

CROSS TIMBERS ELEMENTARY SCHOOL

CAMPUS IMPROVEMENT PLAN

2019-2020

Date of School Board Approval

Shelly Wynns, Principal

Representing Curriculum Areas

Amber Chapman
Shea Sexton
Laura Barnard
Shannon Bernsen
Tracie Rabe
Lennie Loeffelholz

Community Member and Parents

Stephanie Klaus
Ashley Moreland

District Members

Todd Smith, Assistant Superintendent

Non-Teaching Members

Misty Stowe, Nurse
Kristi Dowell, Counselor
Robyn Mahoney Assistant Principal

Azle ISD Core Beliefs

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:
 - 15+ hours 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.

Cross Timbers Elementary Beliefs

Motto: Every student matters. Every moment counts.

Vision: Encouraging personal development and academic growth in a safe and supportive environment.

Mission: To prepare and motivate each student by providing them with an educational and personal support system to ensure success in all areas of their lives.

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

Goals:

1. All students will grow one grade level each year in reading.
2. Students will be engaged in rigorous and relevant learning experiences that will prepare them for their future.
3. Cross Timbers will partner with our families and our community for student success.



Cross Timbers Elementary

2018-2019

Area Reviewed	Data Source Where did you pull your data to review for this area?	Summary of Strengths What were the identified strengths for this area?	Summary of Needs What were the identified needs for this area?	Priorities What are the priorities of the campus, including how federal and state funds will be used?
Demographics	CIP/Accountability Reports/TEA	Backpack Program Lion's Club Glasses Shot Clinics Inclusion Tiered Interventions	Supporting Populations: Eco Dis ELLs SPED White	Differentiation for sub populations. Inclusion training for general ed and special ed
Student Achievement	Accountability Reports/TEA/AWARE	Met all five of the state recognition areas. Awards Ceremonies Wonder Lab RTI block (interventions and enrichment)	Students below grade level in reading Small percentage of students at Master's level on state testing	Intervention and support Achievement-Students Reading on grade level Guided reading training and implementation Reading and math progress monitoring
School Culture and Climate	CIP/Surveys	Social Committee Positive Office Referrals Hornets with Hearts Morning Greetings Staff Shout-outs	Improved attendance	Cultivate a campus of positive leaders and positive behaviors for students and staff members.

Staff Quality/Professional Development	HR/Curriculum/Surveys/T-TESS	Experienced Teachers PLCS Mentor Program Instructional Specialists Technology Specialists Literacy Specialists	Guided Reading Balanced Literacy Math Common Vocabulary	Guided Reading Balanced Literacy Math Common Vocabulary
Curriculum, Instruction, Assessment	Scope and Sequence, TEKS, TEKS Bank, CBAs, State Assessments	Instructional Specialists Technology Specialists Literacy Specialists CBAs, DRA, Kinder Report Card	Math Progress Monitoring, Math Tiered Interventions, Differentiated technology applications	Math Progress Monitoring, Guided Reading and Math, STEAM curriculum and activities
Family and Community Involvement	Surveys, CIP, PTO Meetings, Sign-In Sheets, Raptor	Community Involvement and Support PTO Volunteers High Attendance for family events	Parent Awareness of Importance of Attendance Parent Nights: Activities and Reading Nights	Parent Awareness of Importance of Attendance Parent Nights: Activities and Reading Nights
School Context and Organization	Master Schedule, Class size	RTI program, Blocked instructional time, shared-decision committee	RTI time Maximize instructional time	Teacher training, PLC time to focus on campus mission and vision
Technology	Bright Bytes Survey, Apple Survey	1:1 iPads Pre-K-12 Demographics, Smart TVs	Higher Level SAMR Digital Readers	Higher Level SAMR Digital Readers

Safety	Raptor, Office Referrals, Bullying Crisis Referrals	LDD, Drills, Controlled Access, Lockdown buttons, Guidance Program	Cont. Training and Updates	Cont. Training and Updates Maintaining safe campuses
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Comprehensive Needs Assessment

Cross Timbers Elementary conducted a comprehensive needs assessment (CAN) that consisted of analyzing STAAR/State Assessment results, and identifying campus strengths and weaknesses in the areas of Math, Reading, and Writing. Academic Performance/Demographics, Student Achievement, School Culture and Climate, Staff, Quality Professional Development, Curriculum-Instruction-Assessment, Family and Community Involvement, School Context and Organization, Technology, and Safety were all considered for decisions regarding strategies needed to meet our goals. The data was also analyzed to determine a pattern of strengths and weaknesses.

