

# ALTO ISD

## Alto ISD District Improvement Plan 2021/2022

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



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# ALTO ISD

## **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.*

## **Vision**

*Alto ISD Vision Statement:  
Be the legacy.*

### Nondiscrimination Notice

ALTO ISD 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 ISD Site Base

| Name                  | Position                           |
|-----------------------|------------------------------------|
| West, Kelly           | Superintendent                     |
| Townsend, Misty       | Curriculum & Instruction           |
| Jones, LeAnn          | Accountability & Special Program   |
| Bedre, Christine      | Instructional Coach                |
| Redd-Dorsey, Shanequa | High School Principal              |
| Lucas, Krystin        | Middle School Principal            |
| Mabry, Candis         | Elementary Principal               |
| Watson, Tonya         | High School Counselor              |
| Rabago, Emily         | Middle School Counselor            |
| Iles, Samantha        | Elementary Counselor               |
| Clinch, Heather       | CTE & Ag Director / HS Teacher     |
| Reid, Lauren          | Special Education Rep / MS Teacher |
| Moore, Janette        | ESL Rep / Elementary Teacher       |
| Westbrook, Rachael    | Parent                             |
| Lovell, Holly         | Parent                             |
| Middleton, Amber      | Parent                             |
| Verdell, Cecill       | Community Member                   |
| Duplicchain, Jason    | Community Member                   |

# Resources

| Resource                          | Source  |
|-----------------------------------|---------|
| Title 1 - Contracted Services     | Federal |
| Title I                           | Federal |
| Title II, Part A                  | Federal |
| Title IV Safe and Drug Free       | Federal |
| Title V, Part B                   | Federal |
| Local Funds                       | Local   |
| Local Funds - Contracted Services | Local   |
| Local Districts                   | Other   |
| IMA Funds - Contracted Services   | State   |
| IMA Funds - Textbooks             | State   |
| State Compensatory                | State   |
| State Compensatory - Supplies     | State   |

# ALTO ISD

**Goal 1.** GOAL 1: The achievement of all student groups will improve in order for Alto ISD to meet all Required Standards and achieve Distinction Designation 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. Empower delivery of TEKS/STAAR based instruction through development and use of TEKS Resource System, a vertically and horizontally aligned curriculum. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4)   | Administrators, C/I Director, Teacher(s)                     | Each quarter     | (S)State Compensatory - Supplies - \$10,850                  | 09/28/21 - On Track |
| 2. Create an environment of increased accountability for all staff:<br>* Lesson plans reflecting implementation of aligned curriculum (TEKS Resource System)<br>* Administrator Walk-Throughs<br>* Regularly scheduled grade level and department meetings<br>* Special Education Teachers attending all grade-level meetings<br>* Teachers & Administrators follow a 3 tiered process (RTI/SuccessEd) (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 2,4) | Administrators, Department Chairs, Lead Teachers, Teacher(s) | Each quarter     | (L)Local Funds, (S)IMA Funds - Contracted Services - \$5,300 | 09/28/21 - On Track |
| 3. Create assessments in core areas once every three weeks to check for mastery. At the end of each quarter give a Progress Check for that nine week period. Accommodate assessments for students taking STAAR -Alt 2. (Target Group: All) (Strategic Priorities: 2,4)  | Administrators, Teacher(s)                                   | Each three weeks | (L)Local Funds   | 09/28/21 - On Track |
| 4. Utilize disaggregated data from nine weeks assessments to target students not reaching expectations. (Target Group: All) (Strategic Priorities: 2,4)   | Teacher(s)   | Each quarter     | (L)Local Funds - \$11,437                                    | 09/28/21 - On Track |
| 5. Administer Beginning of Year Assessments, TEA Interim Assessments during the opportunity window and STAAR pretests in the fall and spring prior to testing date. (Target Group: All) (Strategic Priorities: 2,4)   | A/A Director, Administrators, Teacher(s)                     | Fall & Spring    | (L)Local Funds   | 09/28/21 - On Track |
| 6. Provide additional support for students not achieving expected TEKS/STAAR mastery:   | Administrators, Teacher(s)                                   | Fall & Spring    | (F)Title V, Part B - \$5,555, (L)Local Funds, (S)State       | 09/28/21 - On Track |

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| Activity/Strategy   | Person(s) Responsible                    | Timeline      | Resources  | Evaluation          |
|---|--|---------------|--|---------------------|
| <ul style="list-style-type: none"> <li>* Tutorials before school; after school fall &amp; spring semester</li> <li>* WIN Time for all students - What I Need / Enrichment period</li> <li>* Individualized intervention plan for special education students</li> <li>* Individualized instruction for non-achieving students during CMC</li> <li>* Lengthen school day (Target Group: All) (Strategic Priorities: 2,4)</li> </ul> |  |               | Compensatory   |                     |
| 7. Create a learning community of high expectations for all students: <ul style="list-style-type: none"> <li>* Strict enforcement of the Student Code of Conduct</li> <li>* Shared pride in accomplishments and campus appearance</li> <li>* Implementation of ZAP (Zeros Aren't Permitted) for all campuses (Target Group: All) (Strategic Priorities: 4)</li> </ul>   | Administrators, Counselor(s), Teacher(s) | Fall & Spring | (L)Local Funds   | 09/28/21 - On Track |
| 8. Continue requirement of writing across the curriculum. Response graded for content, complete sentences, correct punctuation and capitalization. (Target Group: All) (Strategic Priorities: 2,4)  | Teacher(s)                               | Each quarter  | (L)Local Funds   | 09/28/21 - On Track |
| 9. Utilize SCE funds to support implementation of Title 1 school-wide strategies. (Target Group: All) (Strategic Priorities: 2,4)   | Administrators                           | Each quarter  | (S)State Compensatory  | 09/28/21 - On Track |
| 10. Require STAAR-based activities in all core content classes. Target: <ul style="list-style-type: none"> <li>* Higher level and critical thinking skills</li> <li>* Process skills</li> <li>* Implementing TEKS Resource Systems</li> <li>* Bell Ringers</li> <li>* Exit Tickets (Target Group: All) (Strategic Priorities: 2,4)</li> </ul>   | Administrators, Teacher(s)               | Each quarter  | (F)Title VI, Part B Rural/Low Income - \$1,000, (L)Local Funds | 09/28/21 - On Track |

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| Activity/Strategy  | Person(s) Responsible          | Timeline      | Resources   | Evaluation          |
|--|--------------------------------|---------------|---|---------------------|
| 11. Recruit and maintain certified and highly qualified teachers:<br>* Pay above state base<br>* STAAR Incentive<br>* SpEd Incentive<br>* Attendance Incentives<br>* Master's Incentive<br>* Longevity incentives<br>* Retention Incentives for returning teachers<br>* Math Stipend<br>* Science Stipend<br>* COVID Incentive<br>* Fall Incentive<br>* ESL Incentive (Target Group: All) (Strategic Priorities: 1)  | Administrators, Central Office | Fall & Spring | (F)Title I - \$90,444, (F)Title II, Part A - \$310, (L)Local Funds - \$480,750  | 09/28/21 - On Track |
| 12. Recruit and maintain highly qualified paraprofessional staff.<br>* Paraprofessional institute<br>* Tiered Para Incentive (Target Group: All) (Strategic Priorities: 1)   | Administrators                 | Fall & Spring | (F)Title I - \$2,870  | 09/28/21 - On Track |
| 13. Provide local and out-of-district capacity building professional development opportunities for all staff:<br>* Curriculum Alignments and Sequencing<br>* Differentiating Instruction<br>* Closing the Achievement Gap<br>* Cultural Diversity Awareness<br>* Instructional Leadership Training<br>* New Principal Academy<br>* Accelerating Instruction<br>* New teacher orientation/mentoring<br>* Enforcement of Code of Conduct (Discipline strategies, classroom management, conflict resolution)<br>* Technology<br>* Writing support for ELA teachers<br>* Support for general ed teachers providing | Administrators                 | Fall & Spring | (F)Title I - \$6,500, (F)Title II, Part A - \$9,000, (F)Title IV Safe and Drug Free - \$3,500, (F)Title V, Part B - \$9,000, (L)Local Funds - \$4,500 | 09/28/21 - On Track |

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| Activity/Strategy   | Person(s) Responsible   | Timeline      | Resources   | Evaluation           |
|---|---|---------------|---|----------------------|
| instruction for special education students (Accommodations, Behavior Intervention Plans)<br>* Region VII workshops<br>* Importance/value of family involvement<br>* Content -specific workshops (updates, conferences)<br>* Capturing Kids' Hearts Training<br>* Update training for common awareness of district policies and procedures for student identification, placement and monitoring in all special programs (Dyslexia/related disorders, SpEd, GT, ESL, At-Risk, RD) (Target Group: All) (Strategic Priorities: 1,2,4) |   |               |   |                      |
| 14. Use disaggregated STAAR data to plan class placement and instruction. (Target Group: All) (Strategic Priorities: 2,4)   | Administrators, Counselor(s)  | Fall          | (L)Local Funds  | 09/28/21 - On Track  |
| 15. Provide additional support for second language learners.<br>* ELA teachers at all levels obtaining ESL certification<br>* Hire additional Spanish speaking paraprofessional to assist ESL students and parents in translating (Target Group: ESL) (Strategic Priorities: 2,4)   | Administrators, Counselor(s), ELA Teachers, ESL Teacher, Teacher(s) | Fall & Spring | (F)Title II, Part A - \$500, (F)Title III Bilingual / ESL, (L)Local Funds - \$2,200 | 09/28/21 - On Track  |
| 16. Monitor quality of instruction and assessment through the hiring of a part-time Instructional Coach. IC will also train administration on the coaching process. Administration will use Get Better Faster Book - Coaching Model. (Target Group: All) (Strategic Priorities: 2,4)  | Administrators  | Each week     | (F)Title I, (L)Local Funds  | 09/28/21 - On Track  |
| 17. Implementation of district-wide Dyslexia teacher. (Target Group: Dys,504) (Strategic Priorities: 2,4)   | Administrators  | Fall          | (L)Local Funds - \$41,218   | 09/28/21 - Completed |
| 18. Continuation of ELAR curriculum.  | Administrators, C/I Director, ELA                                   | Ongoing       | (L)Local Funds, (S)IMA Funds -  | 09/28/21 - On Track  |



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| Activity/Strategy   | Person(s) Responsible  | Timeline      | Resources  | Evaluation                                       |
|---|--|---------------|--|--|
| * Fountis & Pinnell K-6<br>* Handwriting without Tears<br>* Units of Study 7-8 (Target Group: PRE K,K,1st,2nd,3rd,4th,5th,6th,7th ,8th) (Strategic Priorities: 2,4)   | Teachers   |               | Textbooks - \$42,000   |  |
| 19. Restructuring of Elementary master schedule to optimize time in core classes. (Target Group: PRE K,K,1st,2nd,3rd,4th) (Strategic Priorities: 2,4)   | Administrators, C/I Director, Counselor(s)                     | Fall          | (L)Local Funds   | 08/01/21 - Completed                             |
| 20. Provide incentive opportunities for all students passing nine weeks test which prepare students for STAAR / IEP expectations on STAAR-Alt 2. (Target Group: All) (Strategic Priorities: 2,4)  | Administrators, Teacher(s)                                     | Each quarter  | (L)Local Funds   | 09/28/21 - On Track                              |
| 21. Analyze STAAR-Alt2 results and other data to appropriately include special education students in regular classes. (Target Group: SPED) (Strategic Priorities: 2,4)  | A/A Director, Administrators, Special Ed Teachers              | Fall & Spring | (L)Local Funds   | Criteria: Review at ARD's<br>09/28/21 - On Track |
| 22. Continue to utilize Content Mastery for any student requiring additional academic support. (Target Group: All) (Strategic Priorities: 2,4)  | Administrators, Counselor(s), Special Ed Teachers, Teacher(s)  | Ongoing       | (F)Title I, (L)Local Funds   | 09/28/21 - On Track                              |
| 23. Continue Vertical Teaming between elementary, middle school, and high school campuses through Get Better Faster Meetings. (Target Group: All) (Strategic Priorities: 2,4)   | Administrators, Teacher(s)                                     | Fall & Spring | (L)Local Funds   | 09/28/21 - On Track                              |
| 24. Implementation of Renaissance Learning (Accelerated Reading), IXL Math & Grammar, IStation (EC), Education Galaxy (Elem), Edmentum (Study Island, Exact Path), Edgenuity, Learning Ally, Reflex Math (K-5), ST Math (K-5), Newslea (HS), Discovery Education, Learning A-Z, Imagine Learning (ESL), Flocabulary, Brainpop, and encourage student enrichment and use of the programs at home. (Target Group: All) (Strategic Priorities: | Administrators, C/I Director, Teacher(s), Technology Directors | Weekly        | (F)Title I - \$5,800, (L)Local Funds, (S)State Compensatory - \$27,500 | 09/28/21 - On Track                              |

