

ALTO ELEMENTARY
Campus Improvement Plan
2020/2021



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Date Reviewed:

Date Approved:

ALTO ELEMENTARY Site Base

Name	Position
Berryman, Elissa	Teacher
LANDRUM, COURTNEY	Teacher
Fletcher, Angela	Teacher
Moore, Janette	Teacher
Pierce, Sandy	District Translator
Low, Paula	DCSI
Blankenship, Elizabeth	Parent
Holmes, Kimmie	Parent
Matej, Carolyn	Campus User
Mabry, Candis	Campus Administrator
Meeks, Laci	Campus Manager

Resources

Resource	Source
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Local Funds	Local

ALTO ELEMENTARY

Mission

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.

Nondiscrimination Notice

ALTO ELEMENTARY 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 ELEMENTARY

Goal 1. 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 required standards in Reading, Writing, and Math and reach Distinction Designation labels under TEA's public school Accountability system.

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. Provide early intervention programs to ensure all kindergartners enter kindergarten possessing readiness skills. Full day Pre-K for 4 yr. olds (Target Group: K) (Strategic Priorities: 2)	Principal, Teacher(s)	August-June	(L)Local Funds	Ongoing
2. Disaggregate assessment results in order to provide instructional support for students not meeting expectations: •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 •Study Island 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 (Target Group: All)	Principal, Teacher(s)	August-Every nine weeks	(L)Local Funds	Ongoing
3. Administer benchmark assessments in reading, writing, and math for 3rd and 4th grade students beginning in 3rd nine weeks. (Title I SW Elements: 2.5) (Target Group: 3rd,4th) (Strategic Priorities: 2)	A/A Director, C/I Director, Principal, Teacher(s)	February	(L)Local Funds	Ongoing
4. Continue vertical and horizontal alignment of curriculum in core content areas. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	C/I Director, Principal, Teacher(s)	August-May	(L)Local Funds	Ongoing
5. Utilize RTI Committee to review assessment documentation of struggling students. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Principal, Teacher(s)	August-May	(L)Local Funds	Ongoing

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide services for students demonstrating characteristics of dyslexia and/or other reading disorders. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Dyslexia Teacher, Principal, Title 1 Teacher	August-May	(L)Local Funds	Ongoing
7. Provide intensive instruction for students identified as LEP through ESL pullout program. (Title I SW Elements: 2.5) (Target Group: ESL) (Strategic Priorities: 2)	ESL Teacher, Principal	August-May	(F)Title III Bilingual / ESL	ongoing
8. Provide Gifted and Talented instruction that enhances learning at a higher level. (Title I SW Elements: 1.1) (Target Group: GT) (Strategic Priorities: 2)	Principal, Teacher(s)	August-May	(L)Local Funds	Ongoing
9. Utilize State Compensatory Education funds to support implementation of Title I school wide strategies.	Administrators	August-May	(S)State Compensatory	Ongoing
10. Provide opportunities for Pre-k students to make a successful transition into kindergarten: Pre-k Round-up (virtual) Pre-K to Kindergarten Curriculum alignment (Target Group: PRE K) (Strategic Priorities: 2)	C/I Director, Principal, Teacher(s)	August-May	(L)Local Funds	Ongoing
11. Recruit and maintain highly-qualified teachers and paraprofessional staff. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1)	Administrators, Central Office	August-May	(F)Title I, (L)Local Funds	Ongoing
12. Provide professional development opportunities for all faculty and staff: DMAC Training for data driven instruction TTESS training/legal Updates/Bullying/suicide training Region VII Workshops New teacher orientation and mentoring Support for general education teachers providing instruction for special education students Fountas and Pinnell (Title I SW Elements: 1.1)	Administrators	Fall & Spring	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (L)Local Funds	Ongoing

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All) (Strategic Priorities: 1,2)				
13. Provide tutorials for struggling students. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	Principal, Teacher(s)	October-May	(L)Local Funds	Ongoing
14. Provide 15 day extended year summer program for students not meeting promotion requirements. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2)	C/I Director, Principal, Teacher(s)	June	(L)Local Funds	Annually
15. Provide incentives and awards to students for: Perfect Attendance, A Honor Roll, A/B Honor Roll, Accelerated Reading Goals, student of the week. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Principal, Teacher(s)	Each Six Weeks	(O)Local Districts	ongoing
16. Provide opportunities for students to participate in UIL competition. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Principal, Teacher(s)	October-December	(L)Local Funds	annually
17. Provide opportunity for all students to participate in the Accelerated Reader program. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Librarian, Principal, Teacher(s), Title 1 Teacher	August-May	(L)Local Funds	Ongoing
18. Provide supplemental instruction in math, reading, and writing, such as IXL Grammar, Study Island, Science & Math Stem scopes, Reflex, Flocabulary, Brain Pop, and Istation in mobile lab, computer lab, and classroom. (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)	Paraprofessionals, Principal, Teacher(s)	August-May	(F)Title I	Ongoing
19. Continue to integrate technology into instruction. Whiteboards Mobile labs Ipads Smart boards with digital pens Chromebooks	Principal, Teacher(s)	September-May	(L)Local Funds	Ongoing

