

HOOVER ELEMENTARY SCHOOL

CAMPUS IMPROVEMENT PLAN

2019 - 2020

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	
Johnny Eversole	Sixth Grade Lead Teacher	
Leslee Conditt	Fifth Grade Lead Teacher	
Lacy Iglesias	Administrative Secretary	
Noah McGuire	Music	
Lisa Jones	Special Education	
Amy Tong	Technology Representative	
Sheri Welch	District Representative	
Starla Petty	Nurse	
Caren SorrELs	Math Consultant Business Representative	
Melissa Maggio	Parent Representative	

COMPREHENSIVE NEEDS ASSESSMENT

Hoover Elementary School conducted a comprehensive needs assessment (CNA) that consisted of analyzing 2018 STAAR 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 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 2018/2019 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 2018/2019 school year.

Academic Performance/Demographics

STAAR Results
TAPR Reports
TELPAS Results
CBAs
Formative/Summative Assessments
RTI Data
PBMAS
Systems Safeguards
STAR Math Assessments
STAR Reading Assessments
IEPs/504s/Dyslexia/Special Programs
PEIMS Reports per Six Weeks/EOY
Attendance Data
Discipline Referral Data
Lead4ward Academic Growth Template

School Culture and Climate

Parent Surveys
Staff Surveys
Student Involvement/Organization/Extracurricular Data
Discipline Data
Attendance Data
PEIMS Reports per Six Weeks/EOY
Teacher Attendance
Walk-Through Observations

Data Driving Instruction/Student Achievement

STAAR Results
TELPAS Results
Vertical Alignment Discussions/PD
CBAs
Formative/Summative Assessments
Data Management Reports-Eduphoria Aware
RTI Data
PLC Discussions-Strengths/Weaknesses Analysis
Teacher Surveys
TEKS/Scope and Sequence/Pacing Guide
Tiered Instruction/Differentiation
Anecdotal Data by Teacher/Staff
PEIMS Reports per Six Weeks/EOY
Aware Reports
Student Lead Binders
Teacher Lead Binders

Leadership/Staff Quality & Effectiveness

STAAR Results
TELPAS Results
Teacher Renewal/Retention
T-TESS Feedback/Guidance/Appraisal
Teacher Attendance
Goal Setting/Professional Development
Certification by Program
T-PESS Feedback/Guidance/Appraisal

Campus Cleanliness
Community Events/Involvement
Student Leadership Meetings
Breakfast with Bettis
Student Survey
Teacher Survey
Rachel's Challenge Days/Seven Habits Focus and application practice
Building Leadership Team Input

Functional Friday
Fall PD – District/Campus
Full Time Instructional Specialist
Seven Habits Instruction/Expectations for Teachers
Seven Habits Student Instruction Time (20m/day)
Student data binders/Student lead conferences
Student Council
Campus Leadership Team Input

Family and Community Engagement/Involvement

Parent Surveys
Parent Conferences/Meetings for Programming
Parent Workshops/Programs
Participation Results of Parent Workshops
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
Watch Dogs Group
Meet The Teacher, Open House, Family Game night, Dance, sign-in sheets

Increase Learning Time (CIA)/School Context & Organization

Time on Task Observations
Parent Surveys
Master Schedule
Attendance
Calendar/Minutes of Instructional Time 90m/class
RTI/EL Discussions each 3 Weeks
Web pages/Resources Online
At-Risk Supports/SPED Schedules
Rachel's Challenge Days (2hr. data analysis and planning)

Technology

1:1 I pads
Virtual Desktops
Wifi Connections at School
Apple Classroom Monitoring
Technology Programs – Showbie, StemScope, Education Galaxy,
Blending Learning
STEAM Class
LearningAlly

Accountability Rating – B (88)
2018-2019 STAAR Results

Attendance Rate: 96.7%

5rd/6th Grade STAAR Scores 2018-All Subjects

Group	Approaches Grade Level	Meet Grade Level	Masters Grade Level
All Students	86%	54%	25%
Hispanic/Latino	85%	55%	27%
White	87%	54%	24%
Economically Disadvantaged	83%	49%	19%
Special Education	53%	25%	6%
EL	83%	48%	20%

