

**Alto Elementary School
Campus Improvement Plan
2018-2019**

Alto Elementary Campus Improvement Plan

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Mission Statement

It shall be the mission of the Alto Independent School District to educate all of the students to the fullest capacity possible of each student. This shall include the opportunity to develop, within a comprehensive curriculum, the ability to think logically, independently, creatively, and to communicate effectively. Quality at all levels, equity in all endeavors, and accountability for all responsibilities shall be the characteristics of this district. The Alto ISD, therefore, shall use every reasonable resource to provide a living education for culturally diverse students in order that, upon graduation, those students are qualified to meet the developments and uncertainties of the future.

With leadership from our principal; this campus plan has been collaboratively developed by the Campus Improvement Committee, which represents input from staff, parents, and the community. All performance goals identified in No Child Left Behind legislation have been adopted by the district and are reflected in this plan.

Coordination and integration of the following funding sources support the objectives and strategies implemented to address identified student needs: Titles I, IIA, IID, III, IV, V, Special Education, State Compensatory Education, Career and Technology Education, Optional Extended Year, and local monies.

**Alto Elementary
Campus Improvement Committee
2018-2019**

Candis Mabry	Principal
Krystin Lucas	Counselor
Kimberly Holmes	Nurse
Elissa Berryman	Teacher
Stacey White	Teacher
Lindsey Blalack	Teacher
Lisa Low	Teacher
Bethany Meaders	Special Education Teacher
Courtney Landrum	Teacher
Latash Garcia	Parent Representative
Shameka Mumphrey	Paraprofessional
Helizabeth Beltran	Parent Representative
Shelley Clevenger	Teacher
Nadine Kesinger	Teacher
Jill Pegues	Paraprofessional
Jannette Moore	Teacher

Goal 1: The achievement of all student groups will improve over the next four (4) years in order for Alto Elementary School to reach all System Safeguards in Reading, Writing, and Math and reach Distinction Designations.

Objective 1: Each student group will meet or exceed academic performance expectations projected through 2021-2022.

Summative Evaluation: Accomplishment of objective as measured by campus data and TAPR report

Strategies	Time Line	Staff Responsible	Resources	Formative Checks/Evidence of Implementation
<p>1. Provide early intervention programs to ensure all kindergarteners enter kindergarten possessing readiness skills. Full day Pre-K for 4 yr. olds</p> <p>2. Disaggregate assessment results in order to provide instructional support for students not meeting expectations:</p> <ul style="list-style-type: none"> • Informal teacher-made Developmental Skills Checklist for pre-k and k students at the beginning of year and at end of each 6 weeks • TPRI assessment for K-2nd Grade students • ISIP Reading Assessment for Pre-K-4th Grade students • TTM assessment for 3rd-4th grade students • STAR Renaissance reading screener for students in grades 1-4 • Benchmark testing once yearly for 2nd, 3rd, and 4th grade students using Release STAAR materials and Supplemental STAAR Testing Materials. Results from this data are used to guide instruction and tutorials. • Pre-K Scholastic Assessment <p>3. Administer benchmark assessments in reading, writing, and math for 2nd, 3rd and 4th grade students beginning in 3rd six weeks. Modify assessments for students taking computer version of STAAR.</p> <p>4. Administer STAAR practice tests prior to testing date</p>	<p>August -June</p> <p>August-Every 2 Weeks</p> <p>BOY; MOY;EOY BOY; MOY;EOY BOY; MOY;EOY BOY; MOY;EOY December, February</p> <p>BOY;MOY;EOY</p> <p>December, February</p> <p>February</p>	<p>Principal Classroom Teachers</p> <p>Principal Classroom Teachers</p> <p>Principal District Testing and Curriculum Director Classroom Teachers Special Education Teachers</p> <p>Principal Curriculum & Testing Coordinator Classroom Teachers</p>	<p>Released STAAR Materials and Supplemental STAAR Practice Tests and Materials</p> <p>TEA Website and Supplemental Materials</p>	<p>Baseline, 60% Developed, 85% Developed</p> <p>70% of students passing by 70% on the 1st Benchmark</p> <p>75% passing by 70% on the 2nd benchmark.</p> <p>90% of students passing benchmark with 75% or higher</p> <p>90% students meeting minimum expectations</p>

