

# **ALTO INDEPENDENT SCHOOL DISTRICT**

## **DISTRICT IMPROVEMENT PLAN**

**2018-2019**

**KELLY WEST  
SUPERINTENDENT**

**Quality at all levels, equity in all endeavors, and accountability for all responsibilities.  
ALTO INDEPENDENT SCHOOL DISTRICT MISSION STATEMENT**

**IT SHALL BE THE MISSION OF THE ALTO INDEPENDENT SCHOOL DISTRICT TO EDUCATE ALL OF ITS 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 THE DISTRICT. THE ALTO ISD, THEREFORE, SHALL USE EVERY REASONABLE RESOURCE TO PROVIDE A LIVING EDUCATION OF 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 superintendent, this district plan has been collaboratively developed by the District Improvement Council (DIC) which represents input from staff, parents, and the community. All performance goals identified in *Every Student Succeeds Act* 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, and local monies.**

**ALTO INDEPENDENT SCHOOL DISTRICT  
DISTRICT IMPROVEMENT PLANNING COMMITTEE  
2018-2019 MEMBERS**

**Kelly West, Superintendent (Chair)**

**Shanequa Redd-Dorsey, High School Principal**

**Brandi Tiner, Middle School Principal**

**Candis Mabry, Elementary School Principal**

**Paula Low, Accountability and Special Programs Director**

**Misty Townsend, Curriculum and Instruction Director**

**Dimitri Starovic, Counselor (9-12<sup>th</sup>)**

**Krystin Lucas, Counselor (Pre-K-8<sup>th</sup>)**

**Jay Anna Davis, District Librarian**

**John Griffith, Agriculture & Mechanics Director**

**Cindy Johnson, HS Teacher**

Mindy Scott, MS Teacher  
Shelley Clevenger, Elementary Teacher  
Janette Moore, ESL Teacher  
Sharae Schmitt, Special Education Representative  
Courtney Stephenson, Auxiliary Personnel/Parent  
Lee Pearman, Board Representative/Parent  
Cecil Verdell, Community Member

**COMPREHENSIVE NEEDS ASSESMENT**  
**(Title I School-Wide Component 1)**

The following information sources provided data for this comprehensive needs assessment:

- H.S., M.S., and Elementary Campus Improvement Plans
- Longitudinal AYP data
- PBMAS, PEIMS, TELPAS, STAAR, TAPR, ACT/SAT data
- Program Evaluations
- Staffing Needs
- Professional/Paraprofessional Trainings
- Formative Assessment Data
- Campus Discipline Data
- Pass/Retention/Fail Data
- Stakeholder surveys
- Hiring/Utilization of outside educational consultants (i.e. Larry Bell)
  - Formulation of Campus Improvement Plans
  - Formulation of Targeted Improvement Plans
  - Formulation of PBMAS Compliance/Improvement Plan
- Informal evaluations

An in-depth review and disaggregation of data by the Campus and District Planning/Decision-Making committees led to the development of the goals, objectives, and strategies reflected in this plan of action.

**ALTO INDEPENDENT SCHOOL DISTRICT  
DISTRICT IMPROVEMENT PLANNING COMMITTEE**

**DATA UTILIZED FOR PLANNING**

**2017-2018 TEXAS EDUCATION AGENCY Accountability Ratings:**

<b>DISTRICT:</b>	<b>MET STANDARD</b>
<b>ALTO HIGH SCHOOL:</b>	<b>MET STANDARD</b>
<b>ALTO MIDDLE SCHOOL:</b>	<b>MET STANDARD</b>
<b>ALTO ELEMENTARY:</b>	<b>MET STANDARD</b>

**“MAJOR FINDINGS AND RECOMMENDATIONS”**

**--All campuses and the district as a whole must continue and strive to meet TEA’s State Accountability and PBMAS standards.**

**--Of primary concern are the major academic areas of Reading, Mathematics, Social Studies and Science. Increasing student achievement and closing the performance gap between student subpopulations is a priority.**

**--Deliberate and conscience effort must be made to provide support to underachieving subpopulations (Economically Disadvantaged, English Language Learners, and Special Education).**

