

Azle Independent School District

W E Hoover Elementary

2025-2026

Accountability Rating: C



Mission Statement

Hoover supports every learner academically, socially, and emotionally every day.

Vision

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

Value Statement

Hooverites Lead - Watch Us Shine!

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Our Students	5
Our Staff	5
Student Learning	6
Reading and Language Arts	6
Mathematics	6
Science and English Language Development	6
School Processes & Programs	7
Perceptions	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Reading Goal : By the end of the 2025-2026 school year, the percentage of 3rd-grade students that score Meets Grade Level or above on STAAR Reading will increase from 55% to 58%.	11
Goal 2: Mathematics Goal: By the end of the 2025-2026 school year, the percentage of 8th-grade students that score Meets Grade Level or above on STAAR Math will increase from 42% to 45%.	17
Goal 3: Science Goal: By the end of the 2025-2026 school year, the percentage of 8th-grade students that score Meets Grade Level or above on STAAR Science will increase from 44% to 47%.	24
Goal 4: Social Studies Goal: By the end of the 2025-2026 school year, the percentage of 8th-grade students that score Meets Grade Level or above on STAAR Social Studies will increase from 24% to 30%.	27
Goal 5: Technology Goal: By the end of the 2025-2026 school year, utilizing collaboration with C&I and technology, district guidelines will be implemented to prioritize standard applications to be utilized in the classroom.	28
Goal 6: EB (Emergent Bilingual) Goal: By the end of the 2025-2026 school year, 43% of Azle ISD Emergent Bilingual (EB) students in grades K-12 will show a TELPAS composite rating with one or more levels of yearly progress.	29
Goal 7: CCMR Goal: By the end of December 2025, Azle ISD students will increase from 70.4% to 74% of graduates who are College, Career, or Military Ready as evidenced by the 2024-2025 Texas Academic Performance Report (TAPR).	30
Goal 8: Special Education goal: By the end of the 2025-2026 school year, Azle Independent School District students receiving Special Education services will score 33% or higher on the EOC English I & II, as evidenced by Spring EOC's	31
Goal 9: Stakeholder Engagement Goal: By the end of the 2025-2026 school year, Azle ISD will increase family participation on the Azle ISD District Climate Survey from a 10% participation rate to a 25% participation rate.	32
Goal 10: Attendance Goal: By the end of the 2025-2026 school year, Azle ISD secondary campuses will increase their attendance rate from 93.45% to 94%	33
Goal 11: Discipline Goal: By the end of the 2025-2026 school year, Azle ISD will achieve a more equitable distribution of disciplinary actions across elementary, intermediate, and secondary campuses--ensuring that disciplinary rates by grade band fall within a 10% range of each other.	34
State Compensatory	35
Budget for W E Hoover Elementary	35
Site Based Decision Making Committee	36

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

A thorough needs assessment conducted by the Hoover Elementary Building Leadership Team highlights several areas for improvement across student learning, perceptions, and communication. A key challenge is a consistent academic gap: while students show strong growth on NWEA MAP, our STAAR data reveals that a significant portion struggles with complex tasks that require higher-level critical thinking. This is particularly noticeable among students who are identified as White and not economically disadvantaged, where a lack of targeted extension lessons is leading to academic stagnation rather than mastery.

From a perception standpoint, there is a clear disconnect in communication and consistency. A notable portion of parents (23%) do not feel the school responds to their inquiries promptly. This issue is compounded by a third of our staff who feel their efforts are not adequately recognized. The root cause for both is a lack of formal, standardized systems. Our current, often informal, communication and disciplinary protocols create an environment where perceptions of fairness and effective communication are inconsistent, leading to friction and dissatisfaction among both parents and staff.

Addressing these challenges is critical to strengthening our school climate and ensuring every student and staff member feels valued and supported. By focusing on refining instructional strategies to target mastery, implementing more robust systems for communication and recognition, and standardizing our disciplinary processes, we can create a more cohesive and productive environment for everyone.

