

ALTO H S

Campus Improvement Plan

2020/2021

"Stay Ahead of the Game"

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Date Reviewed:

Date Approved:

ALTO H S

Mission

Alto ISD Mission

It is the mission of the Alto Independent School District to educate all 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, and creatively and to communicate effectively. Quality at all levels, equities in all endeavors, and accountability for all responsibilities shall be the characteristics of this district. The Alto Independent School District, 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.

*Alto High School Mission Statement
Excellence for Everyone Everyday*

Vision

To produce and promote 21st-century innovators and scholars.

Nondiscrimination Notice

ALTO H S 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 H S Site Base

Name	Position
Redd-Dorsey, Shanequa	Principal
Hall, James	Teacher
Robertson, Emily	Teacher
Ektefaei, Timothy	Dean of Students
Whitaker, Lionel	Parent
Duplichain, Jason	Community Representative
Townsend, Kyiondus	Sped Teacher
Watson, Tonya	Counselor
Francis, Anetha	Teacher
Hicks, Shinita	Admin Assistant
Townsend, Kyondius	Sped Teacher

Resources

Resource	Source
Title I	Federal
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Title VI, Part B Rural/Low Income	Federal
Campus Improvement Plan	Local
Local Funds	Local
Local Districts	Other

ALTOHS

Goal 1. (Overall Student Performance- Successful Student Outcomes) Goal 1-Increase student achievement in all capacities; Academics, Attendance, Discipline and Safety

Objective 1. Emphasizes on Meets and Masters. 50% Meets and Masters in each EOC tested area.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. 1. EOC teachers will follow the YAG and create a pacing calendar for all EOC courses. Targeted PD for EOC teachers to increase teacher capacity and improve student achievement.</p> <p>Daily walk-throughs by campus administrators EOC teachers will conduct data meetings with campus administrators (Title I SW Elements: 1.1,2.5) (Target Group: All) (ESF: 1,1.1,1.2,4.4.1,5.1,5.2)</p>	AISD Staff	May 14, 2020	(F)Title I, (L)Campus Improvement Plan	Criteria: Successful student outcomes
<p>2. Teachers will use high-level questioning, discussion/dialogue, and student-lead lessons/activities to increase rigor and student Meets and Master scores. Teachers will work effectively via traditional and remote learning. (Target Group: All) (Strategic Priorities: 4) (ESF: 1,5)</p>	AISD Staff	May 21, 2021	(F)Title I, (L)Campus Improvement Plan, (L)Local Funds	Criteria: DOK Levels of Questions
<p>3. Teachers will provide differentiated instruction to challenge students academically using various teaching and activity methods. ie- content, product, classroom environment, process. Teachers will ensure that all students' needs are met via traditional classroom and remote learning. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,5)</p>	AISD Staff	On going	(F)Title I, (L)Campus Improvement Plan, (L)Local Funds	Criteria: All campus and district assessments

ALTOHS

Goal 1. (Overall Student Performance- Successful Student Outcomes) Goal 1-Increase student achievement in all capacities; Academics, Attendance, Discipline and Safety

Objective 2. Increase student daily attendance meeting a daily percentage goal for each grade level of 98%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide incentives for students achieving perfect attendance throughout the school year -Award-winning attendance. Randomly fourth-period attendance incentives(ADA) that will increase student daily attendance. Students must be present during the time of the drawing. (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,3,3.1,5)</p>	AISD Staff	May 21, 2021	(L)Local Funds, (L)Student Activity Account, (O)Local Districts	Criteria: Increase in ADA
<p>2. Administrator Assistant will print a quarterly report of those students with excessive absences. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,3,5)</p>	AISD Staff	May 21, 2021	(L)Local Funds	Criteria: Decrease truancy.
<p>3. Utilize courts to deter truancy. (Target Group: All) (ESF: 1)</p>	AISD Staff	May 21, 2021	(L)Campus Improvement Plan	Criteria: Decrease in truancy.
<p>4. Daily phone calls home to inform parents about the importance and expectations for attending school daily. (Target Group: All) (ESF: 1,5)</p>	AISD Staff	May 21, 2021	(L)Campus Improvement Plan	Criteria: Decrease in absences and build positive family/school relationships

ALTOHS

Goal 1. (Overall Student Performance- Successful Student Outcomes) Goal 1-Increase student achievement in all capacities; Academics, Attendance, Discipline and Safety

Objective 3. Decrease student discipline infractions by implementing strategies to assist teachers with classroom management and restorative practices