**--Continued curriculum alignment is a must in all four major academic areas (Language Arts, Mathematics, Social Studies, and Science).**

**--Attendance rates and dropout rates need to improve, especially at Pre-K and senior class levels.**

**--Professional development targeting English Language Learners, Special Education students, 504 students and other underperforming subpopulations is a must. All administrators will continue training in Administrative Leadership.**

**--Continued patterns of persistent misbehavior (i.e. number of referrals to I.S.S and A.E.P.) need to be addressed with the at-risk student population.**

**--Strengthening home/school/community/parent partnerships is strongly encouraged.**

# **ALTO INDEPENDENT SCHOOL DISTRICT IMPROVEMENT PLAN**

**2018-2019**

**GOAL 1: The achievement of all student groups will improve in order for Alto ISD to meet all System Safeguard Requirements, Meet Required Standards, and achieve Distinction Designation Labels under TEA's Public School Accountability System.**

**GOAL 2: Meet the needs of all students by providing a safe, healthy, disciplined, drug free learning environment.**

**GOAL 3: Strengthen home and school relationships.**

**Goal 1:** The achievement of all student groups will improve in order for Alto ISD to meet all System Safeguard Requirements, Meet Required Standards, and achieve Distinction Designations Labels under TEA’s Public School Accountability System.

**Objective 1:** Each student group will meet or exceed academic performance expectations projected through 2018-2019.

**Summative Evaluation:** Accomplishment of objective as measured by STAAR scores

Strategies	Time Line	Staff Responsible	Resources	Evaluation
1. Empower delivery of TEKS/STAAR based instruction through development and use of a vertically and horizontally aligned curriculum in core content areas.	September 2018 October 2018 November 2018 Each 6 weeks	Administrator C/I Director Teachers	Local	1 <sup>st</sup> 6 weeks 2 <sup>nd</sup> 6 weeks 3 <sup>rd</sup> 6 weeks 4 <sup>th</sup> & 5 <sup>th</sup> 6 weeks 6 <sup>th</sup> 6 weeks Minimum 70% passing six weeks assessments with 5% increase annually
2. Create an environment of increased accountability for all staff: <ul style="list-style-type: none"> <li>Lesson plans reflecting implementation of aligned curriculum (TEKS Resources)</li> <li>Administrator Walk-Throughs</li> <li>Regularly scheduled grade level and department meeting</li> <li>Special Ed. Teachers attending all grade-level meetings</li> <li>Teachers &amp; Administrators follow a 3 tiered process (RTI/SuccessEd)</li> </ul>	Each Six Weeks	Teachers Administrator Lead Teachers Dept Chairs	IMA Funds Local Funds SuccessEd TEKS Resources	Administrator Walk-Throughs
3. Create assessments in core areas once each six weeks to check for mastery. Accommodate assessments for students taking STAAR-Alt2.	Each six weeks	Administrator Teachers	Local DMAC	At least 70 % passing six week assessments
4. Utilize disaggregated data from six weeks assessments to target students not reaching expectations.	Each Six Weeks	Teachers	Local DMAC	5% increase in passing for targeted students