Strategies	Time Line	Staff Responsible	Resources	Formative Checks/Evidence of Implementation
<p>5. Continue vertical and horizontal alignment of curriculum in core content areas.</p> <p>6. Utilize RTI Committee to review assessment documentation of struggling students.</p> <p>7. Provide services for students demonstrating characteristics of dyslexia and/or other reading disorders.</p> <p>8. Provide intensive instruction for students identified as LEP through ESL pullout program.</p> <ul style="list-style-type: none"> •Increased I-Station and TTM time 4 days weekly @ 30 minutes a day for ESL students at tested grade levels. <p>9. Provide Gifted and Talented instruction that enhances learning at a higher level.</p> <p>10. Utilize State Compensatory Education funds to support implementation of Title I school wide strategies.</p> <p>11. Provide opportunities for Pre-K students to make a successful transition into kindergarten:</p> <ul style="list-style-type: none"> •Kindergarten Round-up •Pre-K-Kindergarten Curriculum Alignment <p>12. Recruit and maintain highly-qualified teachers and paraprofessional staff.</p>		<p>Classroom Teachers</p> <p>Principal RTI Committee</p> <p>Principal Title I Teacher Counselor</p> <p>ESL Teacher Principal</p> <p>Principal Gifted and Talented Teacher</p> <p>Administrators</p> <p>Principal Pre-K and Kindergarten Teachers</p> <p>Central Office Administrators</p>	<p>Grade Level Meetings</p> <p>State Compensatory Education funds FTE's</p> <p>Title I Local Funds</p>	<p>100% applicable students reviewed</p> <p>85% of serviced students meeting grade level expectations.</p> <p>At least 80% served students meeting grade level expectations. At least 90% served students advancing to next grade level.</p> <p>95% of GT students scoring at least 90% on benchmark assessments.</p> <p>At least 80% passing benchmark assessments</p> <p>100% teachers highly qualified</p>

Strategies	Time Line	Staff Responsible	Resources	Formative Checks/Evidence of Implementation
<p>13. Provide professional development opportunities for all faculty and staff:</p> <ul style="list-style-type: none"> •DMAC Training for data driven instruction •T-TESS Training/Legal Updates/Bullying/Suicide Training •Campus Wide Daily 5 Training •Region VII Workshops •New Teacher Orientation and Mentoring •Support for general education teachers providing instruction for special education students. •Reading and Writing Academy 	Fall, Spring	Administrators	Title I Title II Special Ed Local Funds	Administrator Walk-throughs. Benefits of training reflected in at least 75% passing rate on all assessments.
<p>14. Provide tutorials for struggling students.</p>	October-May	Principal & Teachers		At least 90% targeted students meeting grade level expectations.
<p>15. Provide 15 day extended year summer program for students not meeting promotion requirements.</p>	June	Principal, Teachers, & Curriculum Director		At least 90% students served reaching grade level expectations.
<p>16. Provide incentives and awards to students for:</p> <ul style="list-style-type: none"> •Perfect Attendance •A Honor Roll •A/B Honor Roll •Accelerated Reading Goals •Pass-n-Play Day •All Star Student of the Week 	Each 6 Weeks	Principal Teachers	Activity Fund	Attendance Records Grade Speed Accelerated Reading Records
<p>17. Provide opportunity for students to participate in UIL Competition</p>	October-December	Principal Teachers/Faculty UIL Coordinator		UIL certificates and/or awards and recognition
<p>18. Provide opportunity for all students to participate in the Accelerated Reader Program and struggling readers to participate in the Read Naturally Program.</p>	August-June Each Semester	Principal Teachers/Faculty Librarian Title One Teacher		Increase student fluency and comprehension documented on classroom documents

Strategies	Time Line	Staff Responsible	Resources	Formative Checks/Evidence of Implementation
<p>19. Provide supplemental instruction in math, reading, and writing, such as IXL Grammar and Math, Think Through Math, AR 360, Science STEM Scopes, Flocabulary, Brain Pop, and I-Station in Mobile lab, computer lab setting, and classroom.</p> <p>20. Continue to integrate technology into instruction.</p> <ul style="list-style-type: none"> •Whiteboards •Mobile labs for 2nd-4th grade •Smart Boards/Digital Pen <p>21. Provide age-appropriate career education through:</p> <ul style="list-style-type: none"> •Classroom instruction •Resource speakers •Field trips 	<p>August-June</p> <p>September-June</p> <p>Title I</p>	<p>Principal Computer Lab Paraprofessional</p> <p>Principal Teachers</p> <p>Principal Counselor Teachers</p>	<p>Title I</p> <p>Projectors Document Cameras United Streaming</p> <p>Computers Digital Cameras Recording Devices Smart Board devices</p>	<p>90% of students passing grade level assessments.</p> <p>Classroom Observations that 90% of teachers are using technology during instruction.</p>

Objective 2: Maintain a 97% attendance rate.