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|--|--|---------------|--|---------------------|
| 2,4)   |  |               |  |                     |
| 25. Provide incentive opportunities to all students reaching Accelerated Reading goals. (Target Group: All) (Strategic Priorities: 2,4)  | Administrators, ELA Teachers, Librarian                        | Fall & Spring | (L)Student Activity Account  | 09/28/21 - On Track |
| 26. Continue to utilize Read Naturally for any student requiring additional reading support. (Target Group: ESL,SPED,AtRisk,504) (Strategic Priorities: 2,4)   | Administrators, ELA Teachers, Paraprofessionals, Teacher(s)    | Fall & Spring | (F)Title I - \$2,500, (L)Local Funds   | 09/28/21 - On Track |
| 27. Continue to utilize STEMScopes to increase engagement, rigor, and student achievement in Science(K-12) and Math (K-5). (Target Group: All) (Strategic Priorities: 2,4)   | Administrators, Teacher(s)                                     | Weekly        | (S)State Compensatory - \$6,000  | 09/28/21 - On Track |
| 28. Implementation of digital learning programs to enhance student achievement.<br>* BrainPop<br>* Flocabulary<br>* Discovery Education<br>* Unique Learning<br>* Education Galaxy<br>* Study Island / Exact Path<br>* Edgenuity<br>* Learning Ally<br>* MyON<br>* Renaissance Learning<br>* Imagine Learning<br>* Spelling City (Target Group: All) (Strategic Priorities: 2,4) | Administrators, C/I Director, Teacher(s), Technology Directors | Weekly        | (F)Title 1 - Contracted Services, (L)Local Funds, (S)State Compensatory - \$19,075 | 09/28/21 - On Track |
| 29. All K-3 teachers and administrators will attend training for reading academies in order to further emphasize best systemic instructional practices in reading and support student mastery. Teachers will be paid \$1500 upon completion of the process. (Target Group: K,1st,2nd,3rd) (Strategic Priorities: 2,4)  | Administrators, C/I Director, Teacher(s)                       | Ongoing       | (L)Local Funds - \$70,000  | 09/28/21 - On Track |
| 30. Implementation district-wide of MAP  | Administrators, Teacher(s)                                     | Fall / Spring |  |                     |

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| Activity/Strategy   | Person(s) Responsible | Timeline | Resources | Evaluation |
|---|-----------------------|----------|-----------|------------|
| testing to accurately assess student levels and progress throughout the year. (Title I SW Elements: 1.1) (Target Group: K,1st,2nd,3rd,4th,5th,6th,7th,8th,9th,10th,11th,12th) (Strategic Priorities: 4) |                       |          |           |            |

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- Goal 1.** GOAL 1: The achievement of all student groups will improve in order for Alto ISD to meet all Required Standards and achieve Distinction Designation 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. Report to counselor / principal names of students with frequent absences. (Target Group: All) (Strategic Priorities: 4)  | Administrators, Attendance Clerk, Counselor(s), Teacher(s) | Weekly        | (L)Local Funds                                  | 09/28/21 - On Track |
| 2. Utilize courts to deter truancy. (Target Group: All) (Strategic Priorities: 4)   | Administrators   | Weekly        | (L)Local Funds                                  | 09/28/21 - On Track |
| 3. Attendance committee will meet in cases of excessive absences to determine action. (Target Group: All) (Strategic Priorities: 4)   | Attendance Committee                                       | Fall & Spring | (L)Local Funds                                  | 09/28/21 - On Track |
| 4. Provide incentives for student achieving perfect attendance every nine weeks and at the end of the year:<br>* Whataburger Give Back * RER Day *Outdoor Game Day * Drawings (Target Group: All) (Strategic Priorities: 4) | Administrators, Counselor(s)                               | Every quarter | (L)Local Donations, (L)Student Activity Account | 09/28/21 - On Track |
| 5. Explore providing individual and family counseling for high risk students. (Target Group: AtRisk) (Strategic Priorities: 3,4)  | Counseling Agencies - ACCESS, Counselor(s)                 | Fall & Spring | (L)Local Funds                                  | 09/28/21 - On Track |

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- Goal 1.** GOAL 1: The achievement of all student groups will improve in order for Alto ISD to meet all Required Standards and achieve Distinction Designation Labels under TEA's Public School Accountability System.
- Objective 3.** Objective 3: Maintain drop-out rate of less than 1%.

| Activity/Strategy   | Person(s) Responsible        | Timeline      | Resources  | Evaluation           |
|---|------------------------------|---------------|--|----------------------|
| 1. Students withdrawing will be tracked to determine subsequent enrollment. (Target Group: All) (Strategic Priorities: 3)   | Counselor(s)                 | Weekly        | (L)Local Funds                                   | 09/28/21 - On Track  |
| 2. Offer credit recovery system for students who are at-risk of dropping out. (Target Group: AtRisk) (Strategic Priorities: 3,4)  | Administrators, Counselor(s) | Fall & Spring | (L)Local Funds, (S)State Compensatory - \$13,375 | 09/28/21 - Completed |
| 3. Increase enrollment of high-risk students in CTE courses to prevent/reduce dropouts.<br>* Xello for JH & HS students<br>* Increased Pathway Offerings<br>* NCCER certification<br>* Microsoft certification (Title I SW Elements: 2.6) (Target Group: AtRisk,9th,10th,11th,12th) (Strategic Priorities: 3) | Administrators, Counselor(s) | Fall & Spring | (L)Local Funds - \$10,500                        | 09/28/21 - On Track  |

# ALTO ISD

**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 discipline incidents by 5%.

| Activity/Strategy  | Person(s) Responsible                                       | Timeline                 | Resources  | Evaluation           |
|--|---|--------------------------|--|----------------------|
| 1. Administrators attend training in Positive Behavioral Interventions & Supports - Capturing Kids' Hearts Leadership Training (Target Group: All) (Strategic Priorities: 1,4)   | Administrators  | Summer/Fall 2021         | (F)Title IIA Principal and Teacher Improvement, (F)Title IV Safe and Drug Free   | 06/09/21 - Completed |
| 2. Capturing Kids' Hearts brought in for district-wide professional development. District implementation of consistent classroom management, procedures, expectations, and social-emotional learning for all. (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,2,4) | Administrators, AISD Staff, Principal(s), Superintendent(s) | August Staff Development | (F)Title 1 - Contracted Services, (F)Title IIA Principal and Teacher Improvement | 08/16/21 - Completed |

# ALTO ISD

**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 in order to provide a safe school for student learning.

| Activity/Strategy   | Person(s) Responsible   | Timeline        | Resources                   | Evaluation   |
|---|---|-----------------|-----------------------------|--|
| 1. Exhibit positive behavior traits (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2,4) (ESF: 3,3.2)   | Administrators, Counselor(s), Teacher(s)                                      | Daily           | (L)Local Funds              | 09/28/21 - Some Progress<br>09/28/21 - Pending               |
| 2. Maintain Crisis Management Plan (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)  | Administrators, SBDM  | Fall            | (L)Local Funds              | 09/28/21 - On Track  |
| 3. Continue with positive behavior management program<br>End of year field trips or rewards (Target Group: All) (Strategic Priorities: 4)   | Principal(s), SBDM, Teacher(s)  | Spring          | (L)Student Activity Account | 09/28/21 - On Track  |
| 4. Maintain SHAC (Student Health Advisory Committee) (Title I SW Elements: 2.6,3.1) (Target Group: All) (Strategic Priorities: 4)   | Nurse, SHAC   | Quarterly       | (L)Local Donations          | 09/28/21 - On Track  |
| 5. Red Ribbon Week (Target Group: All) (Strategic Priorities: 4)  | Administrators, Student Council, Teacher(s)                                   | October         | (L)Local Funds - \$500      | 09/28/21 - Significant Progress                              |
| 6. Provide staff development training on student expectations and proper enforcement of them (Texas Behavior Support Initiative) (Target Group: All) (Strategic Priorities: 4)  | Administrators, Counselor(s), Teacher(s)                                      | Fall & Spring   | (F)Title I, (L)Local Funds  | 08/16/21 - On Track  |
| 7. Provide students with coordinated health activities (PE, Sex Ed, and Health Ed) (Target Group: All) (Strategic Priorities: 4)  | Administrators, Cherokee County Health Department, Coaches, Nurse, Teacher(s) | Fall & Spring   | (L)Local Funds              | 09/28/21 - Some Progress                                     |
| 8. Provide students with message for injury prevention and alcohol awareness. (Target Group: All,5th,6th,7th ,8th,9th,10th,11th,12th) (Strategic Priorities: 4)   | Cherokee County AgriLife Services, SHAC                                       | Fall & Spring   | (L)Local Donations          | 09/28/21 - On Track  |
| 9. Provide students and staff with local law enforcement recommendations.<br>* Screening for all campus visitors - Raptor System<br>* Threat / Vulnerability Assessment<br>* Training Drills<br>* Safety Plan (Target Group: All) (Strategic Priorities: 1,4) | Administrators, AISD Staff, Local Law Enforcement                             | Daily / Ongoing | (L)Local Funds - \$3,500    | Criteria: District-Wide participation<br>09/28/21 - On Track |

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**Objective 2.** Objective 2: Respect among students will be fostered and maintained. Student expectations will be clearly stated and consistently enforced in order to provide a safe school for student learning.

| Activity/Strategy  | Person(s) Responsible                                    | Timeline      | Resources                | Evaluation           |
|--|--|---------------|--------------------------|----------------------|
| 10. CPI trained staff on each campus (Target Group: All,SPED) (Strategic Priorities: 4)  | Administrators, Counselor(s), Teacher(s)                 | Fall & Spring | (L)Local Funds - \$800   | 09/28/21 - On Track  |
| 11. Implementation of anonymous reporting system to address bullying, cyberbullying, dating violence, depression / suicide in compliance with David's Law.<br>* STOPit App (Title I SW Elements: 3.1)<br>(Target Group: All) (Strategic Priorities: 4) | Administrators, Counselor(s), Technology Directors       | Daily         | (L)Local Funds - \$500   | 09/28/21 - Completed |
| 12. Partnership with DPS Officers to maintain a presence on campus<br>(Tier 1 School) (Title I SW Elements: 1.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)   | Administrators, DPS                                      | Daily         | (L)Local Donations       | 09/28/21 - Completed |
| 13. Hold immunization clinics for students and staff members. (Target Group: All) (Strategic Priorities: 4)  | Administrators, Nurse, SHAC                              | Fall Spring   | (L)Local Funds           | 09/21/21 - On Track  |
| 14. Maintenance of a district-wide phone system in compliance with Megan's Law. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 4)   | Administrators, Technology Directors                     | Ongoing       | (L)Local Funds           | 09/28/21 - Completed |
| 15. Continue education program for digital / internet safety, cyberbullying, and on-line predator dangers.<br>* EduHero (Target Group: All) (Strategic Priorities: 4)  | Administrators, Counselor(s), Teacher(s)                 | Fall          | (L)Local Funds - \$2,500 | 08/01/21 - Completed |
| 16. Protect student and district interests by training all staff on the importance of cyber-security.<br>* KnowBe4<br>* Cyber Security Framework / Team / Plan<br>(Target Group: All) (Strategic Priorities: 4)  | Administrators, AISD Staff, Technology Directors         | Fall          | (L)Local Funds - \$1,600 | 08/01/21 - Completed |
| 17. All staff and students (grades 7-12) will be educated and trained on use of blood control stations in the event of a traumatic injury.<br>* Purchase Stop the Bleed Kits   | Administrators, Local Law Enforcement, Nurse, Teacher(s) | Fall          | (L)Local Funds - \$600   | 09/28/21 - Completed |



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| Activity/Strategy  | Person(s) Responsible  | Timeline           | Resources                            | Evaluation           |
|--|--|--------------------|--------------------------------------|----------------------|
| <ul style="list-style-type: none"> <li>* Training for Coordinator from American College of Surgeons</li> <li>* Training for Staff</li> <li>* Training for students (Target Group: 7th, 8th, 9th, 10th, 11th, 12th) (Strategic Priorities: 4)</li> </ul>  |  |                    |                                      |                      |
| 18. Train teachers and staff on the dangers and signs of sexual abuse, dating violence, sex trafficking, requirements of reporting potential victims, and other maltreatment of children. <ul style="list-style-type: none"> <li>* EduHero - required courses</li> <li>* Trauma Informed Care Training (Texas Department of Family Protective Services) (Target Group: All) (Strategic Priorities: 4)</li> </ul> | Administrators, AISD Staff   | Fall               | (L)Local Funds - \$2,500             | 08/01/21 - Completed |
| 19. Train all staff on recognition of seizures and first aid for seizures. (Target Group: All) (Strategic Priorities: 4)   | Administrators, AISD Staff, Nurse                                      | Fall               | (L)Local Funds                       | 08/01/21 - Completed |
| 20. Formation of a Threat Assessment Team designed to identify and support students at greater risk for causing violence. <ul style="list-style-type: none"> <li>* Training for TAT</li> <li>* Provide guidance to students</li> <li>* Support district in safety efforts (Target Group: All) (Strategic Priorities: 4)</li> </ul>   | Administrators, Counselor(s), Local Law Enforcement, Nurse, Teacher(s) | Fall & Spring      | (L)Local Funds                       | 09/28/21 - On Track  |
| 21. Provide child abuse antivictimization programs in elementary and secondary schools and by posting reporting and contact information in high visibility areas. (Title I SW Elements: 2.6) (Target Group: All)   | Administrators, Counselor(s)   |                    | (L)Local Funds - Contracted Services | 09/28/21 - Completed |
| 22. Provide a campus-wide notification system to alert law enforcement authorities, administration, and staff of active shooters, intruders, or danger. <ul style="list-style-type: none"> <li>*Purchase School Guard mobile panic app warning system.</li> <li>*Set up Geofences around district</li> <li>*Install on all staff phones during inservice</li> </ul>  | Administrators, Superintendent(s), Technology Directors                | Summer / Fall 2021 | (O)Local Districts - \$4,500         | 08/10/21 - Completed |