<p>5. Administer TEA Interim Assessments during the opportunity window and STAAR pretest in the spring prior to testing date.</p> <p>6. Provide additional support for students not achieving expected TEKS/STAAR mastery:</p> <ul style="list-style-type: none"> <li>• Tutorials before school; after school spring semester</li> <li>• Individualized intervention plan for special education students</li> <li>• Individualized instruction for non-achieving students during CMC</li> <li>• Enrichment period</li> <li>• Lengthen school day</li> </ul> <p>7. Create a learning community of high expectations for all students:</p> <ul style="list-style-type: none"> <li>• Strict enforcement of the Code of Conduct, tardy and absentee policies</li> <li>• Shared pride in accomplishments and campus appearance</li> </ul> <p>8. Continue requirement of writing across the curriculum</p> <ul style="list-style-type: none"> <li>• Response graded for content, complete sentences, correct capitalization and punctuation</li> </ul> <p>9. Require STAAR writing sample each six weeks in all ELA classes</p> <p>10. Utilize SCE funds to support implementation of Title I school-wide strategies</p> <p>11. Require STAAR-based activities in all core content classes. Target:</p> <ul style="list-style-type: none"> <li>• Higher level and critical thinking skills</li> <li>• Process skills</li> <li>• Teach BIG</li> <li>• Bell Ringers</li> <li>• Exit Tickets</li> </ul> <p>12. Recruit and maintain high-quality, certified and highly qualified teachers</p> <ul style="list-style-type: none"> <li>• Pay above state base, stipends</li> <li>• Attendance Incentives</li> </ul>	<p>Fall &amp; Spring</p> <p>Fall &amp; Spring</p> <p>Fall &amp; Spring</p> <p>Each Six Weeks</p> <p>Each Six Weeks</p> <p>Each Six Weeks</p> <p>Each Six Weeks</p> <p>Fall &amp; Spring</p>	<p>A/A Directors Administrators Teachers</p> <p>Administrators Teachers</p> <p>Administrators Counselors Teachers</p> <p>Teachers</p> <p>ELA Teachers</p> <p>Administrators</p> <p>Administrators Teachers</p> <p>Central Office Administrators</p>	<p>Local</p> <p>SCE Funds</p> <p>Local Title V</p>	<p>At least 70% meeting minimum expectations</p> <p>At least 70% targeted students meeting minimum expectations on STAAR</p> <p>10% decrease in number of tardies and absences from previous semester</p> <p>At least 70% passing written essay question</p> <p>At least 70% scoring a passing score or higher</p> <p>At least 70% passing benchmark assessments</p> <p>At least 70% passing benchmark assessments</p> <p>100% teachers highly qualified</p>
--	---	---	--	--





<p>15. Use disaggregated STAAR data to plan class placement and instruction.</p> <p>16. Provide additional support for second language learners</p> <ul style="list-style-type: none"> <li>• ELA teachers at all levels obtaining ESL certification</li> <li>• Explore possibility of an additional Spanish speaking paraprofessional to assist in translating</li> <li>• Rosetta Stone</li> </ul> <p>17. Monitor quality of instruction and assessment.</p> <p>18. Provide incentive opportunities for all students passing six weeks tests / benchmarks which prepare students for STAAR and IEP expectations on STAAR-Alt2.</p> <p>19. Analyze STAAR-Alt2 results and other data to appropriately include special education students in regular classes</p> <p>20. Continue to utilize Content Mastery for any student requiring additional academic support.</p> <p>21. Continue Vertical Teaming between Elementary, Middle, and High Schools</p> <p>22. Implement iStation Reading, Renaissance Learning, IXL Math &amp; Grammar, Study Island, and encourage student enrichment and use of the programs at home.</p> <p>23. Provide incentive opportunities to all students reaching Accelerated Reading goals</p> <p>24. Continue to utilize Read Naturally for any student requiring additional reading support.</p> <p>25. Continue to utilize STEMScopes to increase engagement, rigor, and student achievement in Science.</p>	<p>Fall</p> <p>Fall/Spring</p> <p>Each six weeks</p> <p>Each six weeks</p> <p>Fall/Spring</p> <p>Fall/Spring</p> <p>Fall</p> <p>Weekly</p> <p>6 weeks End of semesters</p> <p>Fall/Spring</p> <p>Weekly</p>	<p>Administrators Counselor</p> <p>Administrators Counselors Teachers</p> <p>Administrator</p> <p>Administrator</p> <p>Counselor Special Ed. Teachers</p> <p>Administrator Counselor Special Ed. Teachers</p> <p>Teachers</p> <p>Teachers Administrators</p> <p>Teachers K-8 Administration</p> <p>Teachers Paraprofessionals</p> <p>Teachers</p>	<p>Title II Local</p> <p>Local Title I</p> <p>Local</p> <p>Special Ed.</p> <p>Special Ed. Title I Local</p> <p>Title I SCE Funds</p> <p>Student Activity Fund</p> <p>Title I Local</p> <p>SCE Funds</p>	<p>100% students appropriately scheduled</p> <p>Administrator walk-throughs/ T-TESS</p> <p>At least 70% passing benchmark assessments</p> <p>Review at ARDs</p> <p>Inclusion of 100% ARD-determined eligible students in regular classes</p> <p>100% involvement of teachers</p> <p>Program Monitoring</p> <p>Teacher/Librarian Assessments</p> <p>Program Monitoring Assessments STAAR Test Results</p> <p>Program Monitoring Assessments STAAR Test Results</p>
--	---	---	---	---

