

# ALTO MIDDLE

## Campus Improvement Plan

### 2020/2021

*Quality at all levels, equity in all endeavors, and accountability for all responsibilities.*



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DMAC Solutions ®

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9/16/2020

# ALTO MIDDLE

## **Mission**

*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.*

### Nondiscrimination Notice

ALTO MIDDLE does not discriminate on the basis of race, 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.

# ALTO MIDDLE Site Base

Name	Position
Scott, Melinda	Teacher
Jones, Leann	Counselor
Norman, Clayton	Teacher
Low, Paula	Director of Testing and Special Programs
Lucas, Krystin	Principal
Weatherford, Tiffany	Parent
West, Adria	Parent
Holmes, Kimmie	Nurse
Delgado, Sharon	Teacher
Barnett, Megan	Teacher

# Resources

Resource	Source
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Title IV Safe and Drug Free	Federal
Title VI, Part B Rural/Low Income	Federal
Local Funds	Local
IMA Funds - Contracted Services	State
State Compensatory	State

# ALTO MIDDLE

**Goal 1.** Goal 1: The achievement of all student groups will improve over the next four (4) years in order for Alto Middle School to meet Required Standards and achieve Distinction Designations Labels under TEA’s Public School Accountability System

**Objective 1.** Objective 1: Each student group will meet or exceed academic performance expectations projected through 2020-2021.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create an environment of increased accountability for all staff: <ul style="list-style-type: none"> <li>• Lesson plans reflecting implementation of aligned curriculum through Planbook</li> <li>• Administrator Walk-Throughs</li> <li>• Regularly scheduled grade level and department meetings</li> <li>• Special Ed. Teachers attending all grade-level meetings</li> <li>• Teachers &amp; Administrators follow a 3 tiered process (RTI) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4)</li> </ul>	C/I Director, Counselor(s), Principal, Teacher(s)	9 weeks	(L)Local Funds	Formative - Ongoing
2. Administer assessments in core areas once each three weeks to check for mastery. Instructional / Assessment accommodations for designated students. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Administrators, Counselor(s), Principal, Teacher(s)	9 weeks	(L)Local Funds	Formative - Ongoing
3. Utilize disaggregated data from BOY assessments, benchmark assessments, progress checks, and interim assessments to target all students. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Teacher(s)	Each semester	(L)Local Funds	Formative - ongoing
4. Administer mock STAAR pretest in February prior to testing date. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Counselor(s), Principal, Teacher(s)	Spring	(L)Local Funds	Formative - ongoing
5. . Provide additional support for students not achieving expected TEKS/STAAR mastery: <ul style="list-style-type: none"> <li>• Tutorials before school; after school spring semester</li> <li>• Individualized remediation plan for special education students</li> <li>• Grades 5 -8 offer individualized instruction for non-achieving students during CMC</li> </ul>	Administrators, Special Ed Teachers, Teacher(s)	Fall and Spring	(S)State Compensatory	Formative - ongoing

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<ul style="list-style-type: none"> <li>• Addition of 35 minute Enrichment class to focus on lower performing TEKS to move students progressively in STAAR levels (Approaches, Meets, Masters). (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)</li> </ul>				
6. Continue requirement of writing across the curriculum <ul style="list-style-type: none"> <li>• Handwriting curriculum being implemented in grade 5. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4)</li> </ul>	Teacher(s)	Each 9 Weeks	(L)Local Funds	Summative - ongoing
7. Require STAAR-based sponge or closure activities in all core content classes. Target: <ul style="list-style-type: none"> <li>• Higher level and critical thinking skills</li> <li>• Process skills (Title I SW Elements: 2.5)</li> </ul> (Target Group: All) (Strategic Priorities: 2)	Teacher(s)	Each 9 Weeks	(F)Title I	Summative - ongoing
8. Recruit and maintain high-quality, certified and highly qualified teachers and paraprofessionals. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1)	Administrators, Central Office	Fall and Spring	(F)Title I, (L)Local Funds	Summative - ongoing
9. Provide local and out-of-district capacity building professional development opportunities for all faculty and staff: <ul style="list-style-type: none"> <li>• Curriculum Alignment and Sequencing</li> <li>• Differentiating Instruction</li> <li>• Closing the Achievement Gap</li> <li>• Instructional Leadership Training</li> <li>• Accelerating Instruction</li> <li>• New teacher orientation and mentoring</li> <li>• Enforcement of Code of Conduct</li> <li>--Discipline strategies</li> <li>--Classroom management</li> <li>--Conflict resolution</li> <li>• Technology</li> <li>• Support for general ed. teachers providing instruction for special education students</li> </ul>	Administrators, Teacher(s)	Fall and Spring	(F)Title IIA Principal and Teacher Improvement	Summative - ongoing

