

ALTO MIDDLE

Campus Improvement Plan

2021/2022

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



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DMAC Solutions ®

Date Approved:

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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
Jones, Leann	Director of Testing and Special Programs
Norman, Clayton	Teacher
Rabago, Emily	Counselor
Lucas, Krystin	Principal
Weatherford, Tiffany	Parent
West, Adria	Parent
Holmes, Kimmie	Nurse
Revard, Carla	Teacher
Parker, Tabitha	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 show a minimum of 15% growth on academic performance expectations projected through 2021-2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 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 07/29/21 - On Track
2. Create an environment of increased accountability for all staff: <ul style="list-style-type: none"> • Lesson plans reflecting implementation of aligned curriculum through Planbook • Administrator Walk-Throughs weekly-including addition of Instructional Coach • Regularly scheduled grade level and department meetings • Special Ed. Teachers attending all grade-level meetings • Teachers & Administrators follow a 3 tiered process (RTI) • Addition of weekly PLC meetings with each grade level to go over procedures, data, and planning. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4)	C/I Director, Counselor(s), Principal, Teacher(s)	9 weeks	(L)Local Funds	Formative - Ongoing 07/29/21 - Some Progress
3. 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 07/29/21 - On Track
4. Administer mock STAAR pretest in November and February prior to testing date. We are adding a fall benchmark this year to be able to look at growth in between the two. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4)	Counselor(s), Principal, Teacher(s)	Fall & Spring	(L)Local Funds	Formative - ongoing 07/29/21 - Completed
5. . Provide additional support for students not achieving expected TEKS/STAAR mastery:	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"> • Tutorials before school; after school spring and adding the fall semester • Individualized remediation plan for special education students • Grades 5 -8 offer individualized instruction for non-achieving students during CMC • Continuation of 35 minute WIN (What I Need) class to focus on lower performing TEKS to move students progressively in STAAR levels (Approaches, Meets, Masters). • Due to HB 4545, we created WIN time which replaces an elective period for those who failed STAAR last year to focus on the TEKS that they struggled with. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2,4) 				07/29/21 - Significant Progress
<p>6. Continue requirement of writing across the curriculum</p> <ul style="list-style-type: none"> • Handwriting curriculum being implemented in grade 5. • Daily guided reading in grades 5 and 6 and in 5-8th special education RLA classes. (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 4) 	Teacher(s)	Each 9 Weeks	(L)Local Funds	Summative - ongoing 07/29/21 - Significant Progress
<p>7. Require STAAR-based sponge or closure activities in all core content classes. Target:</p> <ul style="list-style-type: none"> • Higher level and critical thinking skills • Process skills (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 2) 	Teacher(s)	Each 9 Weeks	(F)Title I	Summative - ongoing 07/29/21 - Some Progress
<p>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)</p>	Administrators, Central Office	Fall and Spring	(F)Title I, (L)Local Funds	Summative - ongoing 07/29/21 - Some Progress
<p>9. Provide local and out-of-district capacity building professional development opportunities for all faculty and staff:</p>	Administrators, Teacher(s)	Fall and Spring	(F)Title IIA Principal and Teacher Improvement	Summative - ongoing 07/29/21 - On Track

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<ul style="list-style-type: none"> • Curriculum Alignment and Sequencing • Differentiating Instruction • Closing the Achievement Gap • Instructional Leadership Training • Accelerating Instruction • New teacher orientation and mentoring • Enforcement of Code of Conduct --Discipline strategies --Classroom management --Conflict resolution • Technology • Support for general ed. teachers providing instruction for special education students <ul style="list-style-type: none"> --Accommodations --Behavior Intervention Plans • Region VII workshops • Importance and value of family involvement • Content-Specific workshops, updates and conferences • TEKSResources Training • Lead4Ward Training • Update training for common awareness of district policies and procedures for student identification for placement and monitoring in all special programs -- Capturing Kids Hearts process implemented --Addition of GBF days 2x month --Dyslexia/related (Title I SW Elements: 2.2) <p>(Target Group: All) (Strategic Priorities: 1)</p>				
<p>10. Provide additional support for English language learners</p> <ul style="list-style-type: none"> • All ELAR teachers must be ESL certified. • Provide intensive instruction for students identified as LEP with additional tutoring time. • Technology support- BrainPop ESL and Read Naturally. ESL students go to Read Naturally 3x weekly for 30 mins. (Title I SW Elements: 	Teacher(s)	Each 9 weeks	(F)Title III Bilingual / ESL	Summative - ongoing 07/29/21 - Significant Progress

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
2.5,2.6) (Target Group: ESL) (Strategic Priorities: 2)				
11. Provide incentive opportunities for all students passing progres 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 07/29/21 - On Track
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 07/29/21 - Significant Progress
13. Implement Flocabulary, iStation Reading, Study Island, BrainPop, Discovery Education Streaming, while encouraging student enrichment and use of the programs at home. (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2,4)	Teacher(s)	Fall & Spring	(L)Local Funds, (S)IMA Funds - Contracted Services	Summative - ongoing 07/29/21 - On Track
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 07/29/21 - On Track
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 07/29/21 - Some Progress
16. Continuation of dyslexia class for our dyslexic students. They go to dyslexia class 4 days per week for 45 mins. (Target Group: Dys) (Strategic Priorities: 2,4)	Dyslexia Teacher	Weekly		