**Objective 2:** Increase attendance rate to at least 97%

**Objective 3:** Maintain drop-out rate of less than 1%.

**Summative Evaluation:** Accomplishment of objectives as measured by campus records, PEIMS and Accountability report

<p>1. Report to counselor/principal names of students with frequent absences</p> <p>2. Utilize courts to deter truancy</p> <p>3. Attendance committee will meet in cases of excessive absences to determine action</p> <p>4. Students withdrawing will be tracked to determine subsequent enrollment</p> <p>5. Explore providing individual and family counseling for high –risk students</p> <ul style="list-style-type: none"> <li>• ACCESS</li> </ul> <p>6. Provide incentive for students achieving perfect attendance every six weeks and at the end of the year. (Never Been Absent Club, Principal’s Award)</p>	<p>Each six weeks</p> <p>Weekly</p> <p>Fall/Spring</p> <p>Fall/Spring</p> <p>Fall/Spring</p> <p>6 weeks</p>	<p>Administrator Counselor Teachers</p> <p>Administrator</p> <p>Attendance Committee</p> <p>Administrator Counselor</p> <p>Counselor</p> <p>Teachers Counselors Administration</p>	<p>Student Activity Fund</p>	<p>All students with frequent or pattern absences reported to administration</p> <p>Attendance Records</p> <p>Attendance Records</p> <p>Attendance Records</p> <p>Documentation of availability of counseling for 100% identified students</p> <p>Attendance Records</p>
--	---	--	------------------------------	--

**Goal 2:** Meet the needs of all students by providing a safe, healthy, disciplined, drug free learning environment.

**Objective 1:** Reducing the discipline incidents by 5 %.

**Objective 2:** Respect among students will be fostered and maintained. Student expectations will be clearly stated and consistently enforced.

1. Exhibit positive behavior traits	Daily	Teachers, Librarian, Administration, Counselor	Local Funds	5% Reduction in discipline referrals
2. Maintain Crisis Management Plan	Fall	Administrators SBDM	Local Funds	Monthly mock drills
3. Continue with positive behavior management program (End of Year Field Trip)	Spring	Principal Teachers SBDM	Local Funds	-Decline in discipline referrals -Increase in participation of positive behavior rewards
4. Maintain SHAC (Student Health Advisory Committee)	Quarterly	Nurse/ Members	Local Donations	Committee meeting attendance records
5. Maintain D.A.R.E. program	Fall/Spring	D.A.R.E. Officers		-100% participation in 5 <sup>th</sup> grade. -D.A.R.E. Awards program
6. Red Ribbon Week	October	Student Council Sponsors Administrators Teachers	Local Funds	District-wide participation
7. Provide staff development training on student expectations and proper enforcement (Texas Behavior Support Initiative) of them	Fall/Spring	Teachers Administrators Counselors	Local Funds Title 1 Region VII	-Reduction in number of discipline referrals -Documentation of participation in activities