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<ul style="list-style-type: none"> <li>--Accommodations</li> <li>--Behavior Intervention Plans</li> <li>• Region VII workshops</li> <li>• Importance and value of family involvement</li> <li>• Content-Specific workshops, updates and conferences</li> <li>• TEKSResources Training</li> <li>• Lead4Ward Training</li> <li>• Update training for common awareness of district policies and procedures for student identification for placement and monitoring in all special programs</li> <li>--Dyslexia/related (Title I SW Elements: 2.2)</li> </ul> (Target Group: All) (Strategic Priorities: 1)				
10. Provide additional support for second language learners <ul style="list-style-type: none"> <li>• All ELAR teachers must be ESL certified.</li> <li>• Provide intensive instruction for students identified as LEP with tutoring time (M-Th, 30 minutes per day = 2 extra hours per week).</li> <li>• Technology support BrainPop ESL and Read Naturally. (Title I SW Elements: 2.5,2.6)</li> </ul> (Target Group: ESL) (Strategic Priorities: 2)	Teacher(s)	Each 9 weeks	(F)Title III Bilingual / ESL	Summative - ongoing
11. Provide incentive opportunities for all students passing progress checks / benchmarks which prepare students for STAAR and ARD expectations on STAAR. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Principal, Teacher(s)	Each 9 Weeks	(L)Local Funds	Summative - ongoing
12. Continue to utilize Content Mastery for any student requiring additional academic support. (Title I SW Elements: 2.5,2.6) (Target Group: SPED,AtRisk) (Strategic Priorities: 2,4)	Counselor(s), Principal, Teacher(s)	Fall and Spring	(F)Title I	Summative - ongoing
13. Implement Flocabulary, iStation Reading, Study Island, BrainPop, Discovery Education Streaming, while encouraging student	Teacher(s)	Fall & Spring	(L)Local Funds, (S)IMA Funds - Contracted Services	Summative - ongoing

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
enrichment and use of the programs at home. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)				
14. Continue to utilize Read Naturally and Learning Ally for any student requiring additional reading support. (Title I SW Elements: 2.5,2.6) (Target Group: ESL,SPED,AtRisk) (Strategic Priorities: 2,4)	Paraprofessionals, Teacher(s)	Fall & Spring	(F)Title I, (F)Title III Bilingual / ESL	Summative - ongoing
15. Empower delivery of TEKS/STAAR based instruction through development and use of a vertically and horizontally aligned curriculum in core content areas. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1)	Counselor(s), Principal, Teacher(s)	Monthly	(L)Local Funds	Formative - Ongoing



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**Goal 1.** Goal 1: The achievement of all student groups will improve over the next four (4) years in order for Alto Middle School to meet Required Standards and achieve Distinction Designations Labels under TEA’s Public School Accountability System

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a learning community of high expectations for all students: • Strict enforcement of the Code of Conduct, tardy and absentee policies • Shared pride in accomplishments and campus appearance (Title I SW Elements: 2.1,2.4) (Target Group: All) (Strategic Priorities: 4)	Administrators, Teacher(s)	Fall and Spring	(L)Local Funds	Summative - ongoing
2. Report to counselor/principal names of students with frequent absences (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	Counselor(s), Principal, Teacher(s)	Fall and Spring	(L)Local Funds	Summative - ongoing
3. Utilize courts to deter truancy (Title I SW Elements: 2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Principal	Fall and Spring	(L)Local Funds	Summative - ongoing
4. Provide incentives for students achieving perfect attendance every nine weeks and at the end of the year. (Award Winning Attendance) Teachers provide incentives every nine weeks within classroom for class attendance. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 4)	Principal, Teacher(s)	Each 9 Weeks	(L)Local Funds	Summative - ongoing
5. Partner with Children’s Clinic of Rusk for same day visits, early treatment, quicker return to school, on-going health check-ups and physicals for athletes. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 4)	Nurse	Fall & Spring	(L)Local Funds	Summative - ongoing