# ALTO ISD

**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 in order to provide a safe school for student learning.

| Activity/Strategy  | Person(s) Responsible             | Timeline              | Resources      | Evaluation           |
|--|-----------------------------------|-----------------------|----------------|----------------------|
| *Train staff on using the app<br>*Push out training video as reinforcement.<br>(Target Group: All)   |                                   |                       |                |                      |
| 23. Training for communicable diseases / COVID protocols / safety measures conducted for staff and students. (Attached AISD EOP Communicable and Infectious Disease Annex.)<br>(Target Group: All)   | Administrators, Nurse, Teacher(s) | First Day of School   |                | 09/28/21 - Completed |
| 24. Publishing of Return to In-Person Instruction and Continuity of Services (RIPICS) document to educate, inform, and notify parents, teachers, and staff for the safety of on-campus learning. (Fluid document throughout 2021-2022 school year based on updates from state agencies.)<br><br>Posted on District Website, AISD Social Media, and paper copies available. (Target Group: All)   | Administrators, C/I Director      | August 2021 & Ongoing |                | 09/10/21 - On Track  |
| 25. Dating violence is not tolerated by Alto ISD<br><br>School Health Advisory Council:<br>• Implement policies, procedures, strategies, and curriculum to prevent physical and mental health concerns by collaborating with various campus-based and community-based endeavors<br>• Ensure grade-appropriate instruction is taught related to human sexuality and opioid addiction<br>• Increase reach through multiple levels of engagement, such as educational materials and community programs<br>• Coordinate the school health program with school-based health | AISD Staff                        | Ongoing               | (L)Local Funds |                      |

# ALTO ISD

**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 in order to provide a safe school for student learning.

| Activity/Strategy  | Person(s) Responsible | Timeline | Resources | Evaluation |
|--|-----------------------|----------|-----------|------------|
| and counseling services to promote a safe and healthy school environment<br>Parental notification and consent:<br>Written notice to parents must be provided before the school year and must include: <ul style="list-style-type: none"> <li>• State law requirements for violence prevention instruction</li> <li>• Detailed contents of the violence prevention curriculum and where to find materials</li> <li>• Parent's rights to access curriculum materials, remove the student from the violence prevention (Target Group: 7th, 8th, 9th, 10th, 11th, 12th)</li> </ul> |                       |          |           |            |

# ALTO ISD

**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 district activities, public reporting, and student happenings. (Title I SW Elements: 2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)   | Administrators   | Each week    | (L)Local Funds - \$6,600                       | 09/28/21 - On Track |
| 2. Utilize social media (Facebook & You Tube) to communicate district events and showcase student participation. (Title I SW Elements: 2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 1,2,3,4)   | Administrators   | Daily/Weekly | (O)Local Districts - \$3,000                   | 09/28/21 - On Track |
| 3. Use BlackBoard Connect (Alert Now) to reach parents/guardians in English and Spanish with important announcements and information by phone. (Target Group: All) (Strategic Priorities: 2,3,4)  | Administrators   | Ongoing      | (L)Local Funds - Contracted Services - \$2,000 | 09/28/21 - On Track |
| 4. Parent Orientation/Open House/Meet the Teachers/Meet the Jackets/Bear in the Box/Grandparent's Day/Veteran's Day/Elementary Christmas Program/Field Day<br><br>Many school & community connections will be fact-to-face as allowed based on COVID outbreak numbers or offered virtually this school year if COVID safety concerns do not allow face-to-face gatherings. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2,3,4) | Administrators, AISD Staff, Athletic Director, Coaches, Sponsors, Teacher(s) | Ongoing      | (L)Student Activity Account                    | 09/28/21 - On Track |
| 5. Keep up-to-date information on the highway marquee. (Title I SW Elements: 2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2,3)   | Superintendent(s)  | Ongoing      | (L)Local Funds                                 | 09/28/21 - On Track |
| 6. Campus Transition Orientations- 4th graders attend 5th grade orientation 8th graders attend 9th grade orientation (Title I SW Elements: 3.1) (Target Group: 4th,8th) (Strategic Priorities: 2,3,4)   | Counselor(s), Principal(s)   | Spring 2022  | (L)Student Activity Account                    | 09/28/21 - Pending  |

# ALTO ISD

**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          |
|--|--|-----------------------|--------------------------|---------------------|
| 7. Maintain Graduations- Pre-Kindergarten, 8th Grade, High School (Title I SW Elements: 3.1) (Target Group: PRE K,8th,12th) (Strategic Priorities: 2,3)  | Counselor(s), Principal(s), Teacher(s) | May 2022              | (L)Local Funds - \$4,500 | 09/28/21 - Pending  |
| 8. List parent contacts in parent log and turn in each nine weeks.<br>* Phone<br>* Email<br>* Face-to-Face<br>* Remind 101<br>* Weekly campus "What's Happening" newsletters (Title I SW Elements: 1.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 4)                        | Administrators, Teacher(s)             | Each quarter          | (L)Local Funds           | 09/28/21 - On Track |
| 9. Work with the community to mentor at-risk students (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 2,3,4)   | Administrators, Volunteers             | Weekly                | (L)Local Funds           | 09/28/21 - On Track |
| 10. Issue 3 week progress reports, 6 week progress reports, and 9 weeks report cards to all students. Teachers maintain weekly gradebook updates for parents to access via Gradebook Parent Portal. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2,4)           | Administrators, Teacher(s)             | Each 3 weeks          | (L)Local Funds           | 09/28/21 - On Track |
| 11. To assist remote learners and parent learning coaches, AISD teachers will offer evening office hours. (Google classroom, zoom, phone or email) (Target Group: All)   | Teacher(s)                             | Weekly                |                          | 09/28/21 - On Track |
| 12. Publishing of Return to In-Person Learning and Continuity of Services (RIPICS) document to educate, inform, and notify parents, teachers, and staff for the reopening of on-campus learning. (Fluid document throughout 2021-2022 school year based on updates from state agencies.) | Administrators, C/I Director           | August 2020 & Ongoing |                          | 09/28/21 - On Track |

# ALTO ISD

**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 |
|--|-----------------------|----------|-----------|------------|
| Posted on District Website, AISD Social Media, and paper copies available. (Target Group: All) |                       |          |           |            |



# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

Community Demographics  
Highly Qualified Staff  
PEIMS Reports  
Special Student Populations

### Demographics Strengths

1. Socio-economic data collection is near 100% which will provide a true picture of our district.
2. Support system in place for Migrant and Foster students.

### Demographics Weaknesses

1. Staff demographics do not match our student demographics.
2. LEP students are not exited from the ESL program as frequently as state averages.
3. Special education numbers are greater than 10%.

### Demographics Needs

1. Funding to assist LEP, Special Education, and 504 students across all campuses.



# Comprehensive Needs Assessment

## Demographics Needs (Continued)

2. Recruit teachers from diverse ethnicities.

## Demographics Summary

An in depth review by the District Improvement Committee led to the formulation of this needs assessment.

## Student Achievement

### Student Achievement Data Sources

Disaggregated STAAR Data  
Failure Lists  
Special Student Populations

### Student Achievement Strengths

1. History and Social Studies scores above state average.
2. Math scores overall were steady from previous year.
3. Algebra I scores improved overall and in sub-groups.
4. Science scores overall were above state average.

### Student Achievement Weaknesses

# Comprehensive Needs Assessment

1. Reading weaknesses district-wide.
2. LEP student gaps compared with other sub-groups.
3. Special Education deficits across all campuses.
4. ELAR at the elementary level needs improvement.
5. 4th grade Writing 50% of EcoDis students did not pass the minimal standard.

## **Student Achievement Needs**

1. Adoption of new ELA curriculum
2. Restructuring of Elementary core class times.
3. Addition of District-wide Dyslexia teacher.
4. Retention and recruitment of highly qualified teachers.
5. Professional development for all staff in YAG, TEKS Resources.

# Comprehensive Needs Assessment

## School Culture and Climate

### School Culture and Climate Data Sources

Community Input  
Parental Involvement Policy  
Staff/Parents/Community/ Business members involved w/SBDM  
Survey and Interviews of Students/Staff/Parents

### School Culture and Climate Strengths

1. Family like atmosphere
2. All campuses are in one location
3. Small school

### School Culture and Climate Weaknesses

1. Damage to school facilities have affected student, staff, and community morale.

### School Culture and Climate Needs

1. Funding to repair district facilities.

# Comprehensive Needs Assessment

## School Culture and Climate Needs (Continued)

2. Implement support for staff and students.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Data Sources

Highly Qualified Staff  
Staff Development

### Staff Quality, Recruitment and Retention Strengths

1. Staff turnover is down from previous years.
2. All paraprofessionals are certified.
3. Data results drive professional development.
4. Stipends offered to help recruit in hard to fill positions.

### Staff Quality, Recruitment and Retention Weaknesses

1. Increase stipends to help recruit highly qualified teachers.

# Comprehensive Needs Assessment

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

2. Rural district with minimal resources.

## Staff Quality, Recruitment and Retention Needs

1. Continued funding for stipends and incentive programs.
2. Competitive pay with larger districts.

# Curriculum, Instruction and Assessment

## Curriculum, Instruction and Assessment Data Sources

Disaggregated STAAR Data  
Staff/Parents/Community/ Business members involved w/SBDM  
Survey and Interviews of Students/Staff/Parents

## Curriculum, Instruction and Assessment Strengths

# Comprehensive Needs Assessment

1. Addition of District-wide Curriculum Director.
2. Streamlining of assessments through DMAC.
3. Purchase of TEKS Resources to align curriculum.
4. Development of Scope and Sequence district-wide.
5. Addition of Enrichment period to support academic goals.

## Curriculum, Instruction and Assessment Weaknesses

1. Need to streamline ELAR curriculum.
2. Writing strategies need to be streamlined at Elementary level.
3. All ELAR teachers need to be ESL certified.

## Curriculum, Instruction and Assessment Needs

1. Funding to train all elementary ELAR teachers in TEA mandated Reading Academies.

# Comprehensive Needs Assessment

## Family and Community Involvement

### Family and Community Involvement Data Sources

Community Input  
Staff/Parents/Community/ Business members involved w/SBDM  
Survey and Interviews of Students/Staff/Parents

### Family and Community Involvement Strengths

1. Fall and Spring Open House
2. Orientation programs to assist with transition between campuses.
3. Curriculum nights for parents as they enter STAAR tested grade levels.
4. Translator provided to meet needs of LEP population.
5. Social media communication for community.
6. Development of AISD website that translates information for community.

# Comprehensive Needs Assessment

## Family and Community Involvement Weaknesses

1. Facilities to accommodate all community.
2. Parental support for truant students.

## Family and Community Involvement Needs

1. New facilities (elementary gym, high school gym, and high school campus)
2. Appointed campus liaison to assist with home visits.

## School Context and Organization

### School Context and Organization Data Sources

Disaggregated STAAR Data  
Discipline Referrals  
Failure Lists  
Staff/Parents/Community/ Business members involved w/SBDM  
Survey and Interviews of Students/Staff/Parents

### School Context and Organization Strengths



# Comprehensive Needs Assessment

1. Student needs drive master schedule development.
2. Community support to rebuild high school and gymnasium.
3. High expectations for all students and staff.

## School Context and Organization Weaknesses

1. Rebuilding of facilities / students still in portable buildings.
2. Scheduling on elementary and high school campuses need to address weak areas.
3. Lack of elementary gym.

## School Context and Organization Needs

1. Insurance resolution to alleviate debt service with bond.
2. Teacher feedback to address concerns as they develop.

## Technology

### Technology Data Sources

# Comprehensive Needs Assessment

Survey and Interviews of Students/Staff/Parents

## Technology Strengths

1. All computers have updated software.
2. Utilization of online software to help with struggling readers and LEP students.
3. Network capabilities are sufficient to support district needs.
4. Purchase of new devices for students 1:1

## Technology Weaknesses

1. Relocation of high school campus and all technology that supports that campus.
2. Teacher proficiency on new software is limited.

## Technology Needs

1. Funding to replace technology as needed.

# Comprehensive Needs Assessment Data Sources

Community Demographics  
Community Input  
Disaggregated STAAR Data  
Discipline Referrals  
Failure Lists  
Federal Program Guidelines  
Highly Qualified Staff  
Parental Involvement Policy  
PEIMS Reports  
Safe Schools Checklist  
Special Student Populations  
Staff Development  
Staff/Parents/Community/ Business members involved w/SBDM  
Survey and Interviews of Students/Staff/Parents



# LEADERSHIP WALKS PROCEDURE

## PRIOR TO VISITING ROOM

**Determine area of  
focus:**

- Equitable teaching practices
- Differentiated instruction
- Guided reading
- Writing across the curriculum
- Literacy instruction
- Formative assessment
- RtI
- Student engagement
- Learning styles
- Higher-order questioning
- Use of technology
- Classroom management
- Learning environment
- Evidence of learning

## INSIDE THE ROOM

**Observe the  
teacher, student,  
and content.**

- Take notes on what the teacher is doing, what the students are doing, and the content being taught.
- Look for your area of focus.

## LEAVING THE ROOM

**Debrief in the hall.**

- What did you see?
- What did you hear the students and teacher saying?
- What task are students engaged in?
- What instructional practices did you observe?

**CONTENT**

**TEACHER**

**STUDENT**

**CONTENT**

**TEACHER**

**STUDENT**

**CONTENT**

**TEACHER**

**STUDENT**

CREATES COMMON FOCUS: GROWTH MODEL

# Infectious/Communicable Disease Annex

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## I. Purpose and Scope

### A. Purpose

The purpose of the Infectious/Communicable Disease Annex is to provide standardized guidance in the response to the onset and spread of an infectious/communicable disease within the Alto School District and/or in the surrounding area.

