

Azle Junior High School Campus Improvement Plan  
2019-2020



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**

**Logan Enis - Social Studies Teacher**

**Kelley Ditmore - Mathematics Teacher**

**Kristi Padilla - SpED/Inclusion Teacher**

**Lyndsey Thomas - Library Media Specialist**

**Barrett Ball - 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. These data were also analyzed to determine individual student strengths and weaknesses for each objective.

Surveys were disseminated to the campus level team to solicit needs in the areas of 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 vertical 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: \$ 202,222

Total FTEs funded through SCE at Azle Junior High School: 5.3725 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, including a detention facility, substance abuse facility.

<p><b>New and Continuing Initiatives for Azle Junior High School</b></p>
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Anti-Bullying/De-Bully	Writing Across the Curriculum
iPads for Teachers / Students	Student Mentoring
Teacher Reach Parent Link	"Book Whisperer" - ELAR Classes
Common planning all content areas	Hornet Hive Tutoring
Learning Lab	Dyslexia Class - Rite Flight Program
Centralized Core Classes	AHS Pals - Mentors
Community in Schools	Makerspace
Veteran Teacher Mentors	Data Based Questions - Social Studies
All 8th grade students in Health	STEAM
Peer Mediation	Math and Reading Enrichment Classes
"Starts with Hello"	Teen Leadership/Professional Communications
Principles of IT	Student Council
National Junior Honor Society	

<p><b>STAAR Objectives</b></p>
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**Writing - 7th Grade**

All students will improve from 74% passing on STAAR in 2019 to 80% passing on the 2020 STAAR test .  
 Hispanic students will improve from 78% passing on the STAAR in 2020 to 83% on the 2019 STAAR test.  
 Economically disadvantaged students will improve from 61% passing on the 2019 STAAR to 70% passing on the STAAR in 2020.  
 Special Education students will increase their passing rate by 5% from the 2019 STAAR to the STAAR in 2020

**Mathematics**

All students will improve from 82% passing on the 2019 STAAR, to 87% passing on the 2020 STAAR test.  
 Economically disadvantaged students will improve from 72% passing on the STAAR in 2019, to 80% passing on the 2020 STAAR.  
 Hispanic students will improve from 76% passing in 2019 STAAR to 81% passing on the 2020 STAAR test.  
 Special Education students will increase their passing rate by 5% from the 2019 STAAR to the STAAR in 2020

**Reading**

All students will improve from 84.5% passing on the 2019 STAAR to 90% passing on the 2020 STAAR test.  
 Hispanic students will improve from 84% passing on the 2019 STAAR test to 89% passing on the 2020 STAAR test.  
 Economically disadvantaged students will improve from 76% passing STAAR in 2019 to 81% passing on the 2020 STAAR test.  
 Special Education students will increase their passing rate by 5% from the 2019 STAAR to the STAAR in 2020

**Social Studies - (8th Grade)**

All students will increase from 71% on the 2019 STAAR to 80% on the 2020 STAAR test.  
 Hispanic students will increase from 59% on the 2019 STAAR test to 75% on the 2020 STAAR test.  
 Economically disadvantaged students will increase from 59% on the 2019 STAAR to 70% on the 2020 STAAR test.  
 Special Education students will increase their passing rate by 5% from the 2019 STAAR to the STAAR in 2020

**Science - (8th Grade)**

All students will increase from 83% on the 2019 STAAR to 90% on the 2020 STAAR.  
 Hispanic students will increase their score from 74.5% on the 2019 STAAR to 80% on the 2020 STAAR.  
 Economically Disadvantaged students will increase their score from 77% on the 2019 STAAR to 85% on the 2020 STAAR.  
 Special Education students will increase their passing rate by 5% from the 2019 STAAR to the STAAR in 2020

**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. All students will improve from 82% passing on the 2019 STAAR, to 87% passing on the 2020 STAAR test.

**Summative Evaluation:** Students will leave Azle Junior High to enter high school with sufficient knowledge and skills to be successful.