Demographics

Demographics Summary

Hoover Elementary School is a 5th and 6th-grade campus committed to providing a strong learning environment for our students. Here's a closer look at our school community:

Our Students

- **Total Enrollment:** 516 learners
- **Grade Levels:** 239 in 5th grade and 277 in 6th grade
- **Discipline:** There were 432 disciplinary incidents in the 2024-2025 school year.
- **Attendance:** The attendance rate for the 2024-2025 school year was 94.47%.
- **Student Diversity:** Our campus is diverse, with 61% of students identifying as White and 34% as Hispanic/Latino. The remaining 5% of our student population includes students who identify as American Indian/Alaskan Native, Asian, and Black/African American.
- **Special Programs:** We serve a variety of student groups, including:
 - **Special Education:** 24% of students
 - **Section 504 Plan:** 11% of students
 - **Emergent Bilingual:** 10% of students
 - **Gifted & Talented:** 9% of students
 - **At Risk:** 40% of students
 - **Economically Disadvantaged:** 59% of students

Our Staff

Our dedicated team of 32 teachers ensures that every student receives personalized attention and support. This collaborative atmosphere is supported by an estimated student-to-teacher ratio of 16:1.

[Demographics Data Set Link](#)

Demographics Strengths

Hoover Elementary's greatest strengths lie in the diversity of our student body and the expertise and stability of our staff. We are proud to serve a student population with a rich mix of different backgrounds, which enriches the learning environment for all. Our students benefit from a stable and highly qualified teaching staff. We are proud to share that all of our 32 teachers are 100% certified in their specific grade level and or content areas, and the campus has a teacher retention rate of 88% a testament to their professionalism and deep commitment to student success.

Student Learning

Student Learning Summary

Hoover Elementary School is committed to fostering academic growth and progress for every student. Our data from both local and state assessments shows that overall, students are making solid progress, with some key areas of strength and opportunities for continued growth.

Reading and Language Arts

- **5th Grade:** Overall, our 5th graders are demonstrating a strong foundation in reading and language arts. NWEA MAP data indicate that over half of the students are meeting or exceeding growth expectations, with a majority (50%) in the average percentile range or above.
- **6th Grade:** Our 6th-grade students are showing positive growth. STAAR data reveal strong performance, with over 70% of students achieving either full or partial credit on a specific writing question. This indicates a high level of foundational skill in writing.

Mathematics

- **5th Grade:** Math achievement is a focus area. While nearly half of our 5th graders meet or exceed growth expectations according to NWEA MAP data, there is a clear opportunity for improvement. On some of the more complex STAAR Math items, only a small percentage of students are achieving full credit, indicating a need for more targeted instruction on advanced concepts.
- **6th Grade:** Our 6th-grade students are making progress in math, with a large portion of students meeting or exceeding growth expectations per NWEA MAP data. However, similar to the 5th grade, STAAR performance on challenging items related to equations and data analysis indicates a need for a more rigorous curriculum.

Science and English Language Development

- **Science:** In 5th-grade Science, a significant portion of our students are excelling. The NWEA MAP data shows that over half of our students are in the average or high percentile, and on the STAAR Science test, students demonstrated strong performance on specific questions related to Earth and Space.
- **English Language Development (TELPAS):** Our Emergent Bilingual students are showing strength in foundational language skills, as demonstrated by high partial credit scores on productive language assessments in TELPAS data. This indicates that while they are still developing fluency, they possess a strong conceptual understanding.

[Student Learning Data Link](#)

Student Learning Strengths

At Hoover Elementary School, our students are demonstrating strong academic progress, particularly in foundational subjects. In Reading and Language Arts, both 5th and 6th graders are showing positive trends. Our 5th graders are building a solid reading foundation, with NWEA MAP data showing that over half are meeting or exceeding growth expectations. This positive momentum continues into 6th grade, where STAAR data highlights a high level of proficiency in writing, with over 70% of students achieving either full or partial credit on a key writing question. These results showcase our students' ability to grasp core concepts and apply them effectively.