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All teachers will create and display classroom non-negotiables and expectations. Teachers will create classroom systems, procedures, and routines that will increase student success and decrease discipline issues. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	AISD Staff	May 21, 2020	(L)Local Funds	Criteria: Decrease in campus and classroom discipline issues.
2. Teachers will contact parents frequently regarding student performance. Cell phone contracts, syllabus and classroom contracts will go home to all parents during the first week of school and as needed throughout the year. (Title I SW Elements: 1.1,2.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	AISD Staff	May 21, 2021	(O)Local Districts	Criteria: Positive communications between school and home.
3. Provide opportunities to increase parental involvement: Weekly phone calls home, Parent conferences, open house, volunteer activities, Remind 101 and Google Classroom. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3)	AISD Staff	May 21, 2021	(L)Local Funds	Criteria: Positive school and home relationships.

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Goal 1. (Overall Student Performance- Successful Student Outcomes) Goal 1-Increase student achievement in all capacities; Academics, Attendance, Discipline and Safety

Objective 4. (COVID Plan to ensure student safety and continued academic success.) To create a safe learning environment and increase student success via traditional and remote learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Follow the AISD Strong Start Plan to ensure success an safety for all students. See the district website. (Title I SW Elements: 1.1,2.1,2.2) (Target Group: All,9th,10th,11th,12th) (Strategic Priorities: 4) (ESF: 1,1.1,1.2,3)	AISD Staff	Ongoing	(F)Title I, (L)Campus Improvement Plan, (L)Local Funds, (O)Local Districts	Criteria: Successful student outcomes.

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Goal 1. (Overall Student Performance- Successful Student Outcomes) Goal 1-Increase student achievement in all capacities; Academics, Attendance, Discipline and Safety

Objective 5. (Student Safety and Violence Prevention) The district has in place systems for students to report bullying and other types of violent acts. Stop It App, See Something Say Something Philosophy, Counselor, and Administrator Reports.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Signs and posters posted throughout the campus and classrooms Consistent reminders for all stakeholders (Title I SW Elements: 1.1) (Target Group: All) (ESF: 3.1,3.2,3.3)	AISD Staff	Ongoing		Criteria: Conducive learning environment Safe learning environment

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Goal 2. (CTE/CCMR Readiness) Goal 2-Increase student participation, certification in CTE courses and post-secondary readiness

Objective 1. Increase campus CCMR accountability rating for the 2019-2020 school by offering and requiring students to complete CTE courses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Identify and research attributes of schools that have shown success in CCMR preparations for students. Continue to offer and require students to take multiple CTE courses for certification (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,5)</p>	Administrators	Ongoing	(F)Title I, (L)Local Funds	Criteria: Increase in CCMR Status
<p>2. Work closely with CTE teachers throughout the year to ensure certification offerings and completions. Provide continuous professional development for all CTE teachers. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 3) (ESF: 1,3)</p>	Administrators	Ongoing	(F)Title I, (L)Local Funds, (O)Local Districts	Criteria: Increase in the number of certified students at the end of the school year.

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Goal 2. (CTE/CCMR Readiness) Goal 2-Increase student participation, certification in CTE courses and post-secondary readiness

Objective 2. All seniors will take the ACT/SAT, TSI or ASVAB while on campus during the school day at least once during the school year. Seniors will have the opportunity to take one of these tests both in the fall and the spring semesters. Juniors will have the opportunity to take at least one of these tests during their spring semester at the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. The counselor will schedule a day, time and location for students to complete the ASVAB and TSI testing on campus. The counselor will schedule a meeting to discuss the ACT/SAT process and provide dates, locations, and waivers for eligible students. Post-secondary testing, events, and information will be displayed in a designated area for all students (Title I SW Elements: 2.2) (Target Group: 11th,12th) (Strategic Priorities: 3) (ESF: 1)</p>	Administrators	Ongoing	(F)Title I, (L)Local Funds	Criteria: Post-secondary readiness for all students

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Goal 3. (Staff Retention and Recruitment) Alto High School will recruit and retain effective personnel to ensure students are taught by competent and highly qualified teachers and paraprofessionals.