This Plan is to promote the safety and well-being of Alto School District students, faculty, staff, and visitors by:

1. Preventing the spread of disease
2. Protecting School District workers who will need to keep the operations and educational programs functional
3. Providing support for the essential services that must be maintained

There are several aspects of an infectious/communicable disease emergency that differentiate it from other emergencies and that require variation in widespread planning, response, and recovery. The intention of this document is to provide guidance throughout an outbreak situation, but nothing in this document precludes the primary parties (ALTO School District stakeholders) from modifying their actions to meet the unique conditions presented. These unique actions and responses may be based on one or more of the following:

- The current threat of disease in the world, region, state, and local area
- The unique nature of the disease including the incidence, morbidity, and mortality of the disease
- The novel nature of the disease pathogen, particularly whether it mutates rapidly, has high virulence, and spreads easily from person-to-person
- Mandates and/or orders by federal, state, or local public health or public safety authorities

## B. Scope

This annex incorporates, by reference, a similar emergency planning and response structure of the ALTO School District Core Emergency Operations Plan (EOP). However, the special circumstances of an infectious/communicable disease outbreak may require some variance from the EOP.

This Infectious/Communicable Disease Annex applies to all ALTO School District Campuses. While the general concepts and considerations remain constant for all district campuses, each campus will assign critical tasks and responsibilities differently based on their respective structure and governance. Each campus is responsible for developing response plans that are more targeted and appropriate for their locations while ensuring alignment and with this overall plan (such as off-campus locations, and faculty, staff, and students travelling outside of the district under campus auspices). Staff, students, and faculty who have been in travel status and who are at risk of carrying a novel infection may be required to practice social distancing measures for a designated amount of time to minimize the likelihood of disease transmission.

This annex provides a general framework for prevention, preparedness planning, response, and recovery for a large-scale outbreak of an infectious/communicable disease. It outlines the roles and responsibilities of School District personnel and units and the functions that public partners can be expected to provide to the School District.



## II. General Information on Pandemic Communicable Disease Events

A pandemic is a “geographically widespread outbreak” of communicable disease. An emergency can result when there is enough morbidity and mortality to disrupt the essential operations of a community and when the communicable disease:

- a. is highly virulent (harmful),
- b. is readily transmissible from person-to-person, and
- c. has high clinical severity (causing sudden, serious, illness and death in a large number of people).

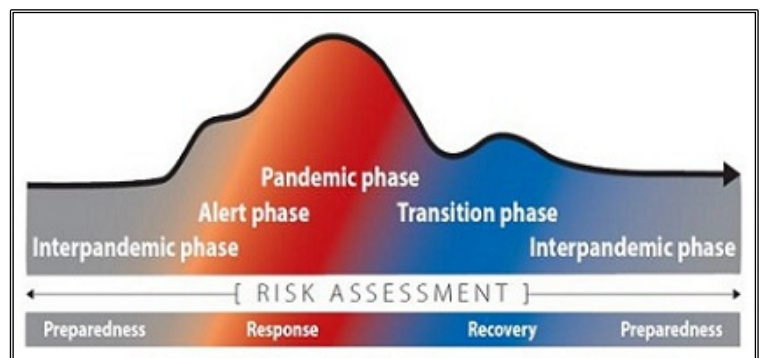
The communicable diseases with the highest risk for a pandemic event are those that are new to the population, either a mutated strain of a known pathogen or a newly emerging pathogen to which the general population has little or no immunity (resistance). Therefore, it spreads easily and is sufficiently virulent enough to cause social disruption. In the remainder of this document, “novel pathogen” will be used to refer to the latter agents. Animal viruses infecting humans are considered novel pathogens, thus the avian influenza concern in 2006 and the H1N1 influenza (aka “swine” influenza) in 2009 both had the pandemic potential to significantly interrupt usual operations.

The pandemic flu will be used as a primary example for the Infectious/Communicable Disease Annex because this communicable disease provides the information and structure for almost any outbreak. Other infectious disease outbreaks that the ALTO School District recognizes as most likely to occur on campuses include norovirus, measles, mumps, and meningitis.

### A. Phased Pandemic Framework

To assist communities in planning for a potential pandemic, the World Health Organization (WHO) developed a phased pandemic alert system framework:

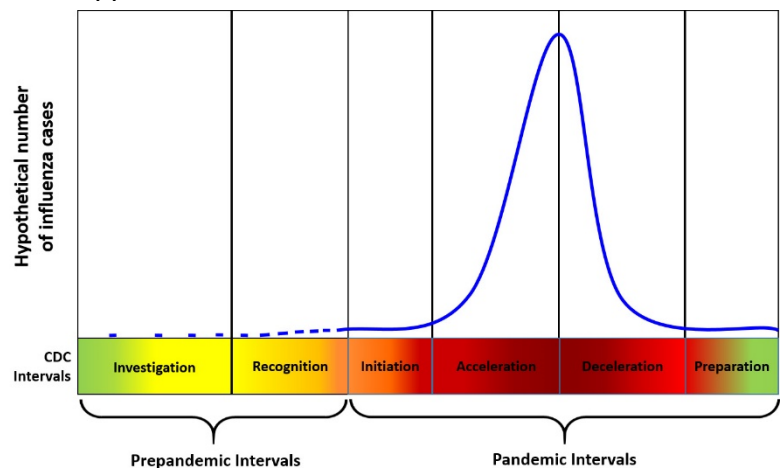
1. Inter-Pandemic Phase (the period between pandemics)
  - i. A new virus appears in animals but there is no or low risk of human cases
2. Pandemic Alert Phase (influenza caused by a new subtype has been identified in humans)
  - i. New virus in animals with higher risk of human cases



- ii. Increased H2H transmission
  - iii. Significant H2H transmission
  - iv. Efficient and sustained H2H transmission
3. Pandemic Phase
- i. Global spread of communicable disease caused by new subtype
4. Transition Phase
- i. Reduction in global risk
  - ii. Reduction in response activities
  - iii. Progression towards recovery actions

Further, the Centers for Disease Control and Prevention (CDC) has developed an interval system framework that can be applied to federal, state, or local indicators:

- 1. Investigation (of a novel pathogen in humans or animals)
- 2. Recognition (of increased potential for ongoing transmission of the novel pathogen)
- 3. Initiation (of a pandemic wave)
- 4. Acceleration (of a pandemic wave)
- 5. Deceleration (of a pandemic wave)
- 6. Preparation (for future pandemic waves)



The WHO and CDC frameworks complement one another, giving governments, institutions, and individuals information and timeframes to plan their response to a communicable disease outbreak. Relying on both frameworks, this Communicable Disease Outbreak Management Plan has developed a five-level action plan to follow throughout the course of a communicable disease outbreak:

- 1. **Plan**
- 2. **Prepare**
- 3. **Mobilize**



#### **4. Sustain**

#### **5. Recovery**

Additionally, the CDC has released the Influenza Risk Assessment Tool (IRAT) which evaluates potential pandemic risk based on emergence and public health impact and the Pandemic Severity Assessment Framework (PSAF) which predicts the severity of a pandemic by considering clinical severity and transmissibility during an initial assessment and then again during the refined assessment provided that more information becomes available. Clinical severity asks about the strength of the illnesses' association with the infection and transmissibility considers the ability of the pandemic virus to spread person-to-person.

Federal, state, and local public health agencies such as the Centers for Disease Control and Prevention (CDC), the Texas Department of State Health Services (TDSHS), and the local health department also provide communicable disease planning and response guidance and support. The School District planning and response levels described in this document are informed by the WHO pandemic alert system and are consistent with the TDSHS planning levels wherever appropriate. ALTO School District and campus actions may deviate from WHO and/or CDC recommendations when necessary in order to follow guidance or directives from local public health authorities that more closely reflect the current situation in the surrounding communities in Texas.

### III. Concept of Operations

This section contains general information about the tasks that will most likely need to be completed to ensure an effective **Infectious/Communicable Disease** response. The following tasks represent a logical flow of response from the time an impending or actual Infectious/Communicable Disease Incident is perceived through recovery.

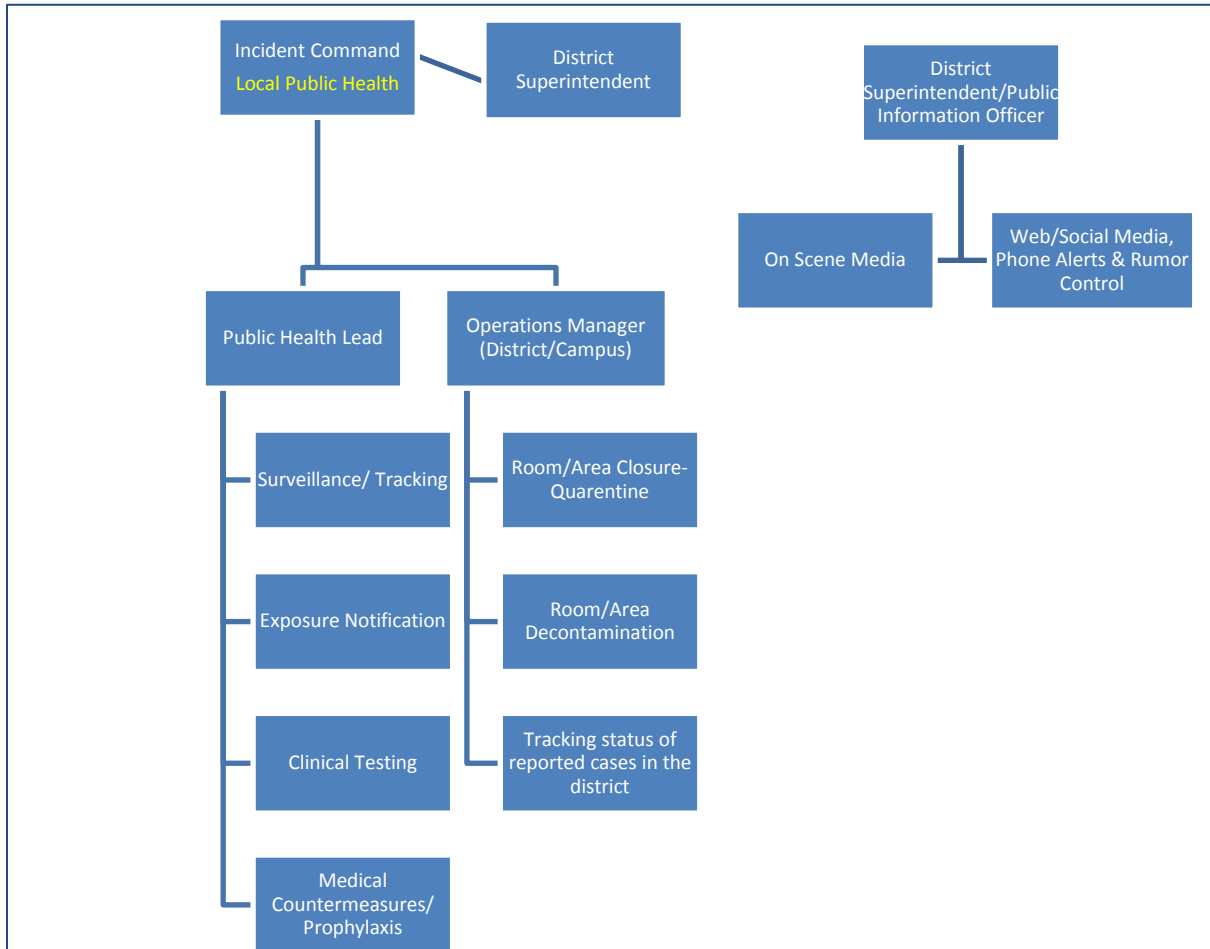
The Infectious/Communicable Disease Annex is based upon the concept that the incident management functions that must be performed by the School District and its partners generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

#### A. General

1. Alto School District public safety and response staff will act according to their Standard Operating Procedures/Guidelines (SOP/SOG) when alerted to a Infectious/Communicable Disease Incident affecting the ALTO School District.
2. When a potential Infectious/Communicable Disease Incident in the ALTO School District is reported, the person receiving the initial report will immediately notify the districts superintendent's office.
  - a. The districts superintendent's office should work with the local health department to confirm the report.
3. The local health department will be the primary entity for coordinating the incident within the School District and liaising with TDSHS. In cases where a local, county, or health district jurisdiction is not present, the TDSHS will work directly with the school district.
4. If appropriate, the district superintendent shall assign a position to manage and track operational duties on campus(s) related to the possible infectious/communicable disease exposure. This operations manager will:
  - a. coordinate with environmental services for any decontamination services needed in the School District.
  - b. coordinate with the School District support services for any classroom closure or area quarantine needed on School District
  - c. provide district-wide communications notification support as necessary to the incident requirements
5. The Infectious/Communicable Disease Annex assumes mutual aid agreements, memorandum of understandings, and inter-governmental agreements between

school district authorities, local/state/federal public health agencies, hospital/healthcare facilities, and other public health stakeholder agencies.

**6. The Incident Command System (ICS) will be used to manage all incidents and major planned events on the Alto School District.**



**B. Public Health Incident Operations**

**Determining if there is an outbreak hinges on if the number of cases is unusually high for the given population for that time of year. Factors included in determining if an outbreak exists are:**

- Etiologic agent
- Size and composition of the population
- Previous occurrence of the specific disease in the community
- Season

If a disease is common, such as seasonal influenza, the number of cases before an outbreak is declared likely need to be incredibly high; however, if the disease is rare, like smallpox, a single case may be considered an outbreak.