# ALTO MIDDLE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue with positive behavior management program (End of Year Field Trip-pending COVID) <ul style="list-style-type: none"> <li>• PBIS Framework (Positive Behavioral Intervention &amp; Supports)</li> <li>• STOP IT App for Bullying</li> <li>• Positive office referrals</li> <li>• Student of the Week</li> <li>• Be a Jacket Friday's in enrichment for students that earn it</li> <li>• Recess time on Friday afternoons as a positive behavior incentive (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4)</li> </ul>	Counselor(s), Principal, Teacher(s)	Fall and Spring	(L)Local Funds	Summative - ongoing

# ALTO MIDDLE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide staff development training on student expectations and proper enforcement (Texas Behavior Support Initiative) (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4)	Administrators, Principal, Teacher(s)	Fall and Spring	(F)Title IIA Principal and Teacher Improvement	Summative - ongoing
2. Provide students with coordinated health activities (Physical Ed Activities, Sex Ed Presentations, and Health Ed Activities).  (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 4)	Administrators, Athletic Director, Coaches, Counselor(s), Nurse	Fall and Spring	(F)Title IV Safe and Drug Free	Summative - ongoing
3. All federal and state required safety training including those recently added by HB 3. (Target Group: All) (Strategic Priorities: 4)	Administrators, Counselor(s), Teacher(s)	ongoing	(F)Title IV Safe and Drug Free	Summative - ongoing

# ALTO MIDDLE

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

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain school website to reflect middle school activities and student happenings  (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4)	Webmaster	Weekly	(L)Local Funds	Summative - ongoing
2. Continue Parent Orientation / Open House / Meet the Teacher nights (Virtual this year due to COVID) • Open Computer Lab to assist with online registration (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, Principal, Teacher(s), Technology Directors	Fall & Spring	(L)Local Funds	Summative - ongoing
3. Continue 4th grade orientation for future 5th graders. (Virtual this year due to COVID) (Title I SW Elements: 2.1) (Target Group: 5th)	Counselor(s), Principal(s)	Spring	(L)Local Funds	Summative - ongoing
4. List parent contacts in parent phone log and turn in at the end of each quarter. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 4)	Principal, Teacher(s)	Each 9 Weeks	(L)Local Funds	Summative - ongoing
5. Increase social media engagement using more frequent announcements and positives. (Title I SW Elements: 2.1,3.1) (Target Group: All)	C/I Director	Weekly	(L)Local Funds	Summative - ongoing
6. Middle School Pep Rallies, open invitation. (Will resume after COVID) (Target Group: All)	Sponsors	Fall	(L)Local Funds	Summative - ongoing
7. Connecting with parents through: •Blackboard Connect (in both Spanish and English) •Remind 101, phone, email •Virtual office hours to assist remote learners and parent learning coaches •8th grade graduation (virtual due to COVID) •Marquee •Progress reports every 3 weeks for grade updates (Target Group: All)	Administrators, C/I Director, Counselor(s), Teacher(s)	Weekly	(L)Local Funds	09/16/20 - Pending (S)

# Comprehensive Needs Assessment

## Demographics

### Demographics Strengths

Enrollment is holding steady.

Our campus is roughly 1/3 African American, 1/3 Hispanic, and 1/3 White.

Support system in place for homeless, migrant, and foster students.

We added a dyslexia teacher to assist dyslexic students.

We added a para position to help with our 5th grade sped inclusion students.

### Demographics Weaknesses

African American SpEd numbers are high and passing rate is extremely low.

Economically disadvantaged numbers are at 70% and within each sub group, african american weigh heavily and passing rates are lower.

Staff demographics do not equal our student demographics

LEP students are not exited from ESL as frequent as state averages

# Comprehensive Needs Assessment

## Demographics Weaknesses (Continued)

SpEd numbers are greater than 10%

## Demographics Needs

Split sped curriculum to address sped passing in all demographics using teacher specialization.

Support for sped (life skills) students.

Para to address sped classrooms more frequently.

Funding for ESL and SPED teachers' stipends.

Recruit teachers from diverse ethnicities.