Objective 1. Alto High School will meet highly qualified standards. All teachers will be certified in assigned content areas.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coordinate with the business manager and SBEC/TEA before assigning teachers a teaching assignment to ensure certification and funding requirements have been met. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2)	Administrators	Ongoing/As needed	(F)Title I, (L)Local Funds	Criteria: Hire highly qualified teachers
2. Attend job fairs and conferences. Reach out to local universities, colleges and service centers seeking out qualified teachers. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,2.2)	Administrators	Ongoing/As needed	(L)Local Funds	Criteria: Hire highly qualified teachers
3. Working closely and support teachers throughout the school year. Provide campus incentives and appreciation items throughout the year. (Target Group: All) (Strategic Priorities: 1) (ESF: 2,2.1,2.2)	Administrators	Ongoing	(F)Title I, (L)Local Funds	Criteria: Teacher retention and increase in staff morale.

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Goal 3. (Staff Retention and Recruitment) Alto High School will recruit and retain effective personnel to ensure students are taught by competent and highly qualified teachers and paraprofessionals.

Objective 2. (Increase Moral and Build a Positive Culture) To increase teacher buy-in and build a positive mindset with all stakeholders.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Frequent teacher surveys Frequent conversations with staff members Frequent just because gifts for staff members (Target Group: M,F) (Strategic Priorities: 1) (ESF: 3)	Administrators	Ongoing	(F)Title I, (L)Local Funds	Criteria: Passionate and happy teachers Increase in student performance Reduction in student turnover

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Enrollment numbers have remained steady over the past years.
Support systems are in place for migrant and foster students.
Close percentage of ethnicity groups.

Demographics Weaknesses

LEP students are not exited from ESL program as frequently
Sped numbers are greater than 10%
AA students have higher out of placement numbers due to discipline

Demographics Needs

Mentoring programs for all students
On campus community involvement
Additional teacher training to help support our sped and ELL learners.

Demographics Summary

It is imperative that our campus is intentional when focusing on the needs and weakness of our demographics.

Student Achievement

Student Achievement Strengths

Comprehensive Needs Assessment

2018-2019 Increase in EOC scores across the campus
Decrease in student failures throughout the six weeks
Teachers are able to analyze their data with instructional support
Planning and RTI meetings to meet the needs of all students

Student Achievement Weaknesses

High levels of questioning and rigor across curricular.
Levels of engagements

Student Achievement Needs

Instructional training for all teachers
Instructional coaching
Peer observations for all teachers

Student Achievement Summary

Students success depends on the success of the teacher.

School Culture and Climate

School Culture and Climate Strengths

Family atmosphere due to being a small district
Close proximity for all campuses
Motivating and encouragement
High percentage of retention within the last three years
Support by all stakeholders on campus

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

Facilities
Safety
Buy-in from all
Consistency

School Culture and Climate Needs

New high school
Pride
Consistency
Inviting classroom and personalities

School Culture and Climate Summary

Culture trumps instruction.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Recruitment of highly qualified teachers.
Decrease in teacher turnover from the previous year 12 to 2.
Decrease teacher turnover impacts student success
Small student to teacher ratio

Staff Quality, Recruitment and Retention Weaknesses

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

Small rural town
Minimum resources
Low socioeconomic families

Staff Quality, Recruitment and Retention Needs

Allocate funding for EOC teachers
Increasing attendance stipends

Staff Quality, Recruitment and Retention Summary

Be able to recruit and compete with other rural districts in order to hire highly qualified staff.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Stream lining of assessments through DMAC
Purchase of TEKS Resources to align curriculum
EOC Enrichment Rotation for EOC testers

Curriculum, Instruction and Assessment Weaknesses

Streamline ELAR curriculum
EOC teachers attending personal development
Differentiation among all teachers
21st Century teaching to increase rigor and enhance critical thinking

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs

Additional support on instructional strategies.
Vertical alignment

Curriculum, Instruction and Assessment Summary

C&I and assessments has a direct correlation for student success

Family and Community Involvement

Family and Community Involvement Strengths

Frequent parent contact by all staff members

Family and Community Involvement Weaknesses

Community Mentoring program
Limited parent involvement on campus due to COVID

Family and Community Involvement Needs

Home visit
Appointed campus visits
Delegate administrators to monitor grades

Family and Community Involvement Summary

Comprehensive Needs Assessment

Family and Community Involvement is essential to the overall success of a student, campus and district.

School Context and Organization

School Context and Organization Strengths

Student needs drive master schedule development
Community perceptions are positive overall
High expectations for all students and staff

School Context and Organization Weaknesses

Portable buildings
Safety

School Context and Organization Needs

New high school
More staff feedback to address concerns as they develop

School Context and Organization Summary

Meeting the needs of all students by providing a learning environment conducive to learning.