Action(s) Implementations	Person(s) Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Math Enrichment Classes	Principal Teachers Curriculum Special Education	Weekly 3 Weeks 6 Weeks	STAAR/AWARE data Disaggregated data Campus Budget funds HMH Math APEX Tutorials Hornet Hive Peer Tutoring Learning Lab Tutorials for at-risk students Curriculum Alignment Writing Across Curriculum	Lesson Plans Progress report Report Cards Benchmark Assess Walk through process Quizzes on HW	STAAR results Academic Intervention RTI
STAAR Tutorials	Principals Teachers Curriculum Sp Ed	Weekly 3 Weeks 6 Weeks	STAAR/AWARE data Disaggregated data Campus Budget funds Math Enrichment Classes HMH Math APEX Learning Lab Tutorials Hornet Hive Peer Tutoring Tutorials for at-risk students Curriculum Alignment	Lesson Plans Progress report Report Cards Benchmark Assess Walk through process Quizzes on HW	STAAR results/ Academic Intervention RTI
Geometry and Spatial Reasoning	CNA,FS,TAPR	GT,ESL, AR, SE	STAAR/AWARE data Disaggregated data Campus Budget funds Math Enrichment Classes CBAs HMH Math APEX Tutorials Hornet Hive Peer Tutoring Learning Lab Tutorials for at-risk students Curriculum Alignment	Lesson Plans Progress report Report Cards Benchmark Assess Walk through process Quizzes on HW	STAAR results/ Academic Intervention RTI
Concepts and Uses of Measurements	CNA, FS, PS, TAPR	GT, ESL, AR, SE	STAAR/AWARE data Disaggregated data Campus Budget funds Math Enrichment Classes CBAs HMH Math APEX Tutorials Learning Lab Hornet Hive Peer Tutoring Tutorials for at-risk students Curriculum Alignment	Lesson Plans Progress report Report Cards Benchmark Assess Walk through process Quizzes on HW	STAAR results/ Academic Intervention RTI
Probability and Statistics	CAN,FS,PS, TAPR	GT,ESL, AR, SE	STAAR/AWARE data Disaggregated data Campus Budget funds Math Enrichment Classes CBAs HMH Math APEX Tutorials Learning Lab Hornet Hive Peer Tutoring Tutorials for at-risk students Curriculum Alignment	Lesson Plans Walk Throughs Progress Reports Report Cards Assessments Quizzes on HW	STAAR results/ Academic Intervention RTI
Mathematical Tools and Processes	CAN,FS,PS, TAPR	GT,ESL, AR, SE	STAAR/AWARE data Disaggregated data Campus Budget funds Math Enrichment Classes CBAs HMH Math APEX Tutorials Learning Lab Hornet Hive Peer Tutoring Tutorials for at-risk students Curriculum Alignment	Lesson Plans Walk Throughs Progress Reports Report Cards Assessments Quizzes on HW	STAAR results/ Academic Intervention RTI

Needs Assessment: CNA=Comprehensive Needs Assessment TAPR,SS=Student Survey, PS=Parent Survey,FS=Faculty Survey, DR=Discipline Report, O=Other (specify)  
Special Populations (Sp.Pop): GT=Gifted and Talented, ESL=English as a Second Language, AR=At Risk, SE=Special Education,

<b>7th Grade</b>	
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 2020 STAAR test.	
<b>District Goal :</b>	Ensure student achievement at the highest levels by promoting effective learning through data-driven instructional decisions
<b>Performance Objective :</b>	All student groups taking the 2019 STAAR Reading, Writing, and Math tests will meet or exceed the state standard to achieve a score of a "B" on the campus rating. All student gr passing standards for federal accountability.
<b>Summative Evaluation:</b>	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	CNA,TAPR, FS	SE	Target Inclusion Support Mastery Classes SAIL 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 Math, Writing, and Reading	CNA,TAPR, FS	SE	Survey Collegial Conversations Benchmark 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	CNA,TAPR, FS	SE	TEKS and STAAR objectives Benchmarks PLC Accelerated Reader Writing Across Curriculum SAIL Crossroads	Progress Reports Report Cards Lesson Plans	STAAR Results Safeguard report
Ensure that instruction is aligned with the TEKS and STAAR objectives in Math, Writing, and Reading	CNA,TAPR, FS	ALL	TEKS and STAAR objectives Hornet Hive Learning Lab Benchmarks Professional Development STAAR Tutorials Mastery Classes PLC	Teacher inputs Mini Benchmarks Six Week Assess/ Lesson Plans Walk Throughs	STAAR Results Safeguard report