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Google classroom (Title I SW Elements: 1.1,2.5) (Target Group: All) (Strategic Priorities: 2)				
20. Provide age-appropriate career education through: classroom instruction resource speakers field trips (pending covid) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3)	Counselor(s), Principal, Teacher(s)	Fall and Spring	(F)Title I	Ongoing

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Goal 2. Goal 2: Meet the needs of all students by providing a safe, clean, orderly, drug-free environment.

Objective 1. Incidents of continuous, persistent misbehavior and/or violence will decrease by at least 5% from previous year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Heighten student, family, and staff awareness and enforcement of code of conduct. Campus/classroom expectations proactive teaching corrective teaching character building same phrases for rules campus wide incorporating district professional development on classroom management (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Principal, Teacher(s)	August-June	(L)Local Funds	Ongoing
2. Promote drug-free way of life: Red Ribbon Week Chief Jackson Assembly (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Principal(s), Teacher(s)	August-May	(L)Local Funds	Ongoing
3. Continue to provide a positive, clean, and safe instructional environment: Attention to maintenance needs Safe and Orderly drop-off and pick-up procedures (seperate location for elementary) Campus beautification projects (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Principal, Superintendent(s), Teacher(s)	Each Semester	(L)Local Funds	Ongoing
4. Initiate program to ensure the following do not occur in school, on grounds, or in school vehicles. Bullying-Stopit app Unwanted verbal and physical aggression Sexual harassment (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Principal, Teacher(s)	August-May	(L)Local Funds	Ongoing

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Goal 2. Goal 2: Meet the needs of all students by providing a safe, clean, orderly, drug-free environment.

Objective 2. Maintain a 97% attendance rate.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Stress to students the importance of being in attendance. Grade level competitions (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Principal, Teacher(s)	Daily	(L)Local Funds	Ongoing
2. Summer school offered for students with excessive absences and/or tardies. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Principal	As needed	(L)Local Funds	Ongoing
3. Provide awards for perfect attendance. Each nine weeks End of year (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Principal	Each nine weeks	(L)Local Funds	Ongoing
4. Contact parents to verify reasons for absences. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Campus Secretary, Principal, Teacher(s)	Weekly	(L)Local Funds	Ongoing

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Goal 3. 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Invite parents and community to: <ul style="list-style-type: none"> •Meet the Teacher (virtual) •Open House (pending covid) •Pre-K Round-Up/Graduation (virtual-pending covid) •Veteran's Day Program (virtual) •Christmas Program (virtual) •Field Day (pending due to covid) •End of Year Award Ceremonies (pending covid) •Donuts with Dear ones (pending covid) •Cupcakes with caregivers (pending covid) •Thankful for Grandparents Week (virtual) •Good News Club (pending covid) •Parties/ELL Cinco de Mayo (pending covid) •Bear-n-the-Box Parade (virtual) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) 	Principal(s), Teacher(s)	Monthly	(L)Local Funds	Ongoing
2. Continue with active, supportive Parent-Teacher Organization <ul style="list-style-type: none"> •Christmas Store (pending covid) •Pictures with Santa (pending covid) •Concession stand at Field Day (pending covid) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) 	Principal, Teacher(s)	August-May	(L)Local Funds	Ongoing
3. Explore the formation of a parent volunteer program to support student academic performance. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Principal	January-May	(L)Local Funds	Ongoing
4. Seek parental input for the following: <ul style="list-style-type: none"> •Compact update •Campus Improvement Plan •Mentoring Program •PTO (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 2) 	Principal, Teacher(s)	Each Six Weeks	(L)Local Funds	Ongoing
5. Provide an interpreter for the following	Principal	Fall and Spring	(L)Local Funds	Ongoing

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Parent Nights: •Awareness session of availability of special programs •Awareness of student academic expectations and testing requirements •Pre-K Round-Up •End of Year Awards (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 2)				
6. Provide dual-language communication on a regular basis: •Principal •Open house (pending covid) •Fall Conferences (virtual) •Registration paperwork (online & on paper) (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)	Paraprofessionals, Principal	August-May	(L)Local Funds	Ongoing
7. Encourage families to visit the campus: (pending covid) •Lunch •Special Events •Volunteers (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)	Paraprofessionals, Principal, Teacher(s)	August-June	(L)Local Funds	Ongoing
8. To assist remote learners and parent learning coaches with evening office hours. (Target Group: All)	Principal(s), Teacher(s)	August- May	(L)Local Funds	

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Enrollment is holding steady.