Technology

Technology Strengths

Comprehensive Needs Assessment

Technology Strengths (Continued)

All computers received updated software
Edgenuity
Network capabilities support campus needs
Free WiFi for the students
Chromebooks ordered for all students.

Technology Weaknesses

Limited teacher proficiency with new software and google apps.
Overall tech savvy.

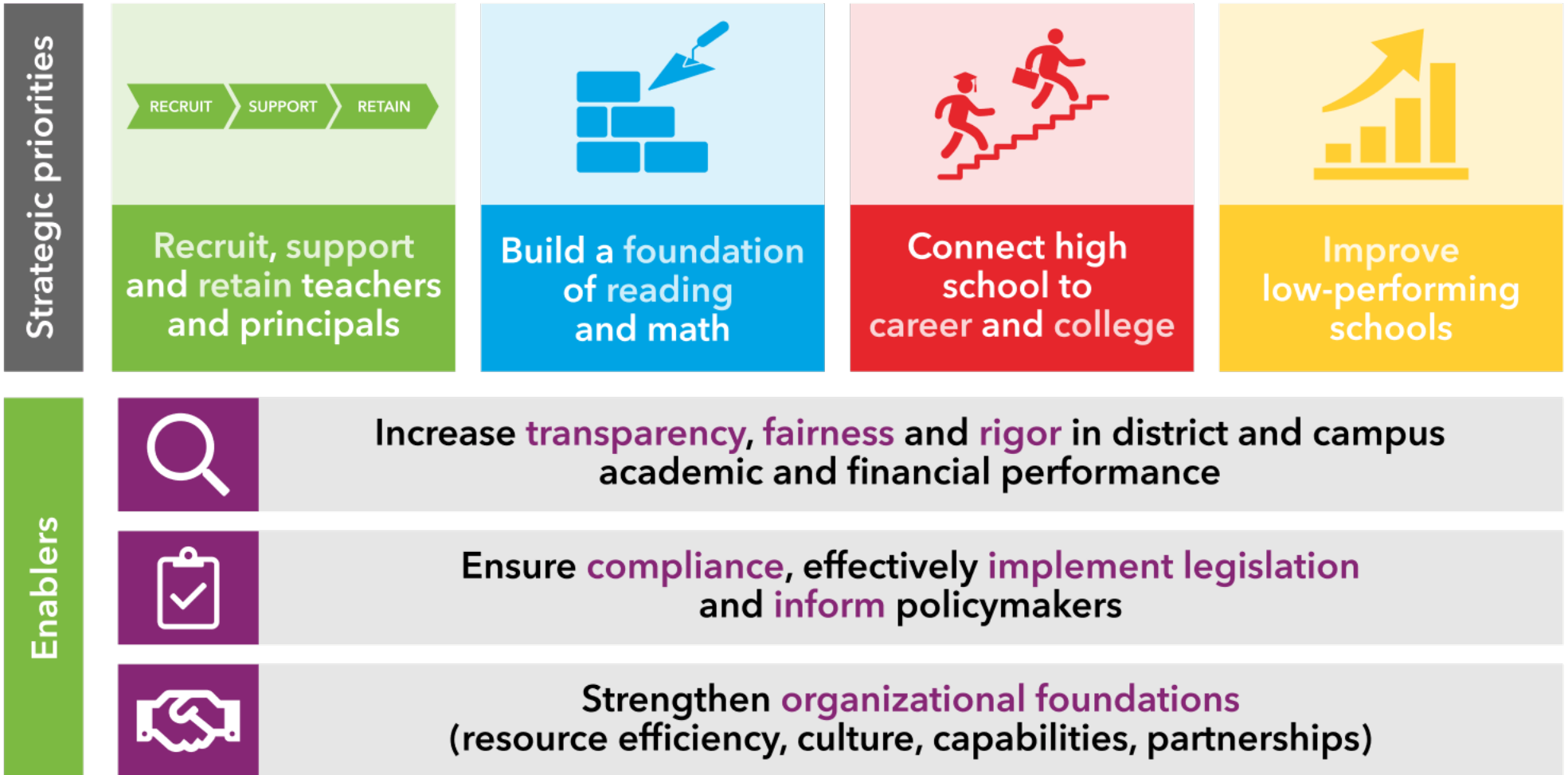
Technology Needs

Continued staff training in Google and its components
TEKS resources training
Additional instructional support for teachers

Technology Summary

21st century learning is essential for all stakeholders.

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



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