During Fall and Spring Semesters, the School District population composition is approximately 650 students and 110 employees.

Disease tracking in the School District is based on incidental reporting from the student population. The local health department may identify one case of a rare or uncommon disease, or notice an increase in cases of a common disease during a given period. When this occurs, the local health department shall commence with notification procedures to the school district.

Should the ALTO School District be made aware of a potential outbreak (or a confirmed case of a rare disease) by the local health department, the TDSHS, or any other health agency, the district superintendent's office shall alert the Principal(s) of the affected campus(s), and subsequently, the district board of trustees. Following actions and notifications should be at the direction of the local, county, health district, and/or TDSHS.

### *General Procedures*

Procedures for responding to an infectious/communicable disease follow the same general pattern including monitoring, detection, implementation of pharmaceutical and non-pharmaceutical interventions, and coordinating with local and state health authorities. Specific application of interventions depends on the specific disease.

This plan may be activated for situations including but not limited to:

- Unusual cluster of disease in the School District population
- Disease with unusual geographic or seasonal distribution
- Single case of an unusual disease
- Endemic disease with unexplained increase in incidence
- Significant media inquiries or public calls concerning a health-related issue
- Local public health emergency in one or more of the surrounding jurisdictions
- Statewide disease outbreak

## **C. Infectious/Communicable Disease Response Protocol**

When faced with an actual outbreak, local authorities may be required to use absolute limits to determine when to institute isolation, quarantine, vaccination, and other methods of infection control to protect the public health and safety. A balance must be struck between the implementation of such limits with an awareness of the public's rights to liberty.

This protocol recommends employing the most conservative authoritative medical and epidemiological evidence when faced with a range of possible actions. This statement is based upon the principle that lack of scientific certainty or consensus must not be used to postpone preventive action in the face of a threat to public health or safety. Preventative actions may include vaccination, medical prophylaxis, or social distancing.

The protocols outlined below shall serve as a guide in the event of an infectious disease outbreak in the ALTO School District. Depending on the disease and the spread of the disease, some or all of these steps may be expanded, modified, or eliminated. The district superintendent, or their delegated representative, will work directly with the local health department and TDSHS to implement appropriate actions based on the public health hazard.

### *Social Distancing*

Social distancing measures that reduce opportunities for person-to-person virus transmission can help delay the spread and slow the exponential growth of a pandemic. Social distancing measures can reduce virus transmission by decreasing the frequency and duration of social contact among persons of all ages. These measures are common-sense approaches to limiting face-to-face contact, which reduces person-to-person transmission.

During outbreaks of highly infectious diseases or rare viral strains with high rates of mortality, the following social distancing procedures should be considered in the ALTO School District:

- Postponement or cancelation of classes during an infectious outbreak (at least until pharmaceutical preventative measures can be enacted). This will reduce exposure of person-to-person contact for students, faculty, and staff.
- Postponement or cancelation of mass gatherings: Group events such as concerts, festivals, and sporting events bring people into close contact for extended periods. Even when a circulating virus has a relatively low basic reproductive rate, intensely crowded settings might lead to high secondary attack rates.

Multiple social distancing measures can be implemented simultaneously.

### *Isolation Protocols*

If isolation/quarantine is recommended for exposed/infected persons, in most cases voluntary isolation is encouraged based on guidance and directed education from the local health department and TDSHS. In cases of highly infectious diseases or rare viral strains with high rates of mortality, the local health department has the authority to "...order the individual, or the individual's parent, legal guardian, or managing conservator if the individual is a minor, to implement control measures that are reasonable and necessary to prevent the introduction, transmission, and spread of the disease in this state."<sup>1</sup>

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<sup>1</sup> HS Sec. 81.083(b). - APPLICATION OF CONTROL MEASURES TO INDIVIDUAL

1. The local health department shall recommend isolation, if necessary. A list of isolated students, faculty, and staff shall be prepared and updated daily by each affected campus and sent to the district superintendent's office.
2. The affected patient(s) should remain isolated for the duration of time specified by the local health department.

### *Cleaning Protocols*

These procedures are for cleaning, disinfecting, and/or sanitizing for communicable diseases in non-healthcare settings. Increased cleaning shall be activated by the ALTO School District and its campus stakeholders upon recommendation from the local health department.

1. The local health department shall consult with the district superintendent's office about campus locations that need enhanced sanitation efforts. This information will be shared with the appropriate ALTO School District campuses and campus housekeeping staff (based on areas to be sanitized).
  - a. These locations may be based on where confirmed ill students and/or employees were on campus.
  - b. Viruses generally survive on surfaces for about 48 hours.
2. If necessary, the local health department shall supply guidance to the district's housekeeping staff, and any other necessary departments to ensure all those who may be conducting sanitation operations are properly trained and fitted with PPE appropriate for the infectious disease at hand.
3. Housekeeping and the appropriate campus environmental services shall conduct sanitation operations in all designated locations using appropriate cleaners/disinfectants

## **IV. Direction, Control, and Coordination**

### **A. Responders Standard Operating Procedures/Guidelines (SOP/SOGs)**

Responders' department policy manuals provide said departments' members with best practice guidelines and procedures to conduct emergency operations. The policies provide department members with guidance that is both legal and practical. The department SOP/SOGs establish consistent procedures and provide members with a common understanding and focus. This common understanding and focus should translate into more effective operations during emergency incidents.

### **B. Emergency Operations Plan**

ALTO School District maintains an Emergency Operations Plan (EOP) to address threats/hazards and incidents. The EOP has been developed to fit into the larger City/County and State EOPs in the case of a large-scale incident. The School District maintains the plan, and conducts regular training and exercises to validate operational efficiency and readiness of the EOP. The EOP and other ALTO School District emergency plans may also make critical School District personnel available beyond their regular job description in an incident or crisis event taking place on the ALTO School District.

### **C. Coordination with Responders**

An important component of emergency operations is interagency agreements with various neighboring agencies to aid timely response to, and recovery from, emergencies on campus. Agreements with these agencies and services (including such local governmental agencies as law enforcement, EMS, and public health) help coordinate services between the agencies and the ALTO School District. The agreements specify the type of communication and services provided by one agency to another.

If the campuses or City/County resources are insufficient or inappropriate to respond to the emergency situation, a request may be made for assistance from other jurisdictions, the state, or federal government. All response agencies are expected to fulfill mission assignments directed by the Incident Commander/Unified Command.

## **V. Communications**

### **A. General Communication**

In coordination with the local health department, the ALTO School District shall coordinate and disseminate all communications related to the specific infectious disease. Communications should include:

- General communications to the School District –
  - information about the disease in general
  - information about the disease impacts on School District
  - what the School District is doing
  - what the School District should/should not do
- Targeted communications to affected or vulnerable populations in the School District, as needed
- Specific information on preventing the spread of the disease
- Any combination of the above to the media and neighboring communities



## VI. Disease Descriptions

| Name                     | Vaccine Preventable | Description of Symptoms   |
|--------------------------|---------------------|---|
| <b>Measles (Rubeola)</b> | Yes                 | <p><u>Symptoms</u>: high fever; cough; runny nose; red/watery eyes; tiny white spots (Koplik spots) in mouth; rash</p> <p><u>Transmission</u>: coughing and sneezing; virus can live up to two hours in contaminated air or on a surface</p>  |
| <b>Meningitis</b>        | Yes                 | <p><i>Bacterial</i></p> <p><u>Symptoms</u>: fever; headache; stiff neck; nausea; vomiting; sensitivity to light; confusion</p> <p><u>Transmission</u>: germs spread person-to-person (depends on type of bacteria)</p>  |
|                          |                     | <p><i>Viral</i></p> <p><u>Symptoms</u>: fever; headache; stiff neck; sensitivity to bright light; sleepiness or trouble waking up from sleep; nausea; irritability; vomiting; lack of appetite; lethargy</p> <p><u>Transmission</u>: caused by other viruses like mumps, measles, influenza, etc.</p> |
| <b>Mumps</b>             | Yes                 | <p><u>Symptoms</u>: fever; headache; muscle aches; tiredness; loss of appetite; swollen/tender salivary glands approximately 16-18 days after infection</p> <p><u>Transmission</u>: coughing, sneezing, or talking; sharing items; touching contaminated objects</p>                                  |
| <b>Norovirus</b>         | No                  | <p><u>Symptoms</u>: diarrhea; vomiting; nausea; stomach pain</p> <p><u>Transmission</u>: contaminated food or drink; touching contaminated surfaces and then putting fingers in mouth; having direct contact with someone who is infected</p>   |

| Name                           | Vaccine Preventable | Description of Symptoms   |
|--------------------------------|---------------------|---|
| <b>Hepatitis A</b>             | Yes                 | <p><u>Symptoms:</u> Fatigue; Sudden nausea and vomiting; Abdominal pain or discomfort (especially on the upper right side beneath your lower ribs by your liver); Clay-colored bowel movements; Loss of appetite; Low-grade fever; Dark urine; Joint pain</p> <p><u>Transmission:</u> fecal-oral route; that is when an uninfected person ingests food or water that has been contaminated with the feces of an infected person</p> |
| <b>Influenza</b>               | Yes                 | <p><u>Symptoms:</u> fever; cough; sore throat; runny or stuffy nose; muscle/body aches; headaches; fatigue; sometimes vomiting and diarrhea</p> <p><u>Transmission:</u> person-to-person via droplets</p>   |
| <b>Tuberculosis</b>            |                     | <p><u>Symptoms:</u> A bad cough that lasts 3 weeks or longer; Pain in the chest; Coughing up blood or sputum (mucus from deep inside the lungs)</p> <p><u>Transmission:</u> person-to-person via droplets</p>   |
| <b>Varicella (chicken pox)</b> | Yes                 | <p><u>Symptoms:</u> fever; tiredness; loss of appetite; headache; itchy, fluid-filled blisters</p> <p><u>Transmission:</u> touching or breathing in the virus particles that come from the blisters</p>   |

## VII. Definitions

**Case** – Describes the disease under investigation. Also describes a person in a population who is identified as having the disease.

**Confirmed Case** – Typical clinical features of the illness and either a lab test confirming the presence or an epidemiological link to a lab-confirmed case.

**Coronavirus (COVID-19)** – A novel virus of the family Coronaviridae that is composed of single-stranded RNA viruses that have a lipid envelope studded with club-shaped projections, infect birds and many mammals including humans, and was first identified during an investigation into an outbreak in Wuhan, China in 2019.

**Direct Transmission** – Infectious disease is transferred from a reservoir to a susceptible host by direct contact or droplet spread (kissing, skin-to-skin contact, sneezing). Droplet spread is the primary mode of transmission for influenza.

**Endemic** – Constant presence and/or usual prevalence of a disease or infectious agent in a population within a geographic area.

**Epidemic** – Increase, often sudden, in the number of cases of a disease above what is normally expected in that population in that area for a given period of time and may result from:

- Recent increase in amount of virulence of the agent
- Recent introduction of the agent into a setting where it has not been before
- Enhanced mode of transmission so that more susceptible persons are exposed
- Change in the susceptibility of the host response to the agent
- Factors that increase host exposure or involve introduction through new portals of entry

**Incubation Period** – The time from the moment of exposure to an infectious agent until signs and symptoms appear (varies by each disease). To determine the most likely period of exposure for an outbreak knowing the average incubation period for the disease and the range of incubation periods is important (E. coli average incubation is 3-4 days with a range of 2-10 days).

**Indirect Transmission** – Suspended air particles, vectors, or vehicles carry the infectious disease from a reservoir to a susceptible host through airborne transmission (Legionnaires' disease, TB, measles).

**Infectious Period** – The time during which an infectious agent may be transferred directly or indirectly from an infected person to another person, from an infected animal to people, or from an infected person to animals. Also called "period of communicability."

**Isolation** – The physical separation of a person suffering from an infectious or contagious disease from others in a community.

**Mode of Transmission** – Method by which the disease transfers from the reservoir (originating source) to the host (susceptible person). Classified as direct or indirect.

**Outbreak** – Increase, often sudden, in the number of cases of a disease above what is normally expected in that population in a limited geographic area for a given period of time (such as a university). Localized epidemic.

**Pandemic** – The global outbreak of a highly infectious disease in humans in numbers clearly in excess of normal caused by a new pathogen or emergence of an altered old pathogen capable of sustaining widespread disease in a region of the world or worldwide.

**Pandemic Flu** – A virulent human flu that causes a global outbreak, or pandemic, of serious illness. Because there is little natural immunity, the disease can spread easily from person-to-person.

**Quarantine** – The physical separation of healthy people who have been exposed to an infectious disease-for a period of time-from those who have not been exposed.

**Social Distancing** – A disease prevention strategy in which a community imposes limits on social (face-to-face) interaction to reduce exposure to and transmission of a disease. These limitations could include, but are not limited to, school and work closures, cancellation of public gatherings, and closure or limited mass transportation.

**Transmissibility** – Ability to easily spread from human-to-human.

**Travel Advisory** – When there is a recommendation against non-essential travel to a geographic area where an outbreak of a disease is occurring.

**Travel Alert** – Where an outbreak of a disease is occurring in a geographic area and there is no recommendation against non-essential travel to the area, although recommendations regarding personal health protection in such settings are available.

**Virulence** – The capacity of a microorganism to cause disease.

## VIII. Legal Authority

In order to institute and enforce non-pharmaceutical interventions, the public health agency must have legal authority. Legal authority within Texas is primarily wielded by the local public health agency. The State of Texas also has authority, but typically defers to the locals. Additionally, federal agencies have legal authority derived from a variety of statutes, regulations and executive orders.