School Processes & Programs

School Processes & Programs Summary

Hoover Elementary School is committed to a robust curriculum and instructional framework designed to meet the diverse needs of all students. Our approach is centered on strengthening our Professional Learning Communities (PLCs), where teachers engage in collaborative TEKS analysis, data-driven goal-setting using MAP-Growth data, and weekly lesson planning. This structured time, supported by our instructional coach, interventionist, administrators, and content specialists, ensures our teaching strategies are aligned with student academic needs. We are also integrating strategies like Depth and Complexity across the campus to provide a richer, more challenging learning environment. For students requiring extra support, we provide targeted interventions through Jumpstart, our Multi-tiered System of Support (MTSS), Accelerated Instruction for those who did not meet STAAR standards, and intensive support through our Learning Lab. Our commitment to differentiated instruction is evident in our small-group planning (H/M/L) and our use of core tools, including HMH, STEMScopes Math, and TEKS Resource System, to address individual learning needs.

Our school's commitment to student growth extends beyond academics to include social-emotional and character development. As a fully implemented AVID Elementary campus, we are dedicated to providing a college-going culture for all students, focusing on skills like organization, inquiry, collaboration, and critical thinking. We also operate on a strong foundation of the Love and Logic philosophy, which empowers students to learn from their mistakes and make responsible choices. We empower our students through leadership opportunities, such as the Student Council. For students with specialized interests, we offer a range of extracurricular clubs, including Gardening Club, Trivia, Typing, and Book Club. These programs, combined with a robust counseling support system and partnerships with organizations like the Alliance for Children and the "Backpacks for Kids" program, ensure we are supporting the holistic well-being of every student, fostering the Portrait of a Hornet characteristics: Integrity, Communication, Collaboration, Passion, and Resiliency.

School Processes & Programs Strengths

Hoover Elementary School is committed to a robust, data-driven instructional framework to meet the diverse needs of all students. We utilize our Professional Learning Communities (PLCs) and a Multi-tiered System of Support (MTSS) to analyze student data, collaboratively plan lessons, and provide targeted support, including Accelerated Instruction and other interventions. This academic focus is complemented by our holistic approach to student growth as a fully implemented AVID Elementary campus. We foster a college-going culture and instill the Portrait of a Hornet characteristics of Integrity, Communication, Collaboration, Passion, and Resiliency. Our commitment to positive behavior and personal responsibility is guided by the Love and Logic philosophy, while our array of extracurricular clubs and support services ensures we are meeting the diverse needs of every student.

Perceptions

Perceptions Summary

Hoover Elementary School maintains a strong and positive culture, reflected in feedback from both parents and instructional staff. The school is highly regarded for fostering a safe, clean, and welcoming environment where students feel a strong sense of belonging. According to the climate surveys, 82% of parents feel welcomed at the school, and a large majority (83%) believe their child feels a sense of belonging. This is supported by staff perceptions, with 87% of instructional staff also reporting a strong sense of belonging. The commitment to a secure environment is evident, as 94% of staff feel safe at school and 99% are confident in emergency preparedness.

The school demonstrates effective communication and engagement with its community, with staff and parents largely aligned on positive interactions. The surveys indicate that 77% of parents feel the school promptly responds to their inquiries, and 87% of instructional staff feel the school is welcoming to families. While parent communication is generally seen as effective, there is an identified opportunity to improve communication regarding academic programs. The school's commitment to continuous improvement is clear, with a focus on targeted interventions for bullying and drug use, as well as enhancing social and emotional development programs based on survey feedback.

[Family Climate Survey - Spring 2025](#)

[Instructional Staff Climate Survey - Spring 2025](#)

Perceptions Strengths

Hoover Elementary School has a strong and positive culture, characterized by a high degree of mutual respect and a shared sense of community among students, staff, and families. The school's commitment to creating a safe and welcoming environment is a key strength, supported by a large majority of parents and staff who feel a strong sense of belonging and confidence in the school's safety measures. This is further bolstered by the presence of a strong and friendly School Resource Officer and two incredible front office secretaries who are integral to fostering a secure and welcoming atmosphere. These collective strengths in culture and communication are central to how the school conducts its daily business and creates a supportive learning community.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Action research results

Goals

Goal 1: Reading Goal :





By the end of the 2025-2026 school year, the percentage of 3rd-grade students that score Meets Grade Level or above on STAAR Reading will increase from 55% to 58%.