Summary of Findings

3 rd Math	Approaches			Meets			Masters		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
State	78	77		47	46		24	23	
District	85	81	83	51	43	50	26	19	23
Sped	*	60	50		19	17	*	7	7
Cross Timbers	80	96	94	49	63	67	26	28	36
Sped	*	67	100	*	22	33	*	11	33

3 rd Reading	Approaches			Meets			Masters		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
State	76	76		44	42		26	24	
District	79	81	80	45	43	51	30	22	30
Sped	*	52	45	*	31	17	*	7	7
Cross Timbers	80	96	91	44	70	54	27	34	29
Sped	*	78	100	*	56	67	*	*	67

4th Math	Approaches			Meets			Masters		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
State	74	78		46	47		28	26	
District	76	86	84	42	52	51	21	26	28
Sped	*	53	50	*	28	28	*	11	10
Cross Timbers	78	94	94	40	57	57	13	31	30
Sped	33	75	100	11	25	50	11	25	50

4 th Reading	Approaches			Meets			Masters		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
State	76	72		44	45		28	24	
District	79	84	78	45	52	45	26	26	26
Sped	*	51	43	*	22	25	*	8	8
Cross Timbers	84	96	88	47	64	45	11	35	26
Sped	44	75	100	11	50	50	0	25	0

4 th Writing	Approaches			Meets			Masters		
	2019	2018	2017	2019	2018	2017	2019	2018	2017
State	65	61		33	38		10	10	
District	68	71	69	27	42	31	5	9	8
Sped	*	24	20	*	3	8	*	0	0
Cross Timbers	68	84	81	26	53	36	3	13	7
Sped	11	25	50	0	0	0	0	0	0

Federal, State, and Local Funding Sources

Funding sources for Cross Timbers Elementary 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 vocation-al programs.

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 Cross Timbers Elementary: \$296,296 plus \$6,500 for tutoring

Total FTEs funded through SCE at Cross Timbers Elementary: 7.6516

The process we use to identify students at risk is:

RTI committee meets to conduct a performance review of each student to determine needs of support through Tiered interventions. 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 support/services.

The process we use to exit students from the SCE program who no longer qualify is:

Have a RTI committee meeting and determine if eligibility still exist for the student.

At Cross Timbers Elementary School State Compensatory Funds are used to support Title I initiatives.

State Compensatory Education

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 (Kindergarten excluded)
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.

New Initiatives at Cross Timbers Elementary School

The comprehensive, intensive, accelerated instruction program at Cross Timbers Elementary Schools consists of continuous staff development to improve instructional strategies including weekly PLC meetings and staff book study, campus wide RtI time, tutorial sessions offered before, during, and after school, monitoring K-4th grade students using Education Galaxy, DRA, and CBAs, implement Hornets with Hearts and improving use of technology with document cameras, projectors, iPads and Smart Boards in classrooms. Attendance and tardy data are also being monitored weekly with parent conferences being conducted with parents of excessively absent/tardy students.

These are new initiatives and will be evaluated throughout the year for effectiveness.

Title I Schoolwide Components			
CNA	Comprehensive Needs Assessment	PI	Parent Involvement
RS	Schoolwide Reform Strategies	T	Transition
HQPD	Highly Quality Professional Development	TDM	Teacher Decision Making Regarding Assessments
		AS	Effective and Timely Assistance to Students
		CI	Coordination/Integration

Program Budget Codes			
Local	Local		
T IA	Title I, Part A	T V	
T IC	Title I, Part C (Migrant)	SCE	State Compensatory Ed.
T IIA	Title II, Part A (TPTR)	OEYP	Optional Extended Year
T III	Title III (Bilingual/ESL)	Other	Other

Goal 1: Students will exhibit a minimum of one years growth in all content areas, as well as personal successes through: academic achievements, personal leadership, and high level instruction.