5rd/6th Grade STAAR Reading

Group	Approaches Grade Level	Meet Grade Level	Masters Grade Level
All Students	80%	49%	20%
Hispanic/Latino	78%	51%	25%
White	81%	48%	18%
Economically Disadvantaged	75%	44%	16%
Special Education	43%	24%	2%
EL	77%	42%	19%

5rd/6th Grade STAAR Mathematics

Group	Approaches Grade Level	Meet Grade Level	Masters Grade Level
All Students	92%	58%	28%
Hispanic/Latino	91%	61%	27%
White	92%	57%	28%
Economically Disadvantaged	91%	54%	22%
Special Education	65%	28%	9%
EL	90%	54%	19%

5th Grade STAAR Reading

Group	Approaches Grade Level	Meet Grade Level	Masters Grade Level
All Students	93%	60%	29%
Hispanic/Latino	92%	64%	33%
White	93%	59%	26%
Economically Disadvantaged	90%	57%	23%
Special Education	50%	19%	4%
EL	83%	25%	10%

5th Grade STAAR Math

Group	Approaches Grade Level	Meet Grade Level	Masters Grade Level
All Students	95%	61%	33%
Hispanic/Latino	94%	60%	25%
White	96%	62%	36%
Economically Disadvantaged	94%	54%	24%
Special Education	79%	27%	12%
EL	88%	44%	20%

5th Grade STAAR Science

Group	Approaches Grade Level	Meet Grade Level	Masters Grade Level
All Students	86%	57%	27%
Hispanic/Latino	89%	50%	31%
White	85%	60%	25%
Economically Disadvantaged	82%	50%	20%
Special Education	50%	19%	8%
EL	80%	48%	24%

6th Grade STAAR Reading

Group	Approaches Grade Level	Meet Grade Level	Masters Grade Level
All Students	66%	36%	13%
Hispanic/Latino	57%	33%	15%
White	70%	36%	12%
Economically Disadvantaged	59%	28%	8%
EL	33%	8%	8%
Special Education	11%	6%	0%

6th Grade STAAR Math

Group	Approaches Grade Level	Meet Grade Level	Masters Grade Level
All Students	87%	54%	23%
Hispanic/Latino	82%	55%	28%
White	90%	53%	20%
Economically Disadvantaged	86%	51%	19%
EL	67%	42%	0%
Special Education	33%	6%	0%

- Green Indicates increase in performance
- Yellow indicates reduction in performance

Summary of Findings:

Accountability Rating: Hoover Elementary received a overall grade of 88 under the accountability system representing a 2% increase in overall score from 2018 scores. Student Achievement 85, School Progress 89 and Closing the Gaps 84. Sub categories under the school progress domain equaled 69 for academic growth and an 89 for relative performance. Hoover earned a distinctions in Comparative Closing the Gaps.

Although Hoover earned a distinction in Closing the Gaps domain for the last three years; this domain is also the reason Hoover is designated for targeted support and improvement. Each population must meet a target number for meets/masters achievement and academic growth (ensuring that students stay at the same achievement level: limited progress, expected progress or accelerated progress. The populations rated at Hoover include: All students, Hispanic, White, Economically Disadvantaged, EL students and special education students.

Hoover has missed the targets for our white population (scoring at meets/masters) level for three years. We have missed academic growth target for reading for three years with our white population and our economically disadvantaged population. State records indicate that Hoover has not met target for this population for three years in reading. Target is 60% of the students scoring at meets and masters level on reading STAAR. Reading achievement (meets/masters) 2017=44%, 2018= 49%, 2019=48%. The second target not met is academic growth in reading for our white population, economic disadvantaged students are also targeted for improvement in this category. The target for

white students is 69 points. ELA performance points school wide 2017=55, 2018=60, 2019=55. The target for economically disadvantaged students in reading is 64 points. Academic growth for these students is 2017=52, 2018=57, 2019=56. The third category falling below target is Student Success or Student Achievement points scored. The target is 58 points. Student performance for the white population for reading is 2017=49, 2018=56, 2019=55

State Comparison: Hoover exceeded or met State performance in all performance categories in 5th grade in all content areas. In 6th grade Hoover met state comparisons in reading in approaches grade level, exceeded state performance in meets grade level and scored below the state in Masters grade level. Sixth grade math exceeded state performance in every category.

District Comparison: Hoover students exceeded district performance in every category in 5th grade reading, math and science as wEL as 6th grade math. 6th grade reading fEL below district performance in all categories.