Performance Objective 1: By the end of the 2025-2026 school year, the percentage of 5th and 6th-grade students scoring at Meets Grade Level or above on the STAAR Reading Language Arts assessment will increase from 57% to 60%.

High Priority

Evaluation Data Sources: STAAR, TAPR Report

Strategy 1 Details	Reviews		
<p>Strategy 1: Utilize IXL for targeted practice, with a goal for all students to achieve a SmartScore of 80 or higher in at least two skills per week.</p> <p>Strategy's Expected Result/Impact: Improvement of individual student STAAR achievement and growth.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Instructional Coach, Principals</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May

Strategy 2 Details	Reviews		
<p>Strategy 2: Provide Tier II and Tier III remediation for students who show academic shortfalls in literacy.</p> <p>Strategy's Expected Result/Impact: Improvement of individual student STAAR achievement and growth, and increase expected growth in NWEA MAP Growth.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Instructional Coach, Principals</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
Strategy 3 Details	Reviews		
<p>Strategy 3: Focus on improving student performance on open-text entry and short-answer writing items, which showed low full credit rates on the 2025 STAAR.</p> <p>Strategy's Expected Result/Impact: Improvement of individual student STAAR achievement and growth.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Instructional Coach, Principals</p> <p>Title I: 2.51</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 1: Reading Goal :

By the end of the 2025-2026 school year, the percentage of 3rd-grade students that score Meets Grade Level or above on STAAR Reading will increase from 55% to 58%.

Performance Objective 2: By the end of the 2025-2026 school year, students at Hoover Elementary will demonstrate reading growth as evidenced by MAP Achievement percentages increasing by 3-5% across all grade levels.

Evaluation Data Sources: NWEA MAP Data

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide Tier II and Tier III remediation for students who show academic shortfalls in literacy.</p> <p>Strategy's Expected Result/Impact: Improvement of individual student STAAR achievement and growth, and increase expected growth in NWEA MAP Growth.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Instructional Coach, Principals</p> <p>Title I: 2.52</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy 	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Frequent analysis of data to drive instruction and address student needs.</p> <p>Strategy's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Instructional Coach, Interventionist, Principals, Teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy 	Formative		Summative
	Nov	Feb	May

Strategy 3 Details

Reviews

Strategy 3: Campus-wide goal setting for all students to promote ownership of learning.
Strategy's Expected Result/Impact: Increased student growth
Staff Responsible for Monitoring: Teachers, Interventionist, Principal, AVID Site Team

Title I:
 2.51, 2.52, 2.53, 2.534
- TEA Priorities:
 Build a foundation of reading and math

Formative

Summative

Nov

Feb

May



No Progress



Accomplished



Continue/Modify



Discontinue





Goal 1: Reading Goal :

By the end of the 2025-2026 school year, the percentage of 3rd-grade students that score Meets Grade Level or above on STAAR Reading will increase from 55% to 58%.

Performance Objective 3: By the end of the 2025-2026 school year, students at Hoover Elementary will demonstrate reading growth as evidenced by MAP Growth percentages increasing or remaining above 50% across all grade levels.

Evaluation Data Sources: NWEA MAP Data

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide Tier II and Tier III remediation for students who show academic shortfalls in literacy.</p> <p>Strategy's Expected Result/Impact: Improvement of individual student STAAR achievement and growth, and increase expected growth in NWEA MAP Growth.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Instructional Coach, Principals</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		Summative
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	Nov	Feb	May

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	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

Goal 2: Mathematics Goal:





By the end of the 2025-2026 school year, the percentage of 8th-grade students that score Meets Grade Level or above on STAAR Math will increase from 42% to 45%.