## Student Achievement

# Comprehensive Needs Assessment

## Student Achievement Strengths

Math STAAR scores are above state average

Reading at 8th grade has tremendously improved.

## Student Achievement Weaknesses

ELA scores at the 6th grade level need improvement.

Writing throughout the campus

Economically disadvantaged sup pops - African American is lower passing rate than others

SpEd STAAR passing rates are extremely low

Attendance rate is low

## Student Achievement Needs

ELA scores at the 6th grade level need improvement.- Make sure highly qualified, stable teacher is hired

Writing throughout the campus-Implement writing in every grade on benchmarks and tests to help vertical alignment of writing.

Economically disadvantaged sup pops - African American is lower passing rate than others - Enforce tutorials and motivation for all sub pops.

SpEd STAAR passing rates are extremely low Attendance rate is low - Highly qualified teachers in SpEd Resource.

# Comprehensive Needs Assessment

## Student Achievement Needs (Continued)

Technology devices (1-to-1) to use remotely.

## School Culture and Climate

### School Culture and Climate Strengths

Family like atmosphere

Teachers feel like they have a voice and are heard

Small school, small number on campuses

All campus located in one area

### School Culture and Climate Weaknesses

Some frustration with new COVID policies and remote learning technical difficulties.

### School Culture and Climate Needs



# Comprehensive Needs Assessment

Implement culture building activities for staff and support from administration to staff.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Strengths

Small school

Support from administration

Staff turnover has decreased

All teachers and staff are qualified/certified and in their certain field.

We have increased the attendance stipend.

We have also added longevity pay to retain teachers.

# Comprehensive Needs Assessment

## **Staff Quality, Recruitment and Retention Weaknesses**

Staff attendance is down

## **Staff Quality, Recruitment and Retention Needs**

Address with teachers their attendance - Increase attendance stipend

New staff supported by mentor teachers

Longevity pay to retain

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Needs (Continued)

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

Addition of Curriculum Director

Streamlining assessments through DMAC

TEKSResources to align curriculum

Development of Pacing Calendar.

Enrichment time for more academic support and goals

All ELA teachers are ESL certified

### Curriculum, Instruction and Assessment Weaknesses

# Comprehensive Needs Assessment

Varied resources in ELAR curriculum

Writing is not consistent across grade levels.

## **Curriculum, Instruction and Assessment Needs**

Implement streamlined curriculum for ELA.

Implement Writing in all grade levels, not just 7th.

Funding for ELAR curriculum.

Funding to assist with ESL certification.

## **Family and Community Involvement**

### **Family and Community Involvement Strengths**

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths (Continued)

5th Grade Orientation (Virtual- COVID)

Meet The Teacher Night (Virtual- COVID)

SBDM committee includes parents and community members.

Invite to Pep Rallies (Post COVID)

Open House - Fall and Spring (Virtual- COVID)

Social Media to communicate with families and community

Translator to address needs of Hispanic community

Updated website with more resources and community

# Comprehensive Needs Assessment

## Family and Community Involvement Weaknesses

Facilities to accommodate all community and family members

Parental support of attendance

## Family and Community Involvement Needs

New facilities (congregating area, such as new high school gym)

More home visits - appointed campus liaison

## School Context and Organization

### School Context and Organization Strengths

Student needs drive master schedule development

Community perceptions of the campus are positive overall

High expectations for all students and staff

# Comprehensive Needs Assessment

## School Context and Organization Weaknesses

Immediate teacher and staff feedback

## School Context and Organization Needs

Move to Google resources to include more sharing of information and concerns

## Technology

### Technology Strengths

Training for all teachers in Google and its components

Updated software on all computers

Utilization of read naturally and study island to assist struggling students

Network capabilities are sufficient to support campus needs

# Comprehensive Needs Assessment

## Technology Strengths (Continued)

Teachers are utilizing google classroom with both their face-to-face and remote learners.

1-to-1 devices coming very soon for all students.

## Technology Weaknesses

Teacher proficiency is low for new software and updated technology resources.

## Technology Needs

Training for teachers on smart boards

Training in TEKSResources

Support/training for parents on google classroom.