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<b>Campus - Student Achievement</b>					
Ensure student achievement at the highest levels by promoting effective learning through data-driven instructional decisions					
<b>District Goal :</b>	Ensure student achievement at the highest levels by promoting effective learning through data-driven instructional decisions				
<b>Performance Objective :</b>	All student groups taking the 2019 STAAR Reading, Writing, Math, Science, and Social Studies tests will meet or exceed the state standard to achieve a score of a "B" on the campus rating.				
<b>Summative Evaluation:</b>	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
Continue a strong mentor program for new teachers and teachers new to Azle JH...Include experienced teachers assigned to new grade-levels.	FS	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.	CAN,TAPR, FS	ALL	Hornet Hive Peer Tutoring Local Funds Inclusion classes Math/Reading Enrichment After-School Tutorials Transportation	Benchmark CBA's	STAAR results Academic Intervention
Continue a mentor program teaming special ed teachers with regular ed teachers to align STAAR expectations.	CAN,TAPR, FS	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	CAN,TAPR, FS TAPR	ALL	Common Planning Time Disaggregated data Materials and Supplies TARGET class tutorials Dept planning/Staff Dev Mastery Writing Across Curriculum Hornet Hive Peer Tutoring	Walk Throughs Lesson Plans Progress Reports Report Cards Observations	STAAR results

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<b>Summative Evaluation:</b>	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
Incorporate writing activities and skills across the curriculum.	CNA,TAPR, FS	ALL	Language Arts Teachers iPads in the classroom Hornet Hive Peer Tutoring 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	FS, TAPR AR	ALL	Aware Data Learning Style Inventories Hornet Hive Peer Tutoring 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.	CNA,TAPR, FS	SE, AR	Aware Disaggregated data Learning Style inventories Hornet Hive Peer Tutoring iPads 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	CNA,TAPR, FS	ALL	Orientation Meetings Parent Conferences Meet The Teacher Night Parent Link Step-up/FISH Camp District Website	Attendance	Transition
Implement District Dyslexia plan for identification, placement, and services for students. Provide staff development training for dyslexia	CNA,TAPR, FS	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	FS	ESL, AC E	Local Funds	Staff Development Applications	STAAR results ESL report ESL Supplement Cert.
Implement GT/PAP 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.	FS, PS	GT	G/T Teachers Pre AP Teachers Counselor TCU PreAP Institute Applied Practice	Staff Development G/T Curriculum Minutes TAGT Conference Eduphoria	PreAP Curric G/T Eval Report Teacher record Applied Practice
Provide high quality and ongoing professional development for teachers, principals, and para-professionals to meet state/federal student achievement standards	CNA,TAPR, FS	ALL	Consultants Curriculum Lesson Design District Summer Workshops EdCamp Region XI	Lesson Plans Staff Develop Needs Assess Calendar Eduphoria T TESS	STAAR
Support use of technology to inform instruction, improve student digital literacy, academic achievement, digital citizenship.	FS, SS	CC, PD	Local Funds 1 to 1 iPad Distribution SMARTboard Laptop Nearpod or other platform AEF Grants	Lesson Plans Observations Technology Star Report	T-TESS STAAR Faculty Survey
Increase awareness levels of all teachers in their role of meeting needs of At-Risk students and student sub groups	SS, PS, FS	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	CNA,TAPR, FS SS, FS	AR, SE ALL	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)	CNA,TAPR, FS	All, AR, SE	Hornet Hive Peer Tutoring Library Announcements Makerspace Collaborative Groups	Grade Reports 6 week assessment	Failure Rate Attendance %

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<b>Summative Evaluation:</b>	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
Use more high-level thinking skills in questioning during class	TAPR, SS, FS	ALL	STAAR Materials Before/After School Tutorials DBQ Staff Development Springboard Curriculum Writing Across Curriculum	STAAR pretest scores Walk Throughs Observations Thinking Maps Benchmarks	STAAR Scores
Provide Staff Development for teachers	CNA,TAPR, FS	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.	FS, TAPR	ALL	Books, instructional materials Thinking Maps Document Based Questions PLC	Mini Benchmarks Walk Throughs	STAAR results
Provide individual tutorials for At-risk students in Social Studies and Science	SS, PS	AR	TMZ Classroom Before/After School Tutorials Discovery Education Peer Tutoring Hornet Hive Peer Tutoring DBQ	Benchmarks 6 wk assessments	STAAR Test
Continue STAAR Remediation	CNA,TAPR, FS	ALL	Before/After School Tutor STAAR Tutorial Materials Math/Reading Enrichment	STAAR pretest scores Benchmark CBA's	STAAR Scores