Performance Objective 1: By the end of the 2025-2026 school year, 48% of Azle ISD students in grades 5-8 will meet or exceed growth targets on NWEA MAP math assessments when comparing EOY to BOY.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP Growth

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide Tier I instruction focusing on the utilization of STEMscopes and the math instructional framework.</p> <p>Strategy's Expected Result/Impact: Students will develop mathematical understanding and number sense through investigative Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Instructional Coach, Principals</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Provide Tier II and Tier III remediation for students who show academic shortfalls in math at the elementary level.</p> <p>Strategy's Expected Result/Impact: Improvement of individual student STAAR achievement and growth, and increase expected growth in NWEA MAP Growth.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Instructional Coach, Principals</p> <p>Title I: 2.51, 2.52, 2.53, 2.533</p>	Formative		Summative
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 2: Mathematics Goal:

By the end of the 2025-2026 school year, the percentage of 8th-grade students that score Meets Grade Level or above on STAAR Math will increase from 42% to 45%.

Performance Objective 2: By the end of the 2025-2026 school year, the percentage of 5th and 6th-grade students scoring at "Meets Grade Level" or above on the STAAR Mathematics assessment will increase from 42% to 47%.





High Priority

Evaluation Data Sources: STAAR, TAPR Report

Strategy 1 Details	Reviews		
<p>Strategy 1: Utilize IXL for targeted practice, with a goal for all students to achieve a SmartScore of 80 or higher in at least two skills per week.</p> <p>Strategy's Expected Result/Impact: Improvement of individual student STAAR achievement and growth, and increase expected growth in NWEA MAP Growth.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Instructional Coach, Principals</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Utilize campus-level data and Common Unit Assessments to identify and reteach low-performing math TEKS, specifically focusing on the most missed concepts and reporting categories.</p> <p>Strategy's Expected Result/Impact: Improvement of individual student STAAR achievement and growth, and increase expected growth in NWEA MAP Growth.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Instructional Coach, Principals</p> <p>Title I: 2.51, 2.52, 2.53</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Provide support and resources for teachers to internalize the STEMScopes Curriculum and integrate hands-on, problem-solving activities to improve conceptual understanding.</p> <p>Strategy's Expected Result/Impact: Improvement of sub-groups STAAR achievement and growth, and increase expected growth in NWEA MAP Growth.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Instructional Coach, Principals</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May

Strategy 4 Details	Reviews		
<p>Strategy 4: Implement a co-teaching model or targeted support for math teachers in classrooms with high concentrations of special education and economically disadvantaged students to close the achievement gap.</p> <p>Strategy's Expected Result/Impact: Improvement of sub-groups STAAR achievement and growth, and increase expected growth in NWEA MAP Growth.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Principals, District Special Programs Department</p> <p>Title I: 2.51, 2.52</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Strategic Staffing</p> <p>- Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 2: Mathematics Goal:





By the end of the 2025-2026 school year, the percentage of 8th-grade students that score Meets Grade Level or above on STAAR Math will increase from 42% to 45%.

Performance Objective 3: By the end of the 2025-2026 school year, students at Hoover Elementary will demonstrate math growth as evidenced by MAP Achievement percentages increasing by 3-5% across all grade levels.

High Priority

Evaluation Data Sources: NWEA MAP Data

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide Tier II and Tier III remediation for students who show academic shortfalls in mathematics.</p> <p>Strategy's Expected Result/Impact: Improvement of individual student STAAR achievement and growth, and increase expected growth in NWEA MAP Growth.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Instructional Coach, Principals</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Frequent analysis of data to drive instruction and address student needs.</p> <p>Strategy's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Instructional Coach, Interventionist, Principals, Teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Campus-wide goal setting for all students to promote ownership of learning.</p> <p>Strategy's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Principal, AVID Site Team</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
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Goal 2: Mathematics Goal:





By the end of the 2025-2026 school year, the percentage of 8th-grade students that score Meets Grade Level or above on STAAR Math will increase from 42% to 45%.

Performance Objective 4: By the end of the 2025-2026 school year, students at Hoover Elementary will demonstrate math growth as evidenced by MAP Growth percentages increasing or remaining above 50% across all grade levels.