Specific Population Targets: Specific Target groups of Hispanic, EL Students, Economically Disadvantaged and Special Education continue to be a target area across all content areas for Hoover. Analysis across 2017, 2018 and 2019 STAAR performance levels indicate a need to add another target group of White Students.

Attendance Percentage: Hoover's attendance percentage for 2018-2019 was 96.1% a .6 decrease from 2017-2018 school year. Hoover continues to strive for a goal of 97% attendance or above.

Problem of Practice & Focus Areas: Hoover was identified for targeted assistance and improvement for missing federal targets in performance and academic growth for white, economic disadvantaged populations. We will continue to focus on academic growth (at least 1 year and 3 months) for all student populations in all content areas. In addition to this leadership groups have identified a need to focus on spiraling TEKS in all content areas, implement higher order questioning techniques with fidelity, increase writing and collaboration and further master differentiation techniques.

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:

Mastery Time - a 45 minute block within 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.

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 for specific, intensive reading intervention for students identified with dyslexia during jumpstart a common RTI time for the team.

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 Meet.

Friday Clubs – Friday Clubs met with good feedback from students and parents and will continue in the 2019/2020 school year to ensure all students at Hoover can participate in clubs regardless of transportation 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 RTI 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

Rachel's Challenge – anti-bullying program focusing on a message of kindness and compassion to create a permanent, positive school environment through acts of kindness and compassion.

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

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

Hornet Brain Busters - Intervention strategy for students functioning on grade level. Brain Busters are Literacy centers that enhance instructional material and encourage additional depth and breadth of learning.

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

Hive Tutoring-morning tutoring time available to all students from 7:30-8:00 in the computer lab, study hall and teachers.

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

Technology Committee – Hoover has created a technology committee to guide the blended learning process and ensure that students are getting optimum benefit from the technology purchased and implemented.

Seven Habits Teacher Refresher – Hoover is maintaining a focus on leadership using the Seven Habits of Highly Effective People by Stephen Covey. All staff attended a Seven Habits refresher at the beginning of school. Seven Habits training is on-going through Functional Friday meetings and faculty meetings. The campus principal and assistant principal received certification to teach the concepts and will continue on-going training for staff.

Seven Habits for Students- The first twenty minutes of the school day are designated as seven habits training time in the master schedule. Hoover teachers have committed to teaching the seven habits to the students through a variety of materials.

Student Data Binders – Binders students use to track individual progress by TEKS. Binders are graphed by TEKS and by CBA. Students use a 1-4 system to give the teacher feedback as to level of understanding on each TEKS taught within a six week period.

Teacher Data Binders – Binders kept by the classroom teacher to track class progress by TEKS and individual class periods.

STEAM Class – Hoover continues a STEAM program to include components of technology, engineering, art and math into the science curriculum using a project based learning model.

Watch Dogs Program - Hoover is partnering with PTO and CIS to bring the Watch Dogs program to our school. A “Dad” involvement program.

STEM Scopes – StemScopes is a science support that allows students to extend their expertise in fifth grade science concepts.

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

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

Vocabulary.com - A visual vocabulary support for students with less exposure to upper level vocabulary.

Guided Reading – A small group intervention for reading to 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 taught through jumpstart by STEAM teachers in sixth grade

AVID organizational tools have been added to student data binders

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 wEL 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.

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: \$301,484 plus \$6,500 for tutoring

Total FTEs funded through SCE at Hoover Elementary: 7.0968

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.

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

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 95% 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 is **MET STANDARD** with a scaled score of 88.

Domain 1 Student Achievement = 85, **Domain 2** School Progress = 89, **Domain 3** Closing Performance Gaps = 84. Distinction earned in: Closing Performance Gaps,

2019 Goals by Content and Grade Level:

Reading / Grade 5

All students will improve to 95% approaches with 65% meets and 30% masters in 2020. In addition all students will meet a comparative STAAR progress level on STAAR (i.e. limited, acceptable or accelerated).

Math / Grade 5

All students will remain at 95% or greater in approaches with 65% meets and 40% masters in 2020. In addition all students will meet a comparative STAAR 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 2020. In addition all students will meet a comparative STAAR progress level on STAAR (i.e. limited, acceptable or accelerated).