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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 07/29/21 - Some Progress
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 07/29/21 - Significant Progress
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 07/29/21 - On Track
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 07/29/21 - On Track
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 07/29/21 - Some Progress

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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
<p>1. Continue with positive behavior management program (End of Year Field Trip, weekly incentives, etc.)</p> <ul style="list-style-type: none"> • PBIS Framework (Positive Behavioral Intervention & Supports) • STOP IT App for Bullying • Positive office referrals • Student of the Week • Be a Jacket Friday's in enrichment for students that earn it • Recess time on Friday afternoons as a positive behavior incentive • Capturing Kids' Hearts program continually enforced • Discipline logs sent home and signed every 3 weeks • Addition of AMS Discipline committee meetings conducted monthly (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 4) 	<p>Counselor(s), Principal, Teacher(s)</p>	<p>Fall and Spring</p>	<p>(L)Local Funds</p>	<p>Summative - ongoing 07/29/21 - Significant Progress</p>

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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 07/29/21 - Significant Progress
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 07/29/21 - On Track
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 07/29/21 - Significant Progress
4. Cyber Security: All students complete a digital citizenship training at the beginning of the year for cyber security. (Target Group: All)	Teacher(s)	Fall		
5. Drug & alcohol awareness: Red Ribbon Week is celebrated every fall to help bring awareness to the effects of drugs and alcohol to all students. (Target Group: All)	AISD Staff	Fall		
6. Suicide awareness: Our counselor puts out posters and sends out information on suicide awareness. (Target Group: All)	Counselor(s)	Monthly		
7. Bullying: Our counselor meets with all students at the beginning of the year and lets them know about our StopIt App, which is our anonymous bullying reporting platform. She also send out info about bullying periodically to teachers to share with students. We have a bullying investigation form/process that is used when there is a bullying allegation. (Target Group: All)	Counselor(s)	Ongoing		
8. Safety drills are conducted to follow and be in compliance with state guidelines. These	Administrators	Ongoing.		

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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
include: Lock down drills, fire drills, tornado drills, etc. (Target Group: All)				
9. We follow the AISD RIPICS Plan for COVID procedures for all staff and students. This can be found on our district website. (Target Group: All)	AISD Staff	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 07/29/21 - Some Progress
2. Continue Parent Orientation / Open House / Meet the Teacher nights • 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 07/29/21 - Some Progress
3. Continue 4th grade orientation for future 5th graders. (Title I SW Elements: 2.1) (Target Group: 5th)	Counselor(s), Principal(s)	Spring	(L)Local Funds	Summative - ongoing 07/29/21 - Completed
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 07/29/21 - On Track
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 07/29/21 - On Track
6. Middle School Pep Rallies, open invitation. (Target Group: All)	Sponsors	Fall	(L)Local Funds	Summative - ongoing 07/29/21 - Some Progress
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 •Monthly newsletter from principal	Administrators, C/I Director, Counselor(s), Teacher(s)	Weekly	(L)Local Funds	09/16/20 - Pending (S)

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
•Discipline logs sent home to be signed every 3 weeks •Week at a glance sent to parents weekly with info for parents from principal, counselor, and teachers (Target Group: All)				

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Enrollment is holding steady.

Our campus is roughly 20% African American, 40% Hispanic, and 40% White.

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

We added a dyslexia teacher to assist dyslexic students.

We added a para position to help with our 5th & 6th grade sped inclusion students.

Demographics Weaknesses

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

Economically disadvantaged numbers are at 78% 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

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

Student Achievement Strengths

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Math STAAR scores are above state average

Reading at 8th grade has tremendously improved.

Technology devices (1-to-1) are now used in classes 4-5 days per week.

All testing will be online to prepare students for online STAAR in the spring.

Student Achievement Weaknesses

Math & ELA scores at the 5th & 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

Comprehensive Needs Assessment

Student Achievement Needs (Continued)

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.

School Culture and Climate

School Culture and Climate Strengths

Incorporating Capturing Kids' (& staff) Hearts process

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

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

Some frustration with COVID policies and difficulties getting and keeping quarantined students caught up.

School Culture and Climate Needs

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

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

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.

Added retention stipend for teachers.

Staff Quality, Recruitment and Retention Weaknesses

Staff attendance is down

Staff Quality, Recruitment and Retention Needs

Comprehensive Needs Assessment

Address with teachers their attendance - Increase attendance stipend

New staff supported by mentor teachers

Longevity pay to retain

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Addition of Curriculum Director & Instructional Coach

Streamlining assessments through DMAC

TEKSResources to align curriculum

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

Development of Pacing Calendar.

Enrichment time for more academic support and goals

All ELA teachers are ESL certified

Curriculum, Instruction and Assessment Weaknesses

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.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

Funding for ELAR curriculum.

Funding to assist with ESL certification.

