

ALTO ELEMENTARY
Campus Improvement Plan
2021/2022



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Date Reviewed:

DMAC Solutions ®

Date Approved:

9/16/2021

ALTO ELEMENTARY Site Base

Name	Position
Berryman, Elissa	Teacher
LANDRUM, COURTNEY	Teacher
Fletcher, Angela	Teacher
Moore, Janette	Teacher
Pierce, Sandy	District Translator
Blankinship, Elizabeth	Parent
Holmes, Kimmie	Parent
Matej, Carolyn	Campus User
Mabry, Candis	Campus Administrator
Iles, Samantha	Campus Manager
Hammons, Stephanie	Teacher
Jones, Leann	District Administrator
Low, Amanda	Teacher
Johnson, Ginger	Teacher

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 ELA 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 2021-2022.

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: <ul style="list-style-type: none"> •Informal teacher-made Developmental Skills Checklist for pre-k and k students at the beginning of year and at end of each 9 weeks •TPRI assessment for K-2nd Grade students •Map testing for grades k-4 •STAR Renaissance reading screener for students in grades 1-4 •Benchmark testing once a semester for 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 CLI engage •Kindergarten TxKea (Target Group: All) (Strategic Priorities: 2) 	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 in fall and spring semester. (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. (Target Group: All)	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 Pre-K to Kindergarten Curriculum alignment New adoption of prek curriculum. (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	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
Fountas and Pinnell (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1,2)				
13. Provide tutorials for struggling students in the fall and spring. (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	Principal, Teacher(s)	September-May	(L)Local Funds	Ongoing

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Chromebooks 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
21. Under house Bill 4545 provide 30 additional hours to 4th grade students who were not successful on last years STAAR test in Reading and Math. • These tutorials will cover 3rd grade TEKS. (Target Group: 4th) (Strategic Priorities: 2,4)	Principal, Teacher(s)	August-June		
22. Provide cybersecurity training for all students. (Target Group: All)	Principal(s), Teacher(s)	Aug-September		
23. Provide research based training for teachers on meeting the individual needs for all students through instructional coaching. (Target Group: All)	Administrators, Lead Teachers, Principal(s)	August-May		

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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 Capturing Kids Hearts 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 (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 (separate 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
5. We have a RIPICS plan to notify our parent and community of our safety protocols. Sanitize desks and common areas multiple times a day. Sanitize stations throughout the building.	Principal, Teacher(s)	Aug-May		

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All)				

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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. Individual awards & brag tags. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2)	Principal, Teacher(s)	Each quarter	(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 •Open House (pending covid) •Pre-K Round-Up/Graduation (virtual-pending covid) •Veteran's Day Program •Christmas Program (pending covid) •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 (pending covid) (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. (pending covid) (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 Nine Weeks	(L)Local Funds	Ongoing

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Provide an interpreter for the following Parent Nights: <ul style="list-style-type: none"> •Awareness session of availability of special programs •Awareness of student academic expectations and testing requirements •Pre-K Round-Up •End of Year Awards •Online Registration •Meet the Teacher (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 2)	Principal	Fall and Spring	(L)Local Funds	Ongoing
6. Provide dual-language communication on a regular basis: <ul style="list-style-type: none"> •Principal letters •District announcements •Remind messages •Open house (pending covid) •Fall Conferences (pending covid) •Registration paperwork (online & paper) (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)	Paraprofessionals, Principal, Teacher(s)	August-May	(L)Local Funds	Ongoing
7. Encourage families to visit the campus: (pending covid) <ul style="list-style-type: none"> •Lunch •Special Events •Volunteers •Programs (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1)	Paraprofessionals, Principal, Teacher(s)	August-June	(L)Local Funds	Ongoing
8. Parent awareness and updates. Newsletters, child find posters, district website, campus handbook, and the RTI process. (Target Group: All)	Principal, Teacher(s)	Aug -May		
9. Make parents aware of assistance offered to struggling learners. RTI, fall conferences, progress reports, and parent portal. (Target Group: All)	Administrators, Principal, Teacher(s)	August-May		

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Enrollment is holding steady.

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

We have 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.

We added a stipend for special education teachers to retain these teachers.

Need to recruit teachers from diverse ethnicity.

Student Achievement

Comprehensive Needs Assessment

Student Achievement Strengths

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

Student Achievement Needs

To address these weaknesses we have restructured the core class time & implementing new ELAR curriculum. We have brought in Cristine Beidre to consult with us on coaching our teachers with effective instructional strategies two days a week. We are using Get Better Faster.

School Culture and Climate

School Culture and Climate Strengths

Family like atmosphere.

Small school

Community support

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

All campuses are in close proximity.

Motivation and encouragement.

School Culture and Climate Weaknesses

Buy in from all.

School Culture and Climate Needs

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.

Small student to teacher ratio.

All paraprofessionals are certified.

New staff are supported by mentor teachers.

We have added a longevity plan for staff recruitment.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths (Continued)

Staff Quality, Recruitment and Retention Weaknesses

We have trouble recruiting and retaining teachers.

Rural area with limited job opportunities for staff.

Not all teachers are fully certified.

Staff Quality, Recruitment and Retention Needs

We are increasing attendance stipends.

More applicants in this rural area.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Addition of district wide curriculum director.

Stream lined assessments through DMAC.

Purchased TEKS resource.

Developed scope and sequence.

Addition of tutorials during enrichment time to support.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

Addition of Fall after school tutorials.