Reading / Grade 6

All students will improve to 95% approaches with 65% meets and 30% masters in 2020. In addition 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 95% approaches with 80% meets and 50% masters in 2020. In addition 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> <ul style="list-style-type: none"> ● Strategies and Materials: HMH and springboard curriculum, balanced literacy emphasis, Mentoring Minds materials for each grade level and content area. Reading, Lone Star Reading Target Skills, Hornet Brain Busters, 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, Vocabulary.com, USA test prep, Weekly content planning 	CNA, RS, HQPD, TDM, AS	Teachers Principals Curriculum Support Staff Instructional Specialist Dyslexia Specialist	August '19- June '20	Disaggregated Data AWARE 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 Assessment Tests Benchmarks Diagnostic Reports: DRA, Education Galaxy, Stem Scopes, Vocabulary.com, USA Test Prep, Student Data Binders, Teacher data binders, CBA	STAAR results, CBA 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 wEL as preparation for next grade level.</p> <ul style="list-style-type: none"> ● Strategies: Go Math, Motivation Math, GPS Math Interventions and spiraling workbooks, 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, USA Test Prep. 	CNA, RS, HQPD, TDM, AS	Teachers Principals Curriculum Support Staff Instructional Specialist	August '19 - June '20	Disaggregated Data AWARE Heat Maps AVID Materials & Curriculum Lead4ward materials Materials & Supplies Listed Local Funds Title I Funds	Lesson Plans Progress Reports Report Cards Assessments Benchmarks Diagnostic Reports CBA, Student Data Binders, Teacher Data Binders	STAAR Results CBA 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, Moby Max, Lead4ward Relevant Review and Teaching Strategies, Motivation Science Workbooks, Science Fusion, Brain Busters for Science, Field Trips, TEKS Bank, Stem Scopes, STEAM, Lead4ward Field Guides, STEAM Carnival at Region XI, Writing Across The Curriculum, AVID strategies.</p>	CNA, RS, HQPD, TDM, AS	Teachers Principals Curriculum Support Staff Instructional Specialist	August '19 - June '20	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
<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 ● Supplemental Math, Science and Reading Materials ● GCS Math ● Inclusion Support ● Instructional Specialist ● EL, dyslexia support ● Targeted Instruction ● Daily Spiraled Instruction ● Skills Targeted Jumpstart ● iPads ● Integrated Technology ● Blended Learning ● Functional Friday – monthly ● RTI/EL Meetings tri-weekly ● Motivation Math, Science & Reading ● Club Friday ● Lone Star Learning - Spiraling ● Leveled Libraries for Learning Lab and Special Ed. Populations ● CIS ● 7 Habits Instruction ● Student Data Binders ● Teacher Data Binders ● USA Test prep 	CNA, RS, HQPD, TDM, AS, PI	Principal Asst. Principal Lead Teachers Parent Volunteers Instructional Specialist Dyslexia Specialist	August '19 - June '20	Local Funds SCE Funds Quintile Reports Title II Part A SpEd Funds	Progress Reports IEP Progress, Modification/Accommod ation Plans for Students Post Reading Test Post Math Test Diagnostic Reports: IStation, Moby Max, Star Reading/Math	STAAR Results Student Growth of 1 year through data cards/CBAs/ and Student Goal Setting and accountability.

Activities / Strategies Goal 1	Title 1 Schoolwide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<p>6. All special education students 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 ● ARD Meetings ● 504 Meetings ● RTI/EL Meetings ● Sped personnel attend weekly content planning meetings 	CNA, RS, HQPD, AS, CI	Principal Asst. Principal Sped Teachers Regular Ed. Teachers ARD Committee 504 Review Committee	August '19 - June '20	Disaggregated Data Teacher Reports Sped Teacher Reports 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,	STAAR Results IEP EOY Goal Progress Growth Measure on STAAR