High Priority

Evaluation Data Sources: NWEA MAP Data

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide Tier II and Tier III remediation for students who show academic shortfalls in mathematics.</p> <p>Strategy's Expected Result/Impact: Improvement of individual student STAAR achievement and growth, and increase expected growth in NWEA MAP Growth.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionists, Instructional Coach, Principals</p> <p>Title I: 2.52</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Frequent analysis of data to drive instruction and address student needs.</p> <p>Strategy's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Instructional Coach, Interventionist, Principals, Teachers</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Targeted Support Strategy</p>	Formative		Summative
	Nov	Feb	May

Strategy 3 Details	Reviews		
<p>Strategy 3: Campus-wide goal setting for all students to promote ownership of learning.</p> <p>Strategy's Expected Result/Impact: Increased student growth</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Principal, AVID Site Team</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			





Goal 3: Science Goal:

By the end of the 2025-2026 school year, the percentage of 8th-grade students that score Meets Grade Level or above on STAAR Science will increase from 44% to 47%.

Performance Objective 1: By the end of the 2025-2026 school year, 50% of Azle ISD students in grades 5-8 will meet or exceed growth targets on NWEA MAP Science assessments when comparing EOY to BOY.

High Priority

Evaluation Data Sources: NWEA MAP Growth

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide Tier I instruction focusing on the utilization of labs and investigations in the classroom.</p> <p>Strategy's Expected Result/Impact: Students will develop scientific understanding and investigation skills through phenomena and stimuli in Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Instructional Coach, Principals</p> <p>Title I: 2.51, 2.52, 2.53</p>	Formative		Summative
	Nov	Feb	May
<p style="text-align: center;"> No Progress  Accomplished  Continue/Modify  Discontinue</p>			





Goal 3: Science Goal:

By the end of the 2025-2026 school year, the percentage of 8th-grade students that score Meets Grade Level or above on STAAR Science will increase from 44% to 47%.

Performance Objective 2: By the end of the 2025-2026 school year, the percentage of 5th-grade students scoring at Meets Grade Level or above on the STAAR Science assessment will increase from 30% to 35%

Evaluation Data Sources: STAAR, TAPR Report

Strategy 1 Details	Reviews		
<p>Strategy 1: Increase the frequency of hands-on, inquiry-based science labs that connect concepts to real-world applications.</p> <p>Strategy's Expected Result/Impact: Improvement of individual student STAAR achievement and growth, and increase expected growth in NWEA MAP Growth.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Instructional Coach, Principals</p> <p>Title I: 2.51</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Analyze student performance on specific science TEKS and allocate instructional class time and resources to address the lowest-performing areas.</p> <p>Strategy's Expected Result/Impact: Improvement of individual student STAAR achievement and growth, and increase expected growth in NWEA MAP Growth.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Instructional Coach, Principals</p> <p>Title I: 2.51</p>	Formative		Summative
	Nov	Feb	May





Strategy 3 Details	Reviews		
<p>Strategy 3: Provide professional development for teachers on integrating literacy and academic vocabulary into science instruction to support all learners, particularly Emergent Bilingual students.</p> <p>Strategy's Expected Result/Impact: Improvement of individual student STAAR achievement and growth, and increase expected growth in NWEA MAP Growth.</p> <p>Staff Responsible for Monitoring: Teachers, Interventionist, Instructional Coach, Principals</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 4: Social Studies Goal:

By the end of the 2025-2026 school year, the percentage of 8th-grade students that score Meets Grade Level or above on STAAR Social Studies will increase from 24% to 30%.

Performance Objective 1: By the end of the 2025-2026 school year, 50% of Hoover Elementary students in grades 5-6 will meet or exceed growth targets on Pre/Post assessments.

Evaluation Data Sources: Social Studies Pre/Post Assessments by course.

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide Tier I instruction focusing on the utilization of document-based questioning (DBQ) and intentional map use in the classroom.</p> <p>Strategy's Expected Result/Impact: Students will develop historical thinking skills through primary and secondary source documents and stimuli in Tier 1 instruction.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Principals</p> <p>Title I: 2.51 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			





Goal 5: Technology Goal:

By the end of the 2025-2026 school year, utilizing collaboration with C&I and technology, district guidelines will be implemented to prioritize standard applications to be utilized in the classroom.

Performance Objective 1: By June 2026, 100% of Hoover teachers will effectively and consistently utilize district-adopted technology applications, including IXL and instructional platforms, to support personalized learning and academic growth.