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Campus - Attendance					
<b>District Goal :</b>	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.				
<b>Performance Objective :</b>	The student attendance rate will improve from 96.2% to 97%. Dropout rate will be 0%.				
<b>Summative Evaluation:</b>	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	AR, 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 %
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 CIS	Students withdraw Progress report Report Card	Drop Out % Attendance % Grades

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Campus - Culture	
<b>District Goal :</b>	Provide a safe and orderly school climate, conducive to learning
<b>Performance Objective :</b>	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.
<b>Summative Evaluation:</b>	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.	DR, FS	ALL	AEP	AEP Referrals	Attendance Rate Dropout Rate PEIMS 425 Report
Implement the District's Crisis Management Plan	PS, FS	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	PS, FS, SS	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	PS, FS	ALL EX.CURR	Laboratory equipment	Testing results	No. of incidents
Provide drug dogs on campus	PS, FS	ALL	Local Funds	Dog visits	No. of incidents
Provide a SRO on campus	PS, FS	ALL	Officer	No. of incidents	No. of incidents
Continue the AHS PALS program	PS, FS, SS	PALS	Special training for students	No. of incidents	No. of incidents
Student and Staff Members of the month	FS, SS	ALL	Survey PTO	Survey	Survey
Peer Mediation	FS, DR	ALL	Survey Students/Teacher Professional Development	No. of incidents	No. of incidents
Educate teachers in Classroom Management techniques	TAPR,DR, FS	ALL	Presenters Region XI Varied Sources Mentor Teachers AISD Summer Workshops	Presentations Walk thrus Conferences Documentation	No. of incidents
Continue 'Crimestoppers'	FS, PS	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	FS, PS	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	FS, SS,FS	ALL	Bell System Lock Down Protocol	Training	Awareness

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Campus - Community Involvement	
<b>District Goal :</b>	Increase parent and community involvement.
<b>Performance Objective :</b>	Increase the number of parent and community participants in the areas of communication, volunteering, and parent participation
<b>Summative Evaluation:</b>	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	PS, FS	ALL	BLT/PTO Increase opportunities for PTO involvement Athletic activities Band Activities Choir Activities	Sign-in sheets PTO Membership BLT meetings	Parental Involvement rate
Encourage more participation in PTO	PS	ALL	Website PTO Members Social Media	No. of Volunteers	More participation
Encourage more parents to attend 'Meet the Teachers Night' by changing format	PS, FS	ALL	Social Media Parents Parent Link	Meet the Teachers Night	More attendance at this event
Encourage more special programs prompting parents to attend meetings.	PS, FS	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	PS, FS	ALL	Web Twitter	Attendance	Increased Participation
Increase use of Parent Link	PS	ALL	Parent Link System	Attendance	Increased Part

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Drug and Violence Prevention Coordination Matrix

<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>	X	X	X	X
<i>Conflict Resolution</i>	X	X	X	X
<i>Suicide Prevention</i>				
<i>Violence or Bullying Prevention</i>	X	X	X	X
<i>Red Ribbon Activities</i>	X	X	X	X
<i>PALS/Peer Mediation</i>	X	X	X	X
<i>Resource Officer</i>		X	X	X
<i>Random Drug Testing for Extra Curriculum</i>			X	X
<i>Drug Dogs</i>			X	X
<i>Sex/Violence and the Law Awareness Training for Students</i>			X	X
<i>Crime Stoppers</i>			X	X
<i>Student and Teacher IDs</i>	<i>Teachers Only</i>	<i>Teachers Only</i>	X	X
<i>Raptor Program (Identification for visitors)</i>	X	X	X	X
<i>Security Cameras</i>	X	X	X	X
<i>Secure Vestibules</i>	X	X	X	X