Family and Community Involvement

Family and Community Involvement Strengths

5th Grade Orientation

Meet The Teacher Night

SBDM committee includes parents and community members.

Invite to Pep Rallies

Open House - Fall and Spring

Social Media to communicate with families and community

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

Translator to address needs of Hispanic community

Updated website with more resources and community

Weekly Week at a Glance sent to parents with events and important info for the week

Monthly Newsletter from the principal

Remind 101 used frequently to communicate with parents

Parents are made aware of assistance offered for struggling students through child find posters, our district website, campus handbooks, our RTI process, and newsletters

Family and Community Involvement Weaknesses

Facilities to accommodate all community and family members

Parental support of attendance

Comprehensive Needs Assessment

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

School Context and Organization Weaknesses

Immediate teacher and staff feedback

School Context and Organization Needs

Comprehensive Needs Assessment

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, exact path, and study island to assist struggling students

Network capabilities are sufficient to support campus needs

Teachers are utilizing google classroom with their students.

1-to-1 devices for all students.

Comprehensive Needs Assessment

Technology Weaknesses

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

Technology Needs

Training for teachers on smart boards

Training in TEKSResources

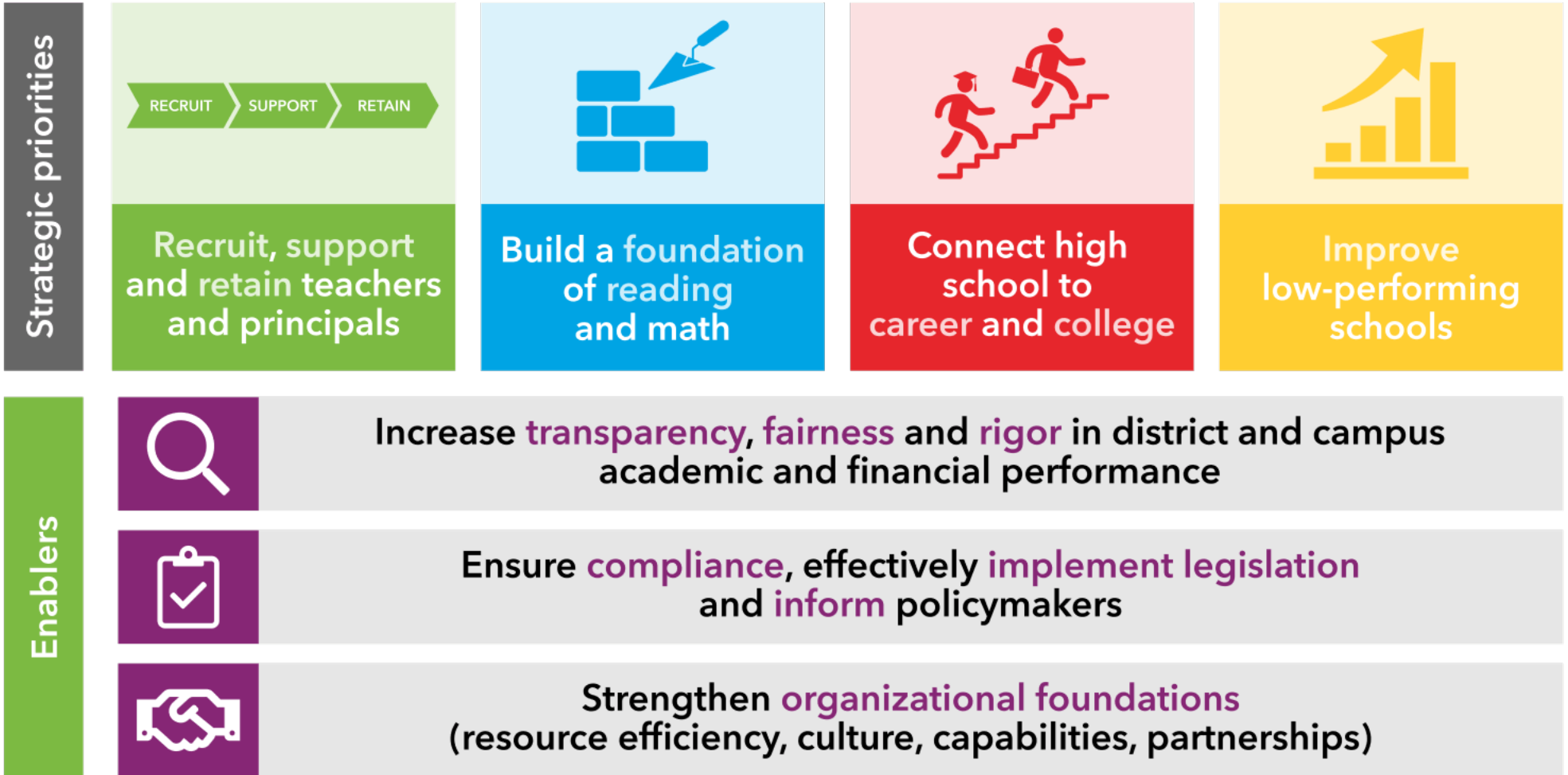
Support/training for parents on google classroom.

More training in DMAC online testing.

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>*