Our campus is about 1/3 AA, 1/3 Hispanic, and 1/3 white.

Our % of homeless student doubled due to the storm yet our ADA held steady.

Support system in place for migrant and foster students.

Demographics Weaknesses

Our staff demographics do not match our student demographics.

LEP students are not exited from the ESL program as frequently as we would like.

Special education numbers are greater than 10% per campus and passing rate is low.

Demographics Needs

Restructured a paraprofessional to full time special education program.

Funding to assist 504 students.

Comprehensive Needs Assessment

Demographics Needs (Continued)

Adding a stipend for special education teachers to retain these teachers.

Need to recruit teachers from diverse ethnicity.

Student Achievement

Student Achievement Strengths

Math STAAR scores are a strength for our campus. We are above the state average in 4th grade math.

We are continuing our 4 year old program.

Student Achievement Weaknesses

The data reflects that we have an area of weakness in our reading and writing scores in 3rd and 4th grade.

Comprehensive Needs Assessment

Student Achievement Needs

To address these weaknesses we have restructured the core class time, implementing new ELAR curriculum, and hired a new district dyslexic teacher.

To bring technology devices 1:1 for our students to use remotely.

School Culture and Climate

School Culture and Climate Strengths

Family like atmosphere.

Small school

Community support

All campuses are in close proximity.

School Culture and Climate Weaknesses

Loss of campus gym from recent storms.

School Culture and Climate Needs

Comprehensive Needs Assessment

We need money to rebuild gym.

Implement culture building activities for staff and support from administration.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

We are choosing our professional development based on the data.

Staff turnover is down from last year.

All teachers are highly qualified.

All paraprofessionals are certified.

New staff are supported by mentor teachers.

Staff Quality, Recruitment and Retention Weaknesses

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

We have trouble recruiting and retaining teachers.

We don't have a longevity plan.

Rural area with limited job opportunities for staff.

Staff Quality, Recruitment and Retention Needs

We are increasing attendance stipends.

We are implementing longevity pay.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Addition of district wide curriculum director.

Stream lined of assessments through DMAC.

Purchased TEKS resource.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

Developed scope and sequence.

Addition of tutorials during enrichment time to support.

Curriculum, Instruction and Assessment Weaknesses

A need to streamline ELAR curriculum.

Writing instruction is not consistent across the grade levels.

All reading teachers need to be ESL certified.

Using data to guide instruction.

Curriculum, Instruction and Assessment Needs

Implement streamline curriculum for ELA.

Implement writing in all grade levels. Not just 4th.

Weekly data PLC meetings to look at student data to guide instruction.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

Funding to assist with the ESL certification process.

Funding for ELAR curriculum.

Family and Community Involvement

Family and Community Involvement Strengths

Fall and spring open house.

Curriculum night for 3rd and 4th grade.

Alto ISD social media

PTO

Translator available to address needs of the Hispanic community.

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Donuts with dear ones

Cupcakes with caregivers

AISD website

Family and Community Involvement Weaknesses

Facilities to accommodate large groups of the community.

Parental support for truant students.

Family and Community Involvement Needs

New facilities for large events.

New Elementary gym.

Appointed campus liaison to assist with home visits.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

Student needs drive master schedule development.

Community perceptions of the school are positive overall.

High expectations for all students and staff.

School Context and Organization Weaknesses

Time devoted to core subjects and time allocated to the subjects students are performing poorly on.

Schedules reflect more time needed for ELA instruction.

Damage to school and facilities due to storms sway community perception.

Data reflects that we need writing teachers below 4th grade.

School Context and Organization Needs

We need a schedule that allows for more time for core subjects.

Funding to rebuild the Elementary gym due to the storm.

Comprehensive Needs Assessment

School Context and Organization Needs (Continued)

Need community support for rebuild efforts.

We need more teacher feedback to address concerns as they develop.