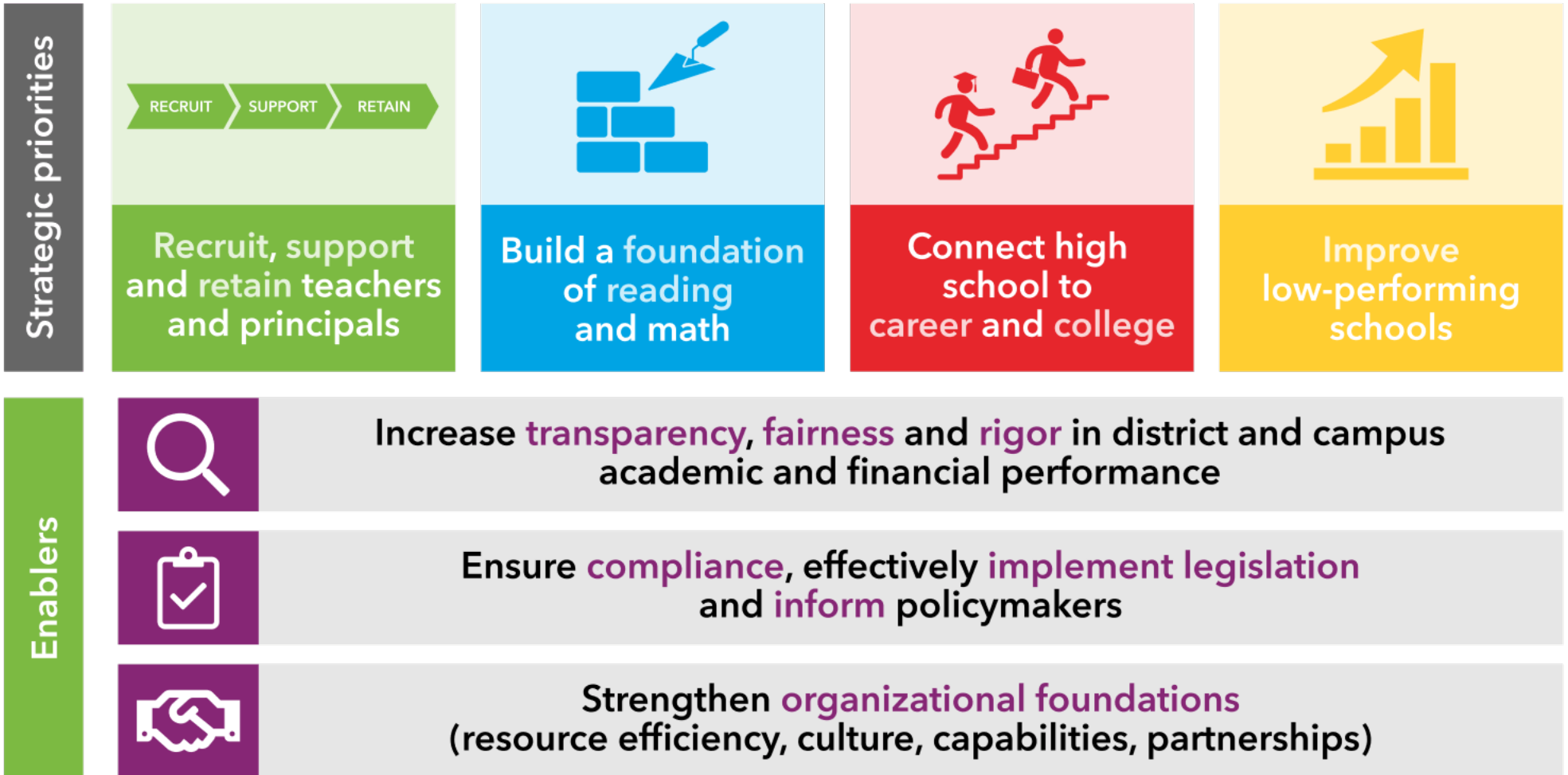
# Comprehensive Needs Assessment

## Technology Needs (Continued)

# Comprehensive Needs Assessment Data Sources

Community Demographics  
Community Input  
Disaggregated STAAR Data  
Discipline Referrals  
Failure Lists  
Federal Program Guidelines  
Parental Involvement Policy  
PEIMS Reports  
Special Student Populations  
Staff/Parents/Community/ Business members involved w/SBDM

# Every child, prepared for success in college, a career or the military.



*\*adapted from TEA Strategic Plan - <https://tea.texas.gov>*