Summative Evaluation: Accomplishment of objective as measured by campus records and TAPR report.

Strategies	Time Line	Staff Responsible	Resources	Formative Checks/Evidence of Implementation
<p>1. Stress to students the importance of being in attendance.</p> <ul style="list-style-type: none"> •Grade level competitions <p>2.Summer school offered for students with excessive absences and/or tardiness.</p> <p>3.Provide awards for perfect attendance</p> <ul style="list-style-type: none"> •Each Six Weeks •End of year <p>4.Contact parents to verify reason for absences</p>	<p>Daily</p> <p>As needed</p> <p>Each six weeks End of year</p> <p>Weekly</p>	<p>Principal Teachers</p> <p>Principal</p> <p>Principal</p> <p>Principal Teachers Secretary</p>	<p>County Judge</p>	<p>Records indicating fewer absences.</p> <p>Documentation of parent contact through parent contact logs.</p>

Goal 3: Strengthen home-school relationships/involvement.

Objective 1: Enable families and community members to become full partners with educators in order to attain projections in Academic Performance Charts.

Summative Evaluation: Accomplishment of objective as measured by campus reports.

Strategies	Time Line	Staff Responsible	Resources	Formative Checks/Evidence of Implementation
<p>1. Invite parents and community to:</p> <ul style="list-style-type: none"> •Meet the Teacher •Open House •Pre-K Round-Up/Graduation •Veteran’s Day Program •Christmas Program •Field Day •Friday Rallies •End of Year Award Ceremonies •Donuts with Dad/Muffins w/mom •Thankful for Grandparents Week •Good News Club •Parties/ELL Cinco de Mayo •Bear-n-the-Box Parade <p>2. Continue with active, supportive Parent-Teacher Organization</p> <ul style="list-style-type: none"> •Christmas Store •Pictures with Santa •Concession stand at Field Day <p>3. Explore the formation of a parent volunteer program to support student academic performance.</p> <p>4. Seek parental input for the following:</p> <ul style="list-style-type: none"> •Compact update •Campus Improvement Plan •Mentoring Program 	<p>August November March November December May Weekly May September October November</p> <p>August-June</p> <p>January-June</p> <p>Each 6 weeks</p>	<p>Principal Teachers</p> <p>Principal Classroom Teachers</p> <p>Principal</p> <p>Principal</p>		<p>Documentation of parent/community attendance.</p> <p>Documentation of organization activities and support towards student needs.</p> <p>Documentation that indicates parent/community participation.</p> <p>Increase in parent participation in school activities.</p>

Strategies	Time Line	Staff Responsible	Resources	Formative Checks/Evidence of Implementation
<p>5. Provide an interpreter for the following Parent Nights:</p> <ul style="list-style-type: none"> • Awareness session of availability of special programs • Awareness of student academic expectations and testing requirements • Pre-K Round-Up • End of Year Awards <p>6. Provide dual-language communication on a regular basis:</p> <ul style="list-style-type: none"> • Principal and ESL Newsletters • Open house • Fall Conferences • Registration paperwork <p>7. Encourage families to visit the campus:</p> <ul style="list-style-type: none"> • Lunch • Special Events • Volunteers 	<p>Fall, Spring</p> <p>August-June</p> <p>August-June</p>	<p>Principal</p> <p>Principal</p> <p>Principal Faculty</p>		<p>Increase in parent participation in parent night events.</p> <p>Increase in participation in school activities by second language speakers. Increase in return of forms by second language speakers.</p> <p>Documentation of parent participation in campus events.</p>

3-5 Year SMART Goal 1: Students will reach 80% success on STAAR Reading by 2022.