Added Instructional Coach to our staff two days a week.

We added the MAP assessment for our K-4 students. This program will give us a math & reading measure of where the students are at academically.

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.

Funding to assist with the ESL certification process.

Funding for ELAR curriculum.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

Fall and spring open house.

Alto ISD social media

PTO

Translator available to address needs of the Hispanic community.

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.

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.

Data reflects that we need uniform writing curriculum below 4th grade.

School Context and Organization Needs

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

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

Technology

Technology Strengths

Comprehensive Needs Assessment

Technology Strengths (Continued)

All computers have updated software.

Imagine Learning is used for our ESL students.

Interactive rug for our ESL students.

Letters alive app for ESL students.

Network capabilities are sufficient to support campus needs.

Chromebooks or tablets are issued to all students.

We ordered a class set of mice for each teacher to go with their devices.

Technology Weaknesses

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.

Comprehensive Needs Assessment Data Sources

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

Campus Improvement Plan Signature Sheet

September 2021

Stephanie Hammons

Stephanie Hammons

Courtney Landrum

Courtney Landrum

Sandie Pierce

Sandie Pierce

Janette Moore

Janette Moore

Amanda Low

Amanda Low

Carolyn Matej

Carolyn Matej

Ginger Johnson

Ginger Johnson

Lizzie Blankinship

Lizzie Blankinship

Candis Mabry

Candis Mabry

Samantha Iles

Samantha Iles

Kimberly Holmes

Angela Fletcher

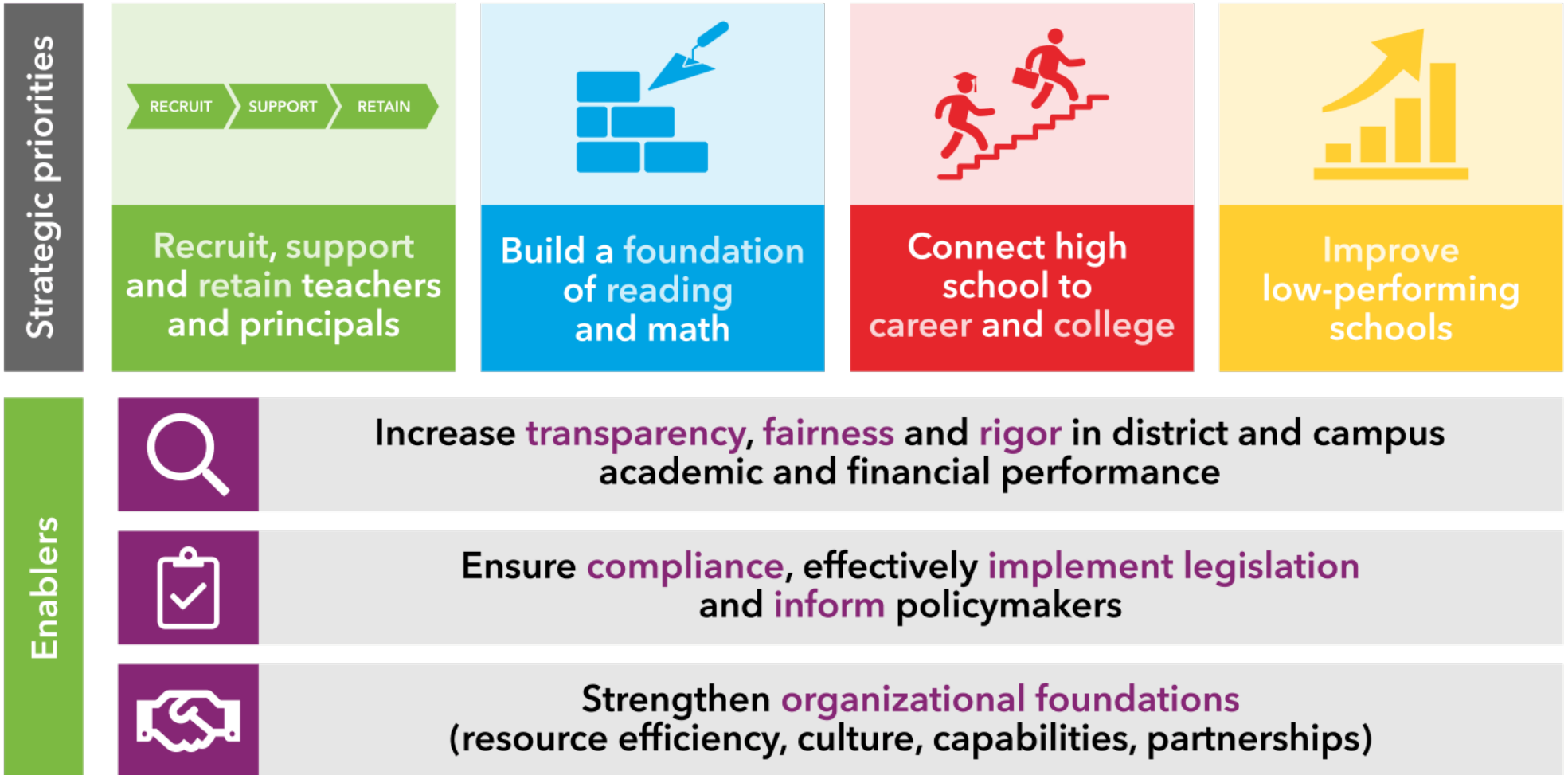
Angela Fletcher

Elissa Berryman

Elissa Berryman

Liz Beltran

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



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