Evaluation Data Sources: Technology usage reports

Strategy 1 Details	Reviews		
<p>Strategy 1: Encourage the use of District standards and use ClassLink Analytics and reports in specific applications to show usage. Ongoing professional development opportunities for teachers focused on direct application standards will be provided using the prioritized list of standard applications</p> <p>Strategy's Expected Result/Impact: Usage of district standard resources will increase and be actively used</p> <p>Staff Responsible for Monitoring: Director of Technology, C&I, Instructional Coach, Principals</p> <p>Title I: 2.534</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		Summative
	Nov	Feb	May





 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 6: EB (Emergent Bilingual) Goal:

By the end of the 2025-2026 school year, 43% of Azle ISD Emergent Bilingual (EB) students in grades K-12 will show a TELPAS composite rating with one or more levels of yearly progress.

Performance Objective 1: By the end of the 2025-2026 school year, 60% of Emergent Bilingual students at Hoover Elementary will demonstrate growth in English language proficiency through increased use of academic language in listening, speaking, reading, and writing, as evidenced by TELPAS results.

Evaluation Data Sources: TELPAS





Strategy 1 Details	Reviews		
<p>Strategy 1: Provide Tier I instruction focusing on the utilization of Content-Based Language Instruction.</p> <p>Strategy's Expected Result/Impact: Students will receive targeted and intentional language instructional methods to meet the affective, linguistic, and cognitive needs of EB students through the medium of content in the students' primary language and/or English.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Bilingual/ESL Coordinator, Principals</p> <p>Title I: 2.51, 2.52, 2.53, 2.534</p>	Formative		Summative
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 7: CCMR Goal:

By the end of December 2025, Azle ISD students will increase from 70.4% to 74% of graduates who are College, Career, or Military Ready as evidenced by the 2024-2025 Texas Academic Performance Report (TAPR).

Performance Objective 1: By the end of the 2025-2026 school year, 100% of students at Hoover Elementary will participate in college and career readiness activities and engage in AVID's WICOR strategies to build foundational skills for college and career success.

Evaluation Data Sources: College/Career Days and AVID Walks





Strategy 1 Details	Reviews		
<p>Strategy 1: AVID goal setting binders, CTE Day, Career Day, College Spotlights, College shirt days, Career Spotlights, age-appropriate classroom lessons focused on careers, and the importance of lifelong learning</p> <p>Strategy's Expected Result/Impact: Increased use of AVID Binders</p> <p>Staff Responsible for Monitoring: Teachers, Counselor, Principals</p> <p>Title I: 2.52, 2.53, 2.532, 2.534</p>	Formative		Summative
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 8: Special Education goal:

By the end of the 2025-2026 school year, Azle Independent School District students receiving Special Education services will score 33% or higher on the EOC English I & II, as evidenced by Spring EOC's

Performance Objective 1: By the end of the 2025-2026 school year, 100% of students receiving Special Education services at Hoover Elementary will receive targeted, differentiated instruction in reading and writing aligned to their IEP goals, to build literacy skills that support future success on EOC English assessments.

Evaluation Data Sources: IEP progress reports, IXL Diagnostic Reports





Strategy 1 Details	Reviews		
<p>Strategy 1: All Special Education students at Hoover Elementary will have their reading comprehension and writing skills progress monitored once every three weeks, with data used to adjust instructional plans, as evidenced by a central data tracking system.</p> <p>Strategy's Expected Result/Impact: Improved reading comprehension and writing skills</p> <p>Staff Responsible for Monitoring: Special Education Teachers, Instructional Coach, Interventionist, Principals</p> <p>Title I: 2.52, 2.53</p>	Formative		Summative
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 9: Stakeholder Engagement Goal:

By the end of the 2025-2026 school year, Azle ISD will increase family participation on the Azle ISD District Climate Survey from a 10% participation rate to a 25% participation rate.

Performance Objective 1: By the end of the 2025-2026 school year, Hoover Elementary will increase family participation in the Azle ISD District Climate Survey from the current baseline to at least 25% by implementing targeted communication strategies and family engagement activities.