- Students will improve our Meets % by 10 percentage points in all content areas and grade levels.
- Students will improve their Masters percentages in all content areas and grade levels.
 - Specific Focus Groups
 - Students who did not make one full years growth in the previous year
 - Special populations of focus: Hispanic, ELL’s/Bi-Lingual, Special Education, and Economic Disadvantage
 - Students who are below grade level on BOY, MOY, and EOY DRA.

Activities/Strategies Goal 1:	Critical Success Factors Evidence	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. Specific Tiered Interventions	CAN, AS, TI, HQPD, RSC	Principal, Assistant Principal, Counselor, Instructional Specialist, Teachers, Interventionists, C&I Department	August-June	CBA/Data, STAAR Data, Staff Surveys, Walk-Thru Feedback, PLC Meetings, Title 1 Fund	Lesson Plans, STAR Reading and Math, Progress Reports, Report Cards, Formative Assessments, I-Station Reports	STAAR Results, Failure Rates, Promotion/Retention Records, DRA Levels (BOY, MOY, and EOY)
2. Use of Technology Applications to Focus on Re-telling of Stories and Events to Build Comprehension across Content Areas.	TI, CAN, HQPD, SCC, AS	Principal, Assistant Principal, Wonder Lab Teacher, Technology Specialists, Technology Department, Teachers, C&I Department	August-June	Staff Surveys, DRA Data, Student and Parent Feedback, Student Use of SeeSaw	Lesson Plans, STAR Reading and Math, Progress Reports, Report Cards, Formative Assessments, I-Station Reports	STAAR Results, Failure Rates, Promotion/Retention Records, DRA Levels (BOY, MOY, and EOY)

3. Increase Student to Student Communication and Encouraging Students to Become Independent Thinkers	CAN, RSC, SCC, AS, TI	Principal, Assistant Principal, Counselor, Instructional Specialist, Teachers, Interventionists, C&I Department	August-June	DRA Data, Walk-Thru Feedback, T-Tess	Lesson Plans, STAR Reading and Math, Progress Reports, Report Cards, Formative Assessments, I-Station Reports Walk-Thru data: What are students doing? Talk with students about what they are doing/learning. Journaling	STAAR Results, Failure Rates DRA Levels (BOY, MOY, and EOY)
4. Purposeful, intentional Professional Development for teachers and interventionists, including Guided Reading Training for teachers.	CAN, RSC, HQPD, SCC, AS, TI	Principal, Assistant Principal, Counselor, Instructional Specialist, Teachers	August-June	ESC XI, District Trainings, PLC meetings, Literacy Meetings, C&I assistance, EpiPen and Diabetic Training, Writing Across the Curriculum, Sara Waller Beginning of the year technology training	Records of PD within Eduphoria, T-Tess evidence	STAAR Results, DRA Results and growth, SLO growth, Retention rates, Report Cards, Teacher Surveys
5. Design embedded Professional Learning Communities (PLCs) through RTI and weekly meetings with District Literacy Specialist	CAN, RSC, HQPD, SCC	Principal, Assistant Principal, Counselor, Instructional Specialist, Teachers	August-June	Counselor supports, Aware reports, GCS and Tiered Interventions, Local and Title Funds	Records of PD within Eduphoria, T-Tess evidence, Meeting Minutes from PLC and Literacy meetings, Notes, schedules, and progress from Teachers and Interventionists	STAAR Results, DRA Results and growth, SLO growth, Retention rates, Report Cards
6. Creation of our Wonder Lab where are allowed to focus on creative design and problem solving strategies to increase academic achievement in all areas.	TI, SCC, RSC	Principal, Assistant Principal, Teachers, Wonder Lab Instructor	August-June	Innovative thinkers, STEAM activities, Azle Education Foundation Grants, PTO support, Problem Solving Manipulatives	Student successes, student/parent/staff feedback	Student successes, student/parent/staff feedback