### **State**

*HS § 81 Communicable Diseases.*

Sec. 81.002 The state has a duty to protect the public health. Each person shall act responsibly to prevent and control communicable disease.

Sec. 81.083 APPLICATION OF CONTROL MEASURES TO INDIVIDUAL. (a) Any person, including a physician, who examines or treats an individual who has a communicable disease shall instruct the individual about:

- (1) measures for preventing reinfection and spread of the disease; and
  - (2) the necessity for treatment until the individual is cured or free from the infection.
- (b) If the department or a health authority has reasonable cause to believe that an individual is ill with, has been exposed to, or is the carrier of a communicable disease, the department or health authority may order the individual, or the individual's parent, legal guardian, or managing conservator if the individual is a minor, to implement control measures that are reasonable and necessary to prevent the introduction, transmission, and spread of the disease in this state.

### **Federal**

*42 CFR § 71.20 Public health prevention measures to detect communicable disease.*

(a) The Director [Director, CDC, Public Health Services, Department of Health and Human Services, or their authorized representative] may conduct public health prevention measures, at U.S. ports of entry or other locations, through non-invasive procedures as defined in section 71.1 to detect the potential presence of communicable diseases.

(b) As part of the public health prevention measures, the Director [Director, CDC, Public Health Services, Department of Health and Human Services, or their authorized representative] may require individuals to provide contact information such as U.S. and foreign addresses, telephone numbers, email addresses, and other contact information, as well as information concerning their intended destination, health status, known or possible exposure history, and travel history.

*42 CFR 71.21 Report of death or illness.*

(b) The commander of an aircraft destined for a U.S. airport shall report immediately to the quarantine station at or nearest the airport at which the aircraft will arrive, the occurrence, on board, of any death or ill person among passengers or crew.

*42 CFR § 70.11 Report of death or illness onboard aircraft operated by an airline.*

(a) The pilot in command of an aircraft operated by an airline who is conducting a commercial passenger flight in interstate traffic under a regular schedule shall report as soon as practicable to the Director [Director, CDC, Public Health Services, Department of Health and Human Services, or their authorized representative] the occurrence onboard of any deaths or the presence of ill persons among passengers or crew and take such measures as the Director may direct to prevent the potential spread of the communicable disease, provided that such measures do not affect the airworthiness of the aircraft or the safety of flight operations.

*21 CFR § 1240.45 Report of disease.*

The master of any vessel or person in charge of any conveyance engaged in interstate traffic, on which a case or suspected case of a communicable disease develops shall, as soon as practicable, notify the local health authority at the next port of call, station, or stop, and shall take such measures to prevent the spread of the disease as the local health authority directs.




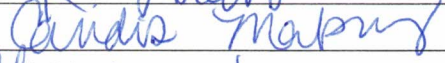
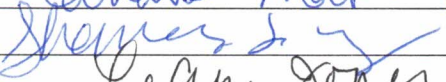




Alto ISD District / Needs Assessment Planning Meeting



2021-2022

Monday, June 28, 2021

| Employee Name        | Employee Signature   |
|----------------------|--|
|                      |  |
| Misty Townsend       |  |
| Kelley Robertson     |  |
| Krystin Lucas        |  |
| Candis Mabry         |  |
| Shanequa Redd-Dorsey |  |
| LeAnn Jones          |  |
| Kelly West           |  |

Amber Middleton

Am



Alto ISD District / Campus Improvement Plan Meeting



2021-2022

Thursday, September 29, 2021

| Employee Name        | Employee Signature   |
|----------------------|----------------------|
| Misty Townsend       | Misty Townsend       |
| Kelley Robertson     | Kelley Robertson     |
| Krystin Lucas        | K. Lucas             |
| Candis Mabry         | Candis Mabry         |
| Shanequa Redd-Dorsey | Shanequa Redd-Dorsey |
| LeAnn Jones          | LeAnn Jones          |
| Kelly West           | Kelly West           |

Amber Middleton

A. Middleton



**Alto ISD**  
**District Counseling Program**  
**2021-2022**

**Mission**

Our mission at Alto ISD is to empower every student to achieve academic success, personal and social growth, and career readiness. Alto ISD School Counselors establish collaborative relationships with students, parents, district personnel, and community members to advocate on behalf of all of our student population.

**Definition**

The Alto ISD Counseling Program is an integral part of our student's overall academic foundation. Our uniquely trained school counselors coordinate a data-driven, systematic approach to plan and deliver developmentally appropriate services for students in collaboration with parents and our community. Through individual and group counseling, classroom guidance, consultation, individual planning, and crisis management, the counseling program provides a proactive model to enhance academic success, personal and social growth, and career development.

**Rationale**

The rationale for Alto ISD's comprehensive school counseling program is to be responsive and proactive to the challenges that students, families, educators, and the community face. As today's society becomes increasingly complex, students are confronted with more personal and social problems than ever before. Some of these challenges include academic stressors, self-harm, suicide, substance abuse, mental health issues, harassment, social media misuse, gang involvement, racial tension and turmoil, and violence on school campuses. The emphasis is on reaching all students, regardless of their circumstances or background, and empowering naturally; reaching one's full potential requires direct and intentional instruction. Through structured classroom lessons, individual and group counseling, and school-wide activities, the guidance curriculum addresses the growing need of today's youth to apply skills needed in life experiences and transitions, while in school and beyond graduation.

Alto ISD's school counselors are highly qualified mental health professionals who are skilled in delivering proactive and responsive interventions that address the challenges and concerns of students, parents, and educational stakeholders. Alto ISD's counselors develop and implement a comprehensive school counseling program based on the Texas Model for School Counseling Programs, 5<sup>th</sup> Ed. authorized by the Texas Education Agency and endorsed by the Texas Counseling Association.

**Guidance and Counseling**

The School Guidance Curriculum consists of structured developmental experiences presented systematically through classroom and small group activities for all students in grades K-12. Successful implementation depends upon school-wide support and cooperation. The purpose of this curriculum is to provide students with knowledge of normal growth and development, promote positive mental health, and assist them in acquiring and using life skills. The curriculum is organized to help students acquire, develop, and demonstrate competency within the three domains. The curriculum is provided to all students, which is proactive, preventative, and developmental. While school counselors are responsible for designing, planning, implementing, and evaluating the curriculum, a number of student outcomes are best met through the involvement and participation of teachers and parents/guardians.

Alto ISD is utilizing Capturing Kids Hearts to foster growth within our students based on developing their social and emotional skill sets, developing relationships with teachers, and promoting academic success. Each month focuses on a different character trait that supports the underlying mission of Capturing Kids' Hearts.

- August/September: Empathy
- October: Self Direct
- November: Team Work
- December: Responsibility
- January: Respect
- February: Kindness
- March: Courage
- April: Perseverance
- May: Integrity

## **Responsive Services**

Responsive services are short-term counseling interventions to resolve immediate conflicts/problems, respond to crisis events, and intervene in school-specific situations that disrupt learning. School staff, parents/guardians, community members, and students can initiate responsive services. School counselors work in partnership with administrators, teachers, and school and community mental health professionals to provide services via a delivery system that benefits the most students while maximizing counselors' time. Responsive Services and implementation strategies include:

**Consultation:** Counselors consult and work collaboratively with school psychologists, adjustment counselors, parents, teachers, and community-based mental health professionals to develop a broad base of support for students. School counselors serve as student advocates.

**Individual/Small Group Counseling:** Counseling students with identified needs/concerns to clarify needs and provide immediate, short-term interventions. Personal counseling assists students with school success. Counseling on a small group or individual basis may be provided. Personal counseling assists students in identifying problems, causes, alternatives, and possible consequences so that appropriate action can be taken. Such counseling is normally short-term

in nature. School counselors do not provide therapy. When necessary, appropriate referral sources are used. The school counselor acts in accordance with all federal, state, and local laws and policies with respect to confidentiality, suspected cases of abuse, and threats of harm or violence.

**Preventative Interventions:** Ongoing interventions to reduce the need for crisis management and remediation. Intervention goals include the development of attitudes, knowledge, and skills that build students' self-worth, resiliency, optimism, and future orientation. Community service-learning projects and peer support groups are examples of such interventions.

**Outside Referrals:** Counselors refer students and their parents/guardians to community agencies to deal with long-term situations that may include suicide, violence, emotional abuse, physical and sexual abuse, neglect, substance abuse, teen pregnancy, and divorce. To assure support, counselors need to maintain ongoing communication with involved agencies and referred students. Referral sources may include mental health agencies, vocational rehabilitation, social services, employment and training programs, and juvenile justice services.

**Outside Referrals:** Referring students and families to community agencies to assist them in managing crises outside the scope of the school counseling program.

### **Crisis Counseling**

Crisis counseling provides prevention, intervention, and follow-up. Counseling and support are provided to students and their families facing crisis situations. Such counseling is normally short-term in nature. When necessary, appropriate referral sources are used. School counselors should provide a leadership role in the district's crisis intervention team process.

**Crisis/Safety Plans and School Response Teams:** Developing school crisis plans and establishing teams to implement school safety, preventative interventions, and crisis response. Staff crisis training is conducted to establish readiness to meet student/school needs in emergency situations.

## **Individual Planning**

The purpose of the Individual Student Planning system is to guide all students as they plan, monitor, and manage their own educational, career, and personal-social development. Schools can systematically use a variety of resources-staff, information, and activities-and to focus resources toward the students and to assist individual students to develop and implement personalized plans. Through the individual student planning system, students can:

- Set challenging educational, career, and personal-social goals that are based on self-knowledge and information about the school, the world of work, and their society;
- Make plans for achieving short-, intermediate-, and long-term goals;
- Analyze how their strengths and weaknesses enhance or hinder the achievement of their goals;

- Assess their current progress toward their goals; and
- Make decisions that reflect their plans.

As part of the school counseling program, the individual student planning system includes:

- age-appropriate, objective-based activities;
- relevant, accurate, and unbiased information; and
- coordinated advisement procedures to facilitate appropriate placement decisions by students and their parents. Parent involvement is essential. See 504 / Dyslexia Services

### Parents Role in Individual Student Planning

Educational and career decision-making, planning, and goal setting are primarily the responsibility of the students and their parents. Thus, parent involvement in the individual student planning system is essential to students' successful development and implementation of educational and career plans. Parents are provided accurate and meaningful information in a timely manner as school-based activities are implemented.

Examples of typical systematic opportunities for providing individual student planning assistance include the interpretation of standardized test results, career development activities (e.g., Career Days), strategies provided to facilitate students' transition from one school level to the next, pre-registration for courses for the subsequent school year, and assisting students to research and secure financial aid for post-secondary education and/or training and scholarship application opportunities.

The school counselors may conduct the group sessions and/or consult with students' advisors and parents. They have responsibility for assuring accurate and meaningful interpretation of test and other appraisal results information to students, teachers, and parents. They may coordinate or consult with those who are responsible for providing other career and educational information and the procedures whereby teachers make placement recommendations. They refer or consult regarding the procedures for referral of students with needs for special/targeted educational programs such as gifted, bilingual, students in at-risk situations, special education, and compensatory education.

## SYSTEM SUPPORT

Whereas the three components previously described serving students directly, the Indirect Student Support Services system support component describes services and management activities that indirectly benefit students. The services include:

- consultation with teachers;
- support for the parent education program and community relations efforts;
- participation in the campus-based school improvement plans and goals; ○ implementation of the state and local standardized testing program;

- cooperation with relevant research projects; and
- provision of input from the students' perspective to policy-makers and instructional/curriculum planners.

Management activities are required to assure the delivery of a high-quality guidance program. These activities include:

- program development and management;
- counselor staff development;
- community outreach; and
- development of appropriate written policies, procedures, and guidelines.

#### Parents Role in System Support

System Support is defined as work within the system. Thus direct parent roles and responsibilities are not specified. Parents can contribute through volunteer efforts to ensure a collaborative and interactive comprehensive counseling program that provides student services to all students in the learning community.

