, C & I Department	August – June	Counselor & CIS Supports, Master Schedule-PLC/RTI Schedule, Lead4ward Resources, Aware data reports, Learning Lab, RTI Process, PLC Plan, Local Funds, Title I Funds	Records of PD within ESC, T-TESS Walk-thru evidence and application of learning, RTI Roster, Summary Record of PLC	STAAR Results, Progress Report and Report Card Failure Rates, Promotion / Retention Records

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.

- Math & Science Team - opportunities for student enrichment in math and science and to compete in local and state meets (Azle Elementary team hosted through a partnership with Hoover Elementary sponsors)
- Backpacks for Kids - a weekend nutritional support for students who have an insufficient food source outside of school
- Kindness and 7 Habits of Happy Kids Challenge - bringing the message of kindness and compassion to create a permanent, positive school environment through acts of kindness and compassion
- Kindness and Compassion - KC Club – student organization based on community service and promoting the Kindness Challenge
- Robotics Club - students learn the basics of robotics using LEGO Mindstorm EV3 Kits as a project based, hands-on activity to expose students to math, science, critical thinking, and problem solving.
- STEAM Club – opportunities for projects in Science, Technology, Engineering, Arts, and Math projects to get your 4 C’s going: Creativity, Collaboration, Critical Thinking, and Communication.
- Coding Club – a technology based club to begin the basics of coding for computer programming, building games and sequences for patterns
- Battle of the Books – students will compete in reading specific book titles to perform in comprehension reviews and book talks.
- Drama Club – students will learn elements of theatre and perform plays for Azle Showcase.
- The Rock Zone (TRZ) - 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 Avengers – students finding ways to impact our environment through recycling and waste controls.
- Art Club – students will draw and learn techniques for visual expression.
- Animal Rights Club - an animal rights and awareness group who collect supplies and make items for the Azle Animal Shelter
- American Sign Language Club – sessions provided to learn basic sign language for increased communication modes.
- Running/Athletics Club – an athletic focus on lifelong fitness through increasing student awareness of physical activity and healthy food choices
- 5th and 6th Grade Incentive Days for Student Performance – Students with an Excellent or Satisfactory in conduct and who have a passing average in all content areas are eligible to participate in the incentive activity.
- 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).
- 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 to provide for a 45 minute period scheduled quarterly by content. (i.e., Hornets with Hearts, Resilience, Pillowcase Discussions, College Information/Terms, Career-Industry Details, etc.)

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.

Mastery Time/Response To Intervention (RTI) – a 45 minute block built into the daily schedule to provide an instructional intervention program utilizing research-based strategies to promote academic success. Each team has a Mastery/RTI specialist to serve as an initial support to Tier 1 & Tier 2 classroom instruction.

RTI Reviews – an administrative supported student performance review every 3 weeks during the team conference periods to discuss student achievement and concerns along with the instructional interventions being provided to support student success.

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

Weekly Planning by Content & Monthly PLC Reviews with Administration – after school planning and discussions using the Scope & Sequence and relevant data sources to inform instructional focus for the current instructional period as well as discussions on current trends within performance and student targets for performance.

Quarterly Extended Professional Learning Communities (PLCs) – a 45 minute block scheduled quarterly to provide teachers the opportunity to deeply analyze data from the district Curriculum Based Assessments (CBAs), progress check the Student Learning Objective (SLO) for their content, review formative and summative data to inform instructional decisions of specific areas to target and spiral within the next six weeks' period, identify groups of at-risk students and plan intensive intervention strategies to employ for scaffolded support, and project the plans within the district scope and sequence for the next six weeks.

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

Goal 2 Plans:

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...everyone!!!	August – June	PBIS-Rock Leader Nominations-Buzzy Bucks-Buzzy Store-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 (six 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	Principal, Assistant Principal, BLT Members, CIS Social Worker, Counselor, Lead Teachers, Teachers, Office Staff, Support personnel, Custodial Staff...everyone!!!	August – June	7 Habits of Happy Kids, Rock Leader Motto and Mission, Student Leadership Framework, 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 using Buzzy Bucks	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	Principal, Assistant Principal, BLT Members, CIS Social Worker, Counselor, Lead Teachers, Teachers, Office Staff, Support personnel, Custodial Staff...everyone!!!	August – June	5 th and 6 th Awards related to Attendance, PTO partnership for cumulative awards, Parent Link for contact when absent, personal follow up calls from teachers and/or administrators, Perfect Attendance Drawings & Homeroom Pop Party for highest attendance each six weeks.	Six Weeks 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.

Goal 3 Plans:

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 (Buzzy Business Folder, Google forms, Remind, Parent Link, Showbie, Newsletters, Social Media, etc.), Meet the Teacher, Curriculum Night, Parent Nights/Workshops, Band-Music/Choir-PE Performances, PTO, CIS, Parent Volunteering, Texas Public Schools Week-Breakfast w/Parents & Donuts in the Car Line, Spring Creek Spirit Nights-fall and spring, Breakfast w/Santa, Veterans’ Day Luncheon, Sting Fling 5K Parents and Students Participation, Thanksgiving Luncheon, Flu Vaccines, Walmart Vision Screening, Vision Van, PALS, Literacy Leaders Community Library, KC Club Food Drive, StuCo Community Donation Drives, ASL-Spotlight Pledges, ARC Food & Blanket Drive, StuCo & KC Nursing Home Visit, Red Ribbon Week Spirit Days, Buzzy Store Volunteers, Dance Volunteers, PTO Spirit Store, Parent Portal-TX Connect, Rock Stars – Volunteer Program (in development), Marquee, Azle News, 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	Principal, Assistant Principal, BLT Members, CIS Social Worker, Counselor, Lead Teachers, Teachers, Office Staff	August – June	Parent Communication Tools (Buzzy Business Folders, Google forms, Remind, Parent Link, Showbie, Social Media, etc.), Webpages, 6 Weeks Team Newsletters, Spring Creek Spirit Nights, Curriculum Night, PBL Gallery and Parent Workshops, Azle Showcase, Positive Parent Phone Calls, Home & School Connection Newsletters, Rock Leader Nominations, Buzzy Tables Reward, Career Day, Buzzy Store, 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 2019-2020

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
Drug Dogs			X	X
Sex/Violence and the Law Awareness Training for Students			X	X
Crime Stoppers			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
				May 2019