Evaluation Data Sources: Azle ISD District Climate Survey results

Strategy 1 Details	Reviews		
<p>Strategy 1: Utilize approved district communication resources to keep parents informed and engaged in campus activities, events, opportunities, and surveys.</p> <p>Strategy's Expected Result/Impact: Stronger home-to-school connectedness. Increased family involvement and participation. Reduced discipline or behavior. Improved mental health for students.</p> <p>Staff Responsible for Monitoring: Secretaries, Principals, Teachers</p>	Formative		Summative
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			





Goal 10: Attendance Goal:

By the end of the 2025-2026 school year, Azle ISD secondary campuses will increase their attendance rate from 93.45% to 94%

Performance Objective 1: By the end of the 2025-2026 school year, Hoover Elementary will increase its student attendance rate from 94.4% to 95%.

High Priority

Evaluation Data Sources: TAPR and PEIMS Attendance Reports





Strategy 1 Details	Reviews		
<p>Strategy 1: Implement a school-wide NEAT Kid (Never Ever Absent or Tardy) incentive program to celebrate students with perfect or improved attendance.</p> <p>Strategy's Expected Result/Impact: Increased Attendance Rate</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Principals, Counselor, Teachers, School Resource Officer</p> <p>Title I: 2.531</p>	Formative		Summative
	Nov	Feb	May
Strategy 2 Details	Reviews		
<p>Strategy 2: Campus attendance secretaries will print weekly reports for all students with 3, 5, 7, and 9 absences and present this information to campus administration. Truancy prevention plans will start for all students at 3 absences or more.</p> <p>Strategy's Expected Result/Impact: Increase parent and administration involvement in attendance procedures.</p> <p>Staff Responsible for Monitoring: Attendance Clerk, Secretaries, Principals, School Resource Officer</p> <p>Title I: 2.531</p>	Formative		Summative
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 11: Discipline Goal:

By the end of the 2025-2026 school year, Azle ISD will achieve a more equitable distribution of disciplinary actions across elementary, intermediate, and secondary campuses--ensuring that disciplinary rates by grade band fall within a 10% range of each other.

Performance Objective 1: By the end of the 2025-2026 school year, Hoover Elementary will achieve a more equitable distribution of disciplinary actions across the campus--ensuring that disciplinary rates by grade band teams fall within a 10% range of each other.

Evaluation Data Sources: PEIMS Campus Discipline Data/Reports.

Strategy 1 Details	Reviews		
<p>Strategy 1: Provide ongoing professional development and coaching led by a certified Love and Logic trainer to support teachers and staff in effectively implementing Love and Logic strategies.</p> <p>Strategy's Expected Result/Impact: Decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Teachers, Principals, Instructional Coach, Counselor</p> <p>Title I: 2.531</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		Summative
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for W E Hoover Elementary

Total SCE Funds: \$236,675.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

State compensatory education funds are allocated but not limited to salaries for staff that support the regular education program for students who are at risk of dropping out of school or who have not performed satisfactorily on an end-of-course assessment, schoolwide educational digital or hard copy resources to enhance Tier I, Tier II, Tier III teaching, parent/family engagement resources and activities, Communities in Schools, C.O.O.L. counselor support, and focused tutoring.

Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Logan Enis	Principal
Administrator	Joni Bettis	Principal
Non-Classroom Professional	Adrian Hinckley	Instructional Coach
Professional Support Staff	Karen Sfara	Interventionist
Non-Classroom Professional	Cheryl Abbott	Counselor
Special Education Professional	Corinna Seals	Special Education Lead
Classroom Teacher	Katrina Yingling	5th Math Lead
Classroom Teacher	Elizabeth Bent	6th Math Lead
Classroom Teacher	Leslee Conditt	5th ELAR/SS Lead
Classroom Teacher	Quinton Womble	6th ELAR Lead
Classroom Teacher	Tresa Graeber	6th Social Studies Lead
Classroom Teacher	Cynthia Weatherly	5th Science Lead
Classroom Teacher	Kelly Preston	6th Science Lead
Paraprofessional	Roberta Albertson	Instructional Aide
Paraprofessional	Michelle Chairez	Instructional Aide
Parent Representative	Bonnie Brown	Parent/Community Member