**Identification and Recruitment  
Action Plan 2021-2022**

**Strategy 1: Professional Development** Districts will participate in effective professional development activities in order to accurately and effectively identify and recruit migrant students and out of school youths.

| Required Activity   | Method   | Responsible Staff                 | Estimated Time Frame            | Materials                         | Method of Evaluation   |
|---|--|-----------------------------------|---------------------------------|-----------------------------------|--|
| Meet federal requirements for annual Identification and Recruitment (ID&R) training   | Participate in training  | Migrant Contact                   | Before TEA deadline             | State ID&R training, ID&R manual  | Certificate  |
| ID&R training for any new ESC or district Migrant staff and other non-migrant staff   | Participate in training  | Migrant Contact                   | As requested                    | State ID&R training, ID&R manual  | Certificate  |
| Updates from TEA and Education Service Center (ESC)   | Receive updated information  | ESC Migrant Specialist            | As updates become available     | Emails                            | Copies of updates  |
| Migrant Education Program Advisory Council  | Required activity to develop: Needs Assessment Plan, Priority for Service Action Plans, Review Statewide Delivery Plan, ID&R Planning and quality control plan | ALTO ISD and ESC Migrant Contacts | September, 2020 and April, 2021 | District data, plan               | Certificate, Needs Assessment Plan, PFS Action Plan, ID&R Plan                             |
| Migrant Education Program Advisory Council will develop Priority for Service Action Plan Template, ID&R Action Plan Template and Needs Assessment Plan. | ESC 7 MEP Advisory Council Workshop  | ALTO ISD and ESC Migrant Contacts | September, 2020 and April, 2021 | Action Plan Templates, PowerPoint | Certificate, Needs Assessment Plan, PFS Action Plan Template and ID&R Action Plan Template |

## Action Plan 2021-2022

**Strategy 2: Identification and Recruitment Process** ESC 7 and districts will actively, accurately and effectively identify and recruit migrant students and out of school youths.

| Required Activity  | Method  | Responsible Staff  | Estimated Time Frame              | Materials                      | Method of Evaluation                    |
|--|---|--|-----------------------------------|--------------------------------|---|
| Actively and safely recruit Out of School Youth (OSY)  | Meeting community members, churches, Chambers of Commerce, businesses   | ESC OSY Recruiter, ESC Migrant Specialist, ESC Migrant Recruiter | Ongoing                           | Flyers, Newspapers             | Agendas, flyers, newspaper              |
|  | Employers surveyed  | ESC OSY Recruiter  | Ongoing                           | Employer survey                | Completed surveys                       |
|  | ESC Recruiters follow ESC7 Safety Procedures  | ESC Recruiters   | Ongoing                           | ESC7 Procedures                | Procedures reviewed with Recruiters     |
|  | Contact potentially eligible migrant families-by conducting family surveys during school registration and throughout the year.  | ALTO ISD and ESC   | Year round                        | Family survey                  | NGS district reports, completed surveys |
| Identification of children and youth who are under the age of 22, moved across school district lines alone or with parents in order to obtain temporary or seasonal agricultural employment due to economic necessity. | Screening family surveys  | ALTO ISD and ESC   | Upon enrollment or identification | Family survey                  | NGS district reports, completed surveys |
|  | Use New Generation System and Migrant Student Interstate Exchange (NGS and MSIX) to verify previously eligible Migrant students | Project districts and ESC  | Upon enrollment or identification | Family survey                  | NGS district reports, completed surveys |
|  | Tracking late enrollment, early withdrawal  | ALTO ISD and ESC   | Upon enrollment and withdrawal    | Family surveys and withdrawals | NGS district reports, completed surveys |
| Required Activity  | Method  | Responsible Staff  | Estimated Time Frame              | Materials                      | Method of Evaluation                    |

**Identification and Recruitment  
Action Plan 2021-2022**

|  |  |  |   |                      |  |
|--|--|--|---|----------------------|--|
| Complete Certificate of Eligibility (COE)  | Recruiter completes COE and Supplemental Documentation Form (SDF) during family interview. Submit completed COE and SDF to designated reviewer for review  | ESC Recruiters                                   | Within 5 days of parent signatures  | COEs                 | Completed COE  |
| Review COEs  | Reviewer reviews COE and SDF, returns COE and SDF to recruiter if additional information is needed, then submits to New Generation System (NGS) Terminal Site for entry into to NGS.   | Recruiter, Reviewer, NGS data entry personnel    | Within 7 days of parent signature.  | COEs                 | Completed COE with 2 signatures and NGS report.                  |
| Conduct Residency Verification   | Verify continued residency for all currently eligible migrant children who have not made a new qualifying move during the current reporting period. Recruiter will request school record to verify enrollment and/or obtain parent signature for unenrolled youth. | District Migrant Contact, ESC Migrant Department | September 1, 2020- November 1, 2020. For 2 yr old turning 3, on or after 3rd birthday | COEs, School records | Updated COE, parent signature, NGS residency verification report |
| Notify the school district when students qualify for the Migrant Education Program | Letter and a copy of the COE is sent to District Migrant Contact and to PEIMS Coordinator  | ESC7 Migrant Department                          | Within 7 days of entry into NGS.  | COE, letter          | District's receipt of letter                                     |

| Required Activity | Method | Responsible Staff | Estimated Time Frame | Materials | Method of Evaluation |
|-------------------|--------|-------------------|----------------------|-----------|----------------------|
|-------------------|--------|-------------------|----------------------|-----------|----------------------|



**Identification and Recruitment  
Action Plan 2021-2022**

|   |  |  |                      |   |   |
|---|--|--|----------------------|---|---|
| Maintain a strong system of Quality Control           | Eligibility Review-Forward COEs with more than one comment to ESC for review. Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual. Project Districts send a copy of COEs to ESC. | Recruiters, Reviewers, MEP administrators, ESC MEP contact           | Ongoing              | Documentation forms, re-interview documentation | Completed documentation forms, Re-interview documentation |
|   | Work with the ESC to provide training support to MEP recruiters, designated reviewers and other MEP staff as specific needs are observed throughout the year.  | All MEP staff  | Ongoing              | Manual, Documentation forms                     | Certificate   |
| Annual Evaluation of ID&R Program                     | Analyze data   | ESC and districts  | May, 2021            | NGS forms                                       | Completed NGS forms                                       |
| Maintain up-to-date records on file                   | Maintain updated active and inactive records. Retain records for seven (7) years.  | ESC and districts  | Ongoing              | COEs  | COE records   |
| Coordinate with ESC for annual eligibility validation | Validate eligibility through re-interview process according to instructions set forth by TEA   | ESC, MEP staff, previously identified children selected by State MEP | January - June, 2021 | COEs, TEA guidance                              | TEA report  |

| Required Activity | Method | Responsible Staff | Estimated Time Frame | Materials | Method of Evaluation |
|-------------------|--------|-------------------|----------------------|-----------|----------------------|
|-------------------|--------|-------------------|----------------------|-----------|----------------------|

**Identification and Recruitment  
Action Plan 2021-2022**

|   |   |               |         |                  |                          |
|---|---|---------------|---------|------------------|--------------------------|
| Maps, intraregional networking and interagency coordination | Recruiter is in contact with growers regarding hiring practices, crops and growing seasons.   | OSY Recruiter | Ongoing | Data             | Data                     |
|   | Develop maps for recruiters   | All MEP staff | Ongoing | Map              | Map                      |
|   | Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE. | MEP staff     | Ongoing | List of entities | Calendars, agendas, data |

**Strategy 3: Family and Community Relations and Coordination** Region 7 Project and SSA districts will actively, accurately and effectively work with families and community members.

| Required Activities | Activity | Responsible Staff | Estimated Time Frame | Materials | Method of Evaluation |
|---------------------|----------|-------------------|----------------------|-----------|----------------------|
|---------------------|----------|-------------------|----------------------|-----------|----------------------|

**Identification and Recruitment  
Action Plan 2021-2022**

|                                     |   |                   |                                   |   |   |
|-------------------------------------|---|-------------------|-----------------------------------|---|---|
| Parent Advisory Committee (PAC)     | Parent questionnaire  | ESC and ALTO ISD  | September - October 2020          | Questionnaire and listserv                            | Completed questionnaire                   |
|                                     | Gather data   | ESC and ALTO ISD  | November, 2020                    | Documentation   | Completed documentation                   |
|                                     | Provide appropriate meeting based on data   | ESC and ALTO ISD  | Fall Semester and Spring Semester | Data, determined by needs, invitations, announcements | Agenda, sign in sheets, invitations       |
| Business Relations and Coordination | Meet with Chambers of Commerce, churches, community members and businesses  | ESC Migrant staff | Ongoing                           | Determined by needs, invitations, announcements       | Documentation of meeting, time accounting |
|                                     | Invite Community and Businesses to PAC  | ESC and ALTO ISD  | Fall Semester and Spring Semester | Determined by needs, invitations, announcements       | Agenda, sign in sheets, invitations       |
| Services                            | Provide school supplies and Summer Education Program materials as determined by needs assessment to Migrant Students. | ESC Migrant staff | Ongoing                           | NGS enrollment report, supplies, books                | Signature on Delivery form                |

## 2021-22 Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

| <b>Priority for Service Criteria</b>                   |   |
|--|---|
| Grades 3-12,<br>Ungraded (UG) or<br>Out of School (OS) | <ul style="list-style-type: none"> <li>Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>             |
| Grades K-3   | <ul style="list-style-type: none"> <li>Who have made a qualifying move within the previous 1-year period;</li> </ul> <p><u>AND</u></p> <ul style="list-style-type: none"> <li>Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>For students in grades K-2, who have been retained, or are over age for their current grade level.</li> </ul> |

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

**NOTE:** This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

|                                  |   |                                 |
|----------------------------------|---|---------------------------------|
| <b>School District:</b> ALTO ISD | <b>Priority for Service (PFS) Action Plan</b> | <b>Filled Out By:</b> Paula Low |
| <b>Region:</b> 7                 |   | <b>Date:</b><br>06/08/2021      |

**School Year: 2021-22**

**Note:** Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., bilingual, ESL, economically disadvantage).

|  |  |
|--|--|
| <b><u>Goal(s):</u></b><br><br>100% of eligible migratory, Priority For Service Students will be entered in to the NGS data system by the NGS data technician. These students will be monitored and needs will be assessed and addressed throughout the school year and in the summer school program. | <b><u>Objective(s):</u></b><br><br>To ensure 100% of the PFS students are prepared to transition to the next grade level through supports offered at the campus level. |
|--|--|



| Required Strategies   | Timeline  | Person(s) Responsible   | Documentation  |
|---|---|---|--|
| <b>Monitor</b> the progress of MEP students who are on PFS.   |   |   |  |
| <ul style="list-style-type: none"> <li>Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>   | Before the end of each month, August 2021-July 2022 | NGS Specialist  | PFS tracking report  |
| <ul style="list-style-type: none"> <li>Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.</li> </ul>                    | Before 1 <sup>st</sup> Day of School                | MEP contact   | PFS report   |
| Additional Activities   |   |   |  |
| <ul style="list-style-type: none"> <li></li> </ul>  |   |   |  |
| Required Strategies   | Timeline  | Person(s) Responsible   | Documentation  |
| <b>Communicate</b> the progress and determine needs of PFS migrant students.  |   |   |  |
| <ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul> | ongoing   | district migrant contact, principal, teacher or district assigned personnel | PFS reports/ completed student reviews   |
| <ul style="list-style-type: none"> <li>During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.</li> </ul>  | end of each grading period                          | district staff  | emails, posts, flyers, parent meeting sign-ins, report cards, state assessment letters |
| <ul style="list-style-type: none"> <li>During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized</li> </ul>  | ongoing   | MEP staff   | calendars, meeting notes   |

|   |                                      |           |   |
|---|--------------------------------------|-----------|---|
| home and /or community visits to update parents on the academic progress of their children.   |                                      |           |   |
| Additional Activities   |                                      |           |   |
| ▪   |                                      |           |   |
| <b>Provide services to PFS migrant students.</b>  |                                      |           |   |
| ▪ The district's Title I, Part C Migrant Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.                                    | ongoing as student enrolls in school | MEP staff | Bright Beginning documentation, class rosters                           |
| ▪ The district's Title I, Part C Migrant Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. | ongoing                              | MEP staff | PFS student review forms, attendance reports, appointment documentation |
| ▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.   | ongoing                              | MEP staff | PFS student review forms  |
| Additional Activities   |                                      |           |   |
| ▪   |                                      |           |   |



LEA Signature

06/08/2021

Date Completed

# GBF COACHING - PLANNING DOCUMENT

|                |  |  |
|----------------|--|--|
| <b>SEE IT</b>  | <p>See The Success</p> <p>See The Model</p> <p>See The Gap</p> | <p>Success:</p> <p>Question:</p> <p>Model:</p> <p>Question:</p> <p>Gap:</p> <p>Question:</p> |
| <b>NAME IT</b> | <p>Name the Action</p> <p>Punch The Action</p>                 |  |
| <b>DO IT</b>   | <p>Plan the Action</p> <p>Practice</p> <p>Follow-Up Time</p>   |  |



# PHASE 1&2: Walkthrough Form

(Days 1-30: August 18 - October 1, 2021)

TEACHER: \_\_\_\_\_ TIME IN: \_\_\_\_\_ TIME OUT: \_\_\_\_\_ SUBJECT: \_\_\_\_\_ Date: \_\_\_\_\_

## MANAGEMENT

### ESSENTIAL ROUTINES & PROCEDURES: (PHASE 1: PRE-PLANNING)

- **Routines 101:** Design & Roll Out
  - Plan & Practice Critical Routines Moment-by-Moment  
(Explain what the routine looks like, Step-by-Step routine & what occurs when routine is not followed)
  - Plan & Practice Roll Out: How to Introduce  
(ie. Modeling "I DO," How to respond when students do not get it right)

### ROLL OUT & MONITOR ROUTINES (PHASE 2: CLASSROOM OBSERVATION)

- **What to Do:**
  - Crisp Instructions
- **Routines & Procedures:** Revisit & Perfect Them
  - Revisit Routines as Needed
  - Do It Again: Students Practice
  - Cut it Short: Stop/Practice Routine
- **Teacher Radar:** Know when students are off Task
- **Whole Class Reset:**
  - Whole Class Reset a Class Routine
  - Implement an "in-the-moment reset"

## RIGOR

### WRITE & INTERNALIZE LESSON PLANS: (PHASE 1: PRE-PLANNING)

- **Develop Effective Lesson Plans 101:** Build a foundation rooted in what students need to learn
  - Write precise learning objectives
  - Deliver a basic "I DO" as core part of the lesson
  - Design an Exit Ticket (mini assessment) aligned to objective
- **Internalize Existing Lesson Plans:** Make existing lesson plans their own
  - Rehearse key parts of lesson including "I DO"
  - Build time stamps into lesson plan & follow them