<p>8. Provide students with coordinated health activities (Physical Ed Activities, Sex Ed Presentations, and Health Ed Activities).</p> <p>9. Provide students with message for injury prevention and alcohol awareness (When Sean Speaks, Distracted Driving Crash Car)</p> <p>10. Board of Trustees Policy to provide drug testing to all students grades 7-12 participating in extra-curricular activities and student drivers as a highly effective deterrent to drug use and a way to identify students who may need help.</p> <p>11. Provide students with local law enforcement recommendations.</p> <ul style="list-style-type: none"> <li>• Threat / Vulnerability Assessment</li> <li>• Training Drills</li> <li>• Safety Plan</li> <li>• Door / Gate Security Installations</li> </ul> <p>12. CPI trained staff on every campus.</p> <p>13. Implementation of an anonymous reporting system to address bullying, cyberbullying, depression/suicide in compliance with David's Law.</p> <ul style="list-style-type: none"> <li>• STOPit App</li> </ul> <p>14. Partnership with DPS officers to maintain a presence on campuses (Tier 1 school)</p> <p>15. Hold Immunization Clinics for students and staff members.</p> <p>16. Implementation of new district-wide phone system in compliance with Megan's Law.</p>	<p>Fall</p> <p>Fall</p> <p>Fall/Spring Subsequent Random testing</p> <p>Daily/Ongoing</p> <p>Fall/Spring</p> <p>Daily</p> <p>Daily</p> <p>Fall/Spring</p> <p>Fall</p>	<p>Nurse, Teachers, Coaches, Administrators, Cherokee County Health Department</p> <p>SHAC Cherokee County AgriLife Services</p> <p>Drug and Alcohol Testing Service Athletic Director Administrators</p> <p>Administrators AISD Staff Local Law Enforcement</p> <p>Administrators Counselors Teachers</p> <p>Administrators Counselors Technology Directors</p> <p>Administrators DPS</p> <p>Administrators District Nurse SHAC</p> <p>Administrators Technology Director</p>	<p>Local Funds</p> <p>Texas A &amp; M AgriLife Extension Services</p> <p>Local Funds</p> <p>Local Funds</p> <p>Local Funds Special Ed Funds</p> <p>Local Funds</p> <p>Local Funds</p> <p>Local Funds</p> <p>Local Funds</p>	<p>Improvement in <i>Fitness Gram</i> results/<i>FitnessGram</i> data reported to TEA</p> <p>Middle School/High School Participation</p> <p>Confidential results of testing</p> <p>District-wide participation</p> <p>5% reduction in the number of student injuries.</p> <p>District-wide participation</p> <p>District-wide participation</p> <p>District-wide participation</p>
---	---	--	---	--

**Goal 3:** Strengthen home and school relationships.

**Objective 1:** Provide parents with more opportunities for family involvement.

**Summative Evaluation:** Accomplishment of objective as measured by campus records.

<ol style="list-style-type: none"> <li>1. Maintain school website to reflect district activities, public reporting, and student happenings</li> <li>2. Utilize social media (Facebook, Instagram, and Twitter) to communicate district events and showcase student participation.</li> <li>3. Continue offering BB Connect to reach parents/guardians with important information.</li> <li>4. Issue 3 weeks progress reports and 6 weeks report cards to all students.</li> <li>5. Announcements in the morning to list student birthdays and reflect character awareness lessons.</li> <li>6. Continue Parent Orientation / Open House / Donuts w/Dad/Muffins w/Mom/Meet the Teacher/Meet the Jackets/Administrator Meet &amp; Greet nights</li> <li>7. Keep up-to-date information on the highway marquee</li> <li>8. Continue 4<sup>th</sup> grade orientation for future 5<sup>th</sup> graders and 8<sup>th</sup> grade orientation for future 9<sup>th</sup> graders.</li> <li>9. Maintain graduations (Pre-K, 8<sup>th</sup>, HS)</li> <li>10. List parent contacts in parent phone log and turn in each six weeks</li> <li>11. Work with the community to mentor at-risk students.</li> </ol>	<p>Each week</p> <p>Each week</p> <p>Ongoing</p> <p>Each 3 weeks</p> <p>Daily</p> <p>Fall/Spring</p> <p>Weekly</p> <p>Spring</p> <p>Spring</p> <p>Each 6 weeks</p> <p>Weekly</p>	<p>Technology Dept. Webmaster</p> <p>Public Relations Dept.</p> <p>Public Relations Dept.</p> <p>Teachers</p> <p>Teachers Administration</p> <p>Teachers Administration</p> <p>Administration</p> <p>Admin/Counselor Teachers</p> <p>Admin/Counselor Teachers</p> <p>Teachers /Principal</p> <p>Admin/Community Members</p>	<p>Local Funds</p>	<p>Updated Information</p> <p>Progress returned signed by parent or guardian</p> <p>Through Announcements</p> <p>Maintain attendance records during parent events</p> <p>Verified through submission to campus principals Participation reports</p>
---	--	---	--------------------	---