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

Activities/Strategies Goal 2:	Critical Success Factors	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
Provide a safe, secure, nurturing learning environment.	CAN, RSC, SCC, AS	Principal, Assistant Principal, Counselor, Teachers, Office Staff, Custodial Staff, Parents, Community Members, District Chief of Police	August-June	Counseling and mentoring program, bus rules, campus expectations, drills, emergency plans	Discipline and office referrals, bullying reports, attendance reports, emergency and security situations/drills. Morning greetings by Leadership team, Football Greeters on Football Fridays, Honorary Football Captains, Staff Shout Outs ; Positive Office Referrals	Discipline reports, STAAR results, attendance reports, Raptor Reports, Drill records and times.
Provide student and staff leadership by fostering resilience, opportunity, and growth.	TI, AS, SCC	Principal, Assistant Principal, Counselor, Teachers, Office Staff, Custodial Staff, Parents, Community Members	August-June	PALs, Red Ribbon Week, Health Education in PE, Transition Meetings and Tours for 4 th to 5 th . Mentoring Program, Good News Club, Hornets with Hearts	Social contracts for staff and students, Positive Behavior Interventions, Restorative Discipline, Football Greeters on Football Fridays, Honorary Football Captains, Staff Shout Outs, Positive Office Referrals, Platform for staff to present on Professional Development Opportunities, Support continuing education for staff starting Bachelors and Masters programs.	Discipline reports, STAAR results, attendance reports, Raptor reports including drill records and times.
Increase attendance rates	CAN, HQPD, SCC, AS	Principal, Assistant Principal, Counselor, Teachers, Office Staff, Custodial Staff, Parents, Community	August-June	Parent Link when absent, attendance meetings, phone calls from teachers and attendance clerk, support from District Chief of Police.	Six Weeks Attendance Reports for students and staff.	Cumulative Attendance Report and Attendance Goals.

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				

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

Activities/Strategies: Goal 3	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.	SCC, CAN	Principal, Assistant Principal, Teachers, Office Staff, Para Professionals	August-June	Azle Showcase, Parent Communication Tools, Meet the Teacher, Steam Night, Parent Reading Nights, TCC Mobile, Career Day, PTO, Parent Volunteer Opportunities, Flu vaccines, PALS, Local Funds, Thanksgiving Luncheon, Grandparents Day, StingFling Fun Run, Music Programs	Event sign in sheets,	Parent surveys
Provide parent education opportunities to Strengthen support for academics, and campus behavioral expectations.	SCC, CAN	Principal, Assistant Principal, Teachers, Office Staff, Para Professionals	August-June	Hornet Leader Forms and Phone Calls, Hornet Leader Wall of Fame, Parent Communication Tools, Family Reading Night, STEAM night, Field Trips, Bi-Lingual Parent Night	Phone calls, webpage, parent link connection, event sign in sheets	Parent input and involvement, state testing data, attendance records
Provide constant communication to keep parents informed.	CAN, RSC, SCC	Principal, Assistant Principal, Teachers, Office Staff, Para Professionals	August-June	Parent Portal, Parent Link Call Outs, Facebook, Twitter, Class DoJo, Remind, Web Page, Marquee, Newsletters	Call logs and records	Parent survey

Goal 4: Student attendance rates will meet or exceed the 97% district goal for attendance in 2020.

Activities / Strategies: Goal 6	Critical Success Factors	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
1. Provide attendance incentives: award assemblies.	CI	Principal	3 weeks 6 weeks	Local funds	Progress reports Report cards Attendance reports	Attendance rate
2. Provide assemblies to enrich curriculum, fine arts and values and motivation to do our best	CI	Principal, Teachers	Aug-May	Local funds Music teacher	Progress reports Report cards Attendance reports	Attendance rate
3. Improve tardies and absences by using automated warning calls, conferences, and home visits if needed. Teachers must contact parents if student has been absent 2 or more days.	CI	Principal, Asst. Principal, Counselor, Teachers	Daily	Tardy record	Attendance record for tardies	Number of tardies for year
4. Implement video morning announcements to encourage students to arrive on time in order to see the staff and students being featured.	CI	Principa, Asst. Principal	Daily	Tardy record Video announcements	Attendance record for tardies	Number of tardies for year