1 Year Performance Goal: Students will increase by 10% overall in the 2018-2019 school year in STAAR Reading.

Summative Evaluation: Accomplishment of objective as measured by STAAR scores

Strategies	Time Line	Staff Responsible	Resources	Formative Checks/Evidence of Implementation
<p>1. Empower delivery of TEKS/STAAR based instruction through development and use of a vertically and horizontally aligned curriculum in Reading.</p> <p>2. Create an environment of increased accountability for all staff:</p> <ul style="list-style-type: none"> • Lesson plans reflecting implementation of aligned curriculum • Administrator Walk-Throughs • Regularly scheduled grade level and department meeting • Special Ed. Teachers attending most grade-level meetings • Teachers & Administrators follow a 3 tiered process (RTI) <p>3. Administer assessments in Reading once each six weeks to check for mastery.</p> <p>4. Utilize disaggregated data from benchmark assessments to target students not reaching expectations.</p>	<p>Each Six weeks</p> <p>Each Six Weeks</p> <p>Each six weeks</p> <p>Each Semester</p>	<p>Administrator</p> <p>Teachers, Special Education Teachers</p> <p>Teachers</p> <p>Administrator</p>	<p>Local</p>	<p>1st 6 weeks</p> <p>2nd 6 weeks</p> <p>3rd 6 weeks</p> <p>4th 6 weeks</p> <p>5th 6 weeks</p> <p>6th 6 weeks</p> <p>Benchmark Data, Six Weeks Tests, STAAR Results, Administrator Walk-Throughs</p>

<p>5. Disaggregate student data from the online Interim assessment to target student not reaching expectations.</p> <p>6. Provide additional support for students not achieving expected TEKS/STAAR mastery:</p> <ul style="list-style-type: none"> • Tutorials before school; after school spring semester • Individualized remediation plan for special education students • Title-One pull out for struggling readers. <p>7. Require STAAR-bell ringers and exit tickets in all Reading classes. Target:</p> <ul style="list-style-type: none"> • Higher level and critical thinking skills • Process skills <p>8. Recruit and maintain high-quality, certified and highly qualified reading teachers</p> <p>9. Provide local and out-of-district capacity building professional development opportunities for all faculty and staff:</p> <ul style="list-style-type: none"> • Curriculum Alignment and Sequencing • Differentiating Instruction • Closing the Achievement Gap • Accelerating Instruction • New teacher orientation and mentoring • Technology • Support for general ed. teachers providing instruction for special education students <ul style="list-style-type: none"> ○ --Modifications ○ --Behavior Intervention Plans • Region VII workshops • Content-Specific workshops, updates and conferences • Update training for common awareness of district policies and procedures for student identification for placement and monitoring in all special programs 	<p>Fall & Spring</p> <p>Fall & Spring</p> <p>Each Six Weeks</p> <p>Fall & Spring</p> <p>Fall & Spring</p>	<p>Administrators</p> <p>Teachers</p> <p>Administrators</p> <p>Teachers</p> <p>Administrators</p> <p>Teachers</p> <p>Central Office</p> <p>Administrators</p>		<p>At least 66% targeted students meeting minimum expectations on STAAR Reading</p> <p>At least 66% passing benchmark assessments</p> <p>100% teachers highly qualified</p>
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<p>4. Utilize disaggregated data from benchmark assessments to target students not reaching expectations.</p> <p>5. Provide additional support for students not achieving expected TEKS/STAAR mastery:</p> <ul style="list-style-type: none"> • Tutorials before, during school; after school spring semester • Individualized remediation plan for economic disadvantaged students • Title-one for struggling readers <p>6. Require STAAR-bell ringers and exit tickets in all classes.</p> <p>Target:</p> <ul style="list-style-type: none"> • Higher level and critical thinking skills • Process skills <p>7. Recruit and maintain high-quality, certified and highly qualified teachers.</p>	<p>Each Semester</p> <p>Fall & Spring</p> <p>Each Six Weeks</p> <p>Fall & Spring</p>	<p>Administrators & Teachers</p> <p>Administrators Teachers</p> <p>Administrators Teachers</p> <p>Central Office Administrators</p>		<p>4% increase in passing for targeted students with each benchmark</p> <p>At least 51% targeted students meeting minimum expectations on STAAR Reading</p> <p>At least 51% passing benchmark assessments</p> <p>100% teachers highly qualified</p>
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