Goal 1: STAFF Focus Activities/Strategies	Critical Success Factors Evidence	Person(s) Responsible	Timeline	Resources	Formative Evaluation	Summative Evaluation
<p>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 and differentiation to assist teachers in service our at-risk population targets. Screen future applicants for experience and knowledge of each area including any necessary certifications such as ESL.</p>	CAN,RS,HQPD,Ci	Principal, Assistant Principal, Instructional Specialist, Dyslexia Specialist, Lead Teachers, Teachers, C&I Department	August 2019 - June 2020	Classroom Observation, T-Tess Goals, District Trainings, Lead4ward Resources, ESC XI PD, Scope and Sequence, WAC, EpiPen & Diabetic Training, 7 Habits Training, Diagnostician, SPED Counselor, 504, Instructional Specialist, 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
<p>Continue Functional Friday PLCs monthly on topics according to ongoing campus need assessments. Focus topics 2019/2020 school year will be: Guided Reading, Spiraling TEKS throughout the year, Writing Across the Curriculum, Common Comprehension Strategies, Questioning Techniques, Jumpstart RTI Groups, Formative and Cumulative Assessments, Using Technology to support student learning AVID Strategies, Lindamood-Bell dyslexia training, CESD dyslexia conference, CAST Conference, Math training, Classroom management training through Region XI</p>	CAN,RS,HQPD,Ci	Principal, Assistant Principal, Instructional Specialist, Dyslexia Specialist, Lead Teachers, Teachers, C&I Department	August 2019- June 2020	Classroom Observation, T-Tess Goals, District Trainings, Lead4ward Resources, ESC XI PD, Functional Fridays, Scope and Sequence, WAC, EpiPen & Diabetic Training, 7 Habits Training, Diagnostician, SPED Counselor, 504, Instructional Specialist, 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 2020, incidences involving prohibited behavior will decrease by 10%.

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

PEIMS Data: 2017 - 2018

Discipline/Number of Students:	5th Grade = 30
	6th Grade = 34
	Total Students = 64
	Total Incidents = 135

PEIMS Data: 2018 - 2019

Discipline Number of Students:	5th Grade = 26
	6th Grade = 57
	Total Students = 83
	Total Incidents = 205

Drug and Violence Prevention Coordination Matrix
Azle ISD 2019– 2020

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
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 2019

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.	HQPD, CI	Principal Asst Principal Counselor CIS	Monitor: End of each semester	R. Challenge Seven Habits Local Funds CIS	Reduction in the number of bullying incidents and office referrals due to bullying	PEIMS 425 Report PEIMS 1000 Report
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 ● Watch Dogs ● 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	Discipline Referral Report Parent Survey Student Survey CIS/SRO Contact Logs	PEIMS 425 Report PEIMS 1000 Report Drill Log

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 • Meet The Teacher Brochures • Club Brochures and applications available on Meet The Teacher Night • Sixth Grade students tour of Santo J. Forte Junior High in May 	PI, T, AS, CI	Principal Counselor Teachers Coaches CIS	Fall, Mid-year and Spring Reviews	Local Funds	Sign-In Sheets Agendas	Surveys Sign in Sheets Website Survey STAAR results Attendance Reports Discipline Reports

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

Objective: By May, 2019, 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 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 ● Thanksgiving Dinner ● Texas Public Schools Week ● College Day ● Career Day ● Health Fair ● Technology Night ● Worth The Wait Parent Night ● Family Movie Night ● Watch Dogs (Dads of Great Students) ● Math Fair ● Not So Famous Inventors Convention ● Meet The Teacher Night ● Field Day ● Field Trips ● Read-A-Thon ● Family Game Night ● Curriculum Night to include AVID explanation 	PI, CI	Principals Teachers Counselor CIS	August '19 - June '20	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
3. Identify campus activities and or events that motivate parents to visit the campus and support the programs	PI	Principal BLT CIS	August '19 - June '20	Local Funds CIS	BLT Meetings	Committee findings
4. Campus Website, Facebook, Parentlink, Twitter, Instagram, Band App, Remind 101	PI	Principal Secretary Attendance Clerk ISS Clerk Tech Trainer	August '19 – June '20	Local Funds	Webpage	Informative webpage for parents and community
5. All staff members create and maintain webpage displaying their class information, conference period, and email address for parent contact.	PI	Teachers Principals Counselor	August '19 - June '20	Local Funds	Webpage	Informative webpage for parents and community
6. Host orientation for incoming 5 th graders in May for successful transition to Hoover Elementary	PI, T	Principal Counselor CIS	May 2020	Local Funds	Students and Parents	Principals, Parent, Student Feedback
7. 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 '19 - June '20	Local Funds Technology	Parent Feedback Report Cards	Parent Feedback Report Cards