Technology

Technology Strengths

All computers have updated software.

Rosetta stone for our ESL students.

Network capabilities are sufficient to support campus needs.

Teachers are utilizing google classrooms with their remote learners.

Technology Weaknesses

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

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

Technology Needs

Added more ipads for each classroom to assist in the integration of technology in the classroom.

Parent training on google classroom.

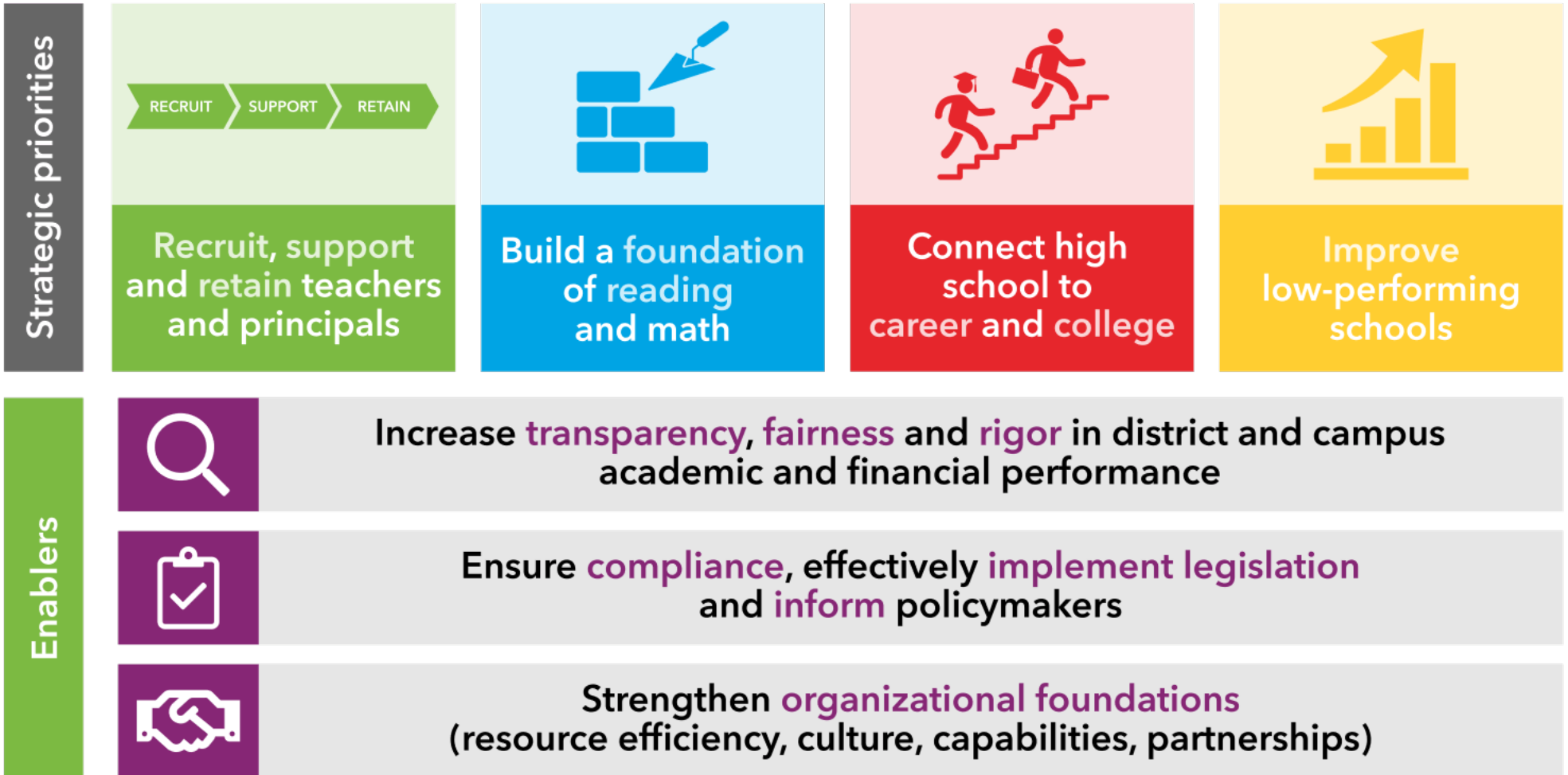
Training in TEKS resource.

To bring technology devices 1:1 for our students to use remotely.

Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data
Discipline Referrals
Failure Lists
Highly Qualified Staff
PEIMS Reports
Special Student Populations
Staff Development

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



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