### INDEPENDENT PRACTICE: (PHASE 2: CLASSROOM OBSERVATION)

- **Write the Exemplar:** Set the bar of excellence
  - Is there an exemplar shown to students?
  - Is independent practice aligned to TEKS?
- **Independent Practice:** Set up daily routines & opportunities to practice independently
  - Write 1st, Talk 2nd: Give students writing opportunities to complete prior to class discussion
  - Independent daily entry prompt (DO NOW): introduces learning objective or review material
  - Implement & review a longer practice and/or daily Exit Ticket (how many students mastered concept?)
- **Monitor Aggressively:** Check students' independent work to determine whether they're learning
  - Create & implement a monitoring pathway: Seating chart, monitor fast workers
  - Monitor the quality of student work: Check against the exemplar, track answers
  - Pen in hand: Mark students work as teacher circulates

## NOTES:

# PHASE 3: Walkthrough Form

(Days 31-60: October 2 - November 19, 2021)

TEACHER: \_\_\_\_\_ TIME IN: \_\_\_\_\_ TIME OUT: \_\_\_\_\_ SUBJECT: \_\_\_\_\_ DATE: \_\_\_\_\_

## MANAGEMENT

### ENGAGE EVERY STUDENT (PHASE 3: CLASSROOM OBSERVATION)

- ☐ **Build the Momentum**
  - ☐ Give students a simple CHALLENGE to complete a task"
    - ☐ Example "I know your only 4th grade but I have a 5th grade problem I bet you can master"
  - ☐ **Speak** FASTER, **Walk** FASTER, **Vary** your VOICE, & SMILE (*SPARKLE*)
- ☐ **Pacing:** Create the illusion of speed so students feel constantly engaged
  - ☐ Use a hand-held timer for lesson stamps & STICK to it!
  - ☐ Increase rate of questioning - no more than 2 seconds between Q&A
  - ☐ Use countdowns to work the clock (ie - "Do that in 5....4....3....2....1) / Use Recall
- ☐ **Engage ALL students:** Make sure ALL students participate
  - ☐ Make sure to call on all students
  - ☐ Cold call students
  - ☐ Implement brief 15-30 second "Turn & Talks"
  - ☐ Alternate methods during class discussion: Cold Calling, Choral REsponse, All Hands, & Turn & Talks
- ☐ **Narrate the the Positive:**
  - ☐ Positive reinforcements vs. negative comments
  - ☐ Saying positives that others are doing - look at off task students
  - ☐ Use positive language that reinforces - Praise for answers above and beyond efforts

## RIGOR

### RESPOND TO STUDENTS LEARNING NEEDS: (PHASE 3: CLASSROOM OBSERVATION)

- ☐ **Habits of Evidence:**
  - ☐ Teacher students to annotate with purpose, summarize, analyze, and find evidence
  - ☐ Teacher & prompt students to cite key evidence in their responses
- ☐ **Check for Whole-Group Understanding:**
  - ☐ Poll the room to determine how students are answering specific questions (ie. "A, B, or C?" / Hold up white boards / etc..
  - ☐ Target the error: Focus class discussion on the questions where most students struggled
- ☐ **Re-Teaching 101 - - MODEL for students how to Think, Solve, Write**
  - ☐ Give students a clear listening / note-taking task that fosters modeling
  - ☐ Model the thinking - "Thinking Out Loud" - this is not just a procedure
  - ☐ We DO - You DO model - give students opportunities to practice with guidance

## NOTES:

# PHASE 4: Walkthrough Form

(Days 61 - 90 December - , 2021)

TEACHER: \_\_\_\_\_ TIME IN: \_\_\_\_\_ TIME OUT: \_\_\_\_\_ SUBJECT: \_\_\_\_\_

## MANAGEMENT

**SET ROUTINES FOR DISCOURSE** (PHASE 4: CLASSROOM OBSERVATION)

- ☐ Engage Small Group Work

## RIGOR

**LEAD STUDENT DISCOURSE !):** (PHASE 4: CLASSROOM OBSERVATION)

- ☐ Re-Teaching 201 - Guided Discourse:
  - └
- ☐ Universal Prompts:
  - └
- ☐ Habits of Discourse:

**NOTES:**

**Needs Assessment Goal:**

**Promote the academic, social and inter-personal communication of enrolled migrant students from PK through 12th Grade for success and on-time graduation according to the Statewide Delivery Plan and Comprehensive Needs Assessment.**

**Needs Assessment Objective:**

**Teachers and migrant contacts will look at all grade levels of Data, Local and State Assessments, Course History, Grades, and credits to ensure success of the migrant student and to address their individual needs.**

| Evidence of Need   | Activity  | Timeline  | Staff Responsible   | Method of Evaluation   |
|--|---|---|---|--|
| Pre-School (age 3-5)   | Enrolled students or home based contact (A Bright Beginning, books, parent involvement)                                 | Within the first 60 days of school for enrolled students. Serve as of DOB for 2 yr olds turning 3.      | District Migrant Contact, Campus Administrator, Classroom Teacher, ESC 7 Migrant Contact                            | A Bright Beginning evaluation form, Teacher Formative Evaluations, Early Childhood checklists                    |
| Assessment of readiness skills                               |   |   |   |  |
| 1 <sup>st</sup> to 2 <sup>nd</sup> Grade                     | EOY Assessment and/or checklists  | End of School Year  | Classroom Teacher, Campus Administrator, District Migrant Contact   | TPRI, Tejas Lee, DRA, Reading Assessment, STAR Assessments, Universal Screeners, or Local Rubrics                |
| Academic Mastery of Basic Skills                             |   |   |   |  |
| State Assessment   | Accelerated Instruction during the school day, extended day and/or summer school; RtI                                   | Throughout the school year  | Campus Administrators, Classroom Teachers, District Administrators, District Migrant Contact                        | Progress Monitoring Data, State Assessments, Data Disaggregation Reports   |
| Number of students not passing State Assessments Grades 3-11 |   |   |   |  |
| Secondary Students   | Increased awareness of staff regarding migrant student academic and non-academic needs                                  | Beginning of school year or upon enrollment of migrant students and on-going throughout the school year | District Migrant Contact, Campus Administrator, Classroom Teacher, ESC 7 Migrant Contact, Counselor, Social Workers | Student Data, Report Cards, Test Scores, Benchmarks, Progress Monitoring Discipline Reports, Parent Contacts RtI |
| Academic and Non-Academic Challenges                         |   |   |   |  |
| Secondary Students   | Parent Involvement Conference, increased awareness of parents regarding migrant student academic and non-academic needs | Ongoing throughout the school year and summer home visits   | District Migrant Contacts, Campus Administrators, Parent Liaison (PAC-ESC 7)  | Phone log, home visit log, PAC Agenda and Sign - in sheets   |
| Parents of Secondary Migrant Students                        |   |   |   |  |
| Parent Support   | Utilize electronic communication, Information meetings, local organizations, and/or school facilities                   | Ongoing throughout the school year  | District Migrant Contact, Counselors, Campus Administrators, Social Workers, Classroom Teachers, Translators        | Increased parental involvement, sign-in sheets, activity rosters   |
| AT all levels of participation and communication for parents |   |   |   |  |

## 2020-2021 Alto ISD English Learner Program Evaluation

2020-2021 English Learners (EL): 121 students

2020-2021 English as a Second Language (ESL) Program: 114 students

2020-2021 English as a Second Language (ESL) Program Parent Denials: 7 students

|                    |      | Number of Limited English Proficient Students by Grade |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |  |
|--------------------|------|--|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|--|
| Number by Grade    | PreK | Kinder   | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | 6 <sup>th</sup> | 7 <sup>th</sup> | 8 <sup>th</sup> | 9 <sup>th</sup> | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> |  |
| Total=121 students | 9    | 12   | 7               | 11              | 14              | 11              | 11              | 18              | 6               | 6               | 5               | 8                | 2                | 1                |  |

| Academic District Progress English Learners (Progress Measure) |                 |   |                 |
|--|-----------------|---|-----------------|
| Percent of ELs Making <i>STAAR</i> Progress                    |                 | Data Source: <i>TAPR Report, STAAR Report</i> |                 |
| Year: 2020-21  | All Grades: 55% | Math: 63%                                     | ELAR (RLA): 48% |
| Year: 2018-19  | All Grades: 69% | Math: 80%                                     | ELAR(RLA): 66%  |

| Extent to which English Learners (EL) are becoming English Proficient (EP)                         |                           |  |                     |
|--|---------------------------|--|---------------------|
| Percent who made 1 or more levels of Composite Progress or obtained Advanced High on <i>TELPAS</i> |                           | Data Source: <i>TELPAS, TAPR, DMAC</i> |                     |
| District: Alto ISD   | Campus: Elementary School | Campus: Middle School                  | Campus: High School |
| 0%*  | 0%*                       | 0%*                                    | 0%*                 |

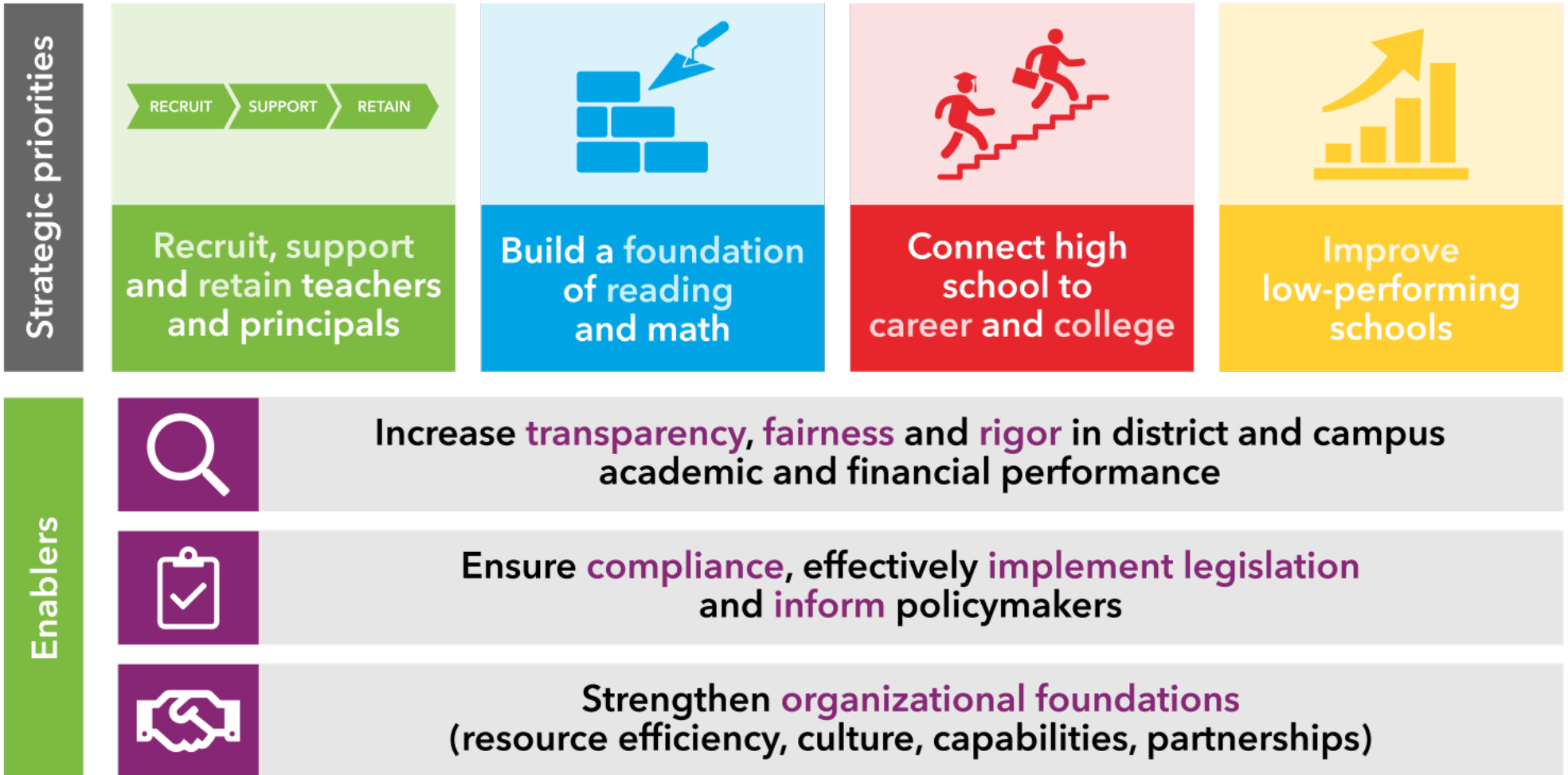
\*Due to Incomplete TELPAS testing 2019-2020

| Number of Students who have been reclassified (exited ESL Program) as English Proficient (EP)<br>( <i>TELPAS</i> or <i>LAS</i> -Spring through Fall 2021) |                 |                 |                 |                 |                 |                 |                 |                 |                 |                  |                  |                  |
|---|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|------------------|------------------|
| Number by Grade   | 1 <sup>st</sup> | 2 <sup>nd</sup> | 3 <sup>rd</sup> | 4 <sup>th</sup> | 5 <sup>th</sup> | 6 <sup>th</sup> | 7 <sup>th</sup> | 8 <sup>th</sup> | 9 <sup>th</sup> | 10 <sup>th</sup> | 11 <sup>th</sup> | 12 <sup>th</sup> |
| Total=10 students   | 0               | 0               | 0               | 0               | 0               | 0               | 0               | 0               | 5               | 4                | 1                | 0                |

| Number of Teachers and Administrators ESL Certified |                   |               |             |       |
|---|-------------------|---------------|-------------|-------|
| District Total: Alto ISD                            | Elementary School | Middle School | High School | Admin |
| 26  | 11                | 10            | 3           | 2     |

L. Jones presented 10/18/2021

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



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