**SANTO ELEMENTARY SCHOOL**

**SANTO ISD**

**CAMPUS IMPROVEMENT PLAN**

**2016-17**



**Santo Elementary**

OUR MISSION: TO SHAPE STUDENT LEADERS BY TEACHING AND MODELING WILDCAT WAYS;

INTEGRITY, RESPECT, PRIORITIZE, KINDNESS, OWNERSHIP, CONFIDENCE

**Santo ISD Core Beliefs**

Schools Impacting Community

* Community spirit and school success are mutually dependent and foster a sense of belonging

Evaluation and Continuous Improvement

* A relevant, challenging curriculum and sustained student engagement build a culture that inspires all to excel and produces ready graduates

 Parents as Partners

* Parents are valued as partners in the education of students in Santo ISD

Balanced Programs

* Balance in all decisions……..fiscal, curricular, and extra-curricular develops a well-rounded graduate

High Quality Staff

* The foundation of student achievement originates from a high quality, caring, collaborative staff

**Needs Assessment Resources**

Data Sources Reviewed During Comprehensive Needs Assessment

1. STAAR Assessment results/Accountability Reports
2. Local assessment records
3. PEIMS Reports
4. Financial Integrity Rating System of Texas
5. STAR Chart
6. Personnel Records
7. Surveys (Parent, Teacher, Student) 21st Century Workforce Development
8. Sign-in Sheets
9. Campus schedule
10. Meeting Sign-in sheets
11. Signed Agreements
12. State and Local Agencies
13. Discipline/Office Referrals
14. Parent Involvement Participation Records
15. SHAC Meeting Minutes

**Identified Strengths** STAAR 2016 Met Standard

ITBS

90% 3rd Grade Math

77% 4th Grade Reading

72% 4th Grade Reading Earned PM points

85% 5th Grade Math

26% 5th Math Met Advanced Level

Reading

 Kindergarten Reading Average 83% (NPS)

 First Grade Language Average 76% Math 82%

 Second Grade Reading Average 68% Math 96%

Information from student, parent and teacher surveys;

* Teachers care about kids
* Safe Environment
* High expectations
* Students feel a connection to an adult at school
* Students’ success is focus of campus
* Technology Efforts are supported
* Maintained Highly Qualified Status
* Communication through Technology
* Students feel valued
* Communication with parents is good and answers available
* Strong Technology resources
* Staff address individual needs both academic and socio/emotional of students, families and personnel
* Appropriate emphasis is placed on state assessments
* Maintaining a daily DEAR time

Santo Elementary

On June 27, 2016 the annual comprehensive needs assessment for Santo Elementary was completed and is based on information which includes the achievement of children in relation to the State content standards and student achievement standards. The site-based decision-making committee has reviewed data and assessed future needs for 2016-17 with respect to the following needs aligned with Santo ISD Core Beliefs:

**Identified Needs STAAR Results --% Met Standard**

3rd Grade Reading 69%

3rd Grade Reading Advanced 7%

4th Grade Math 62%

4th Grade Math Advanced 3%

4th Grade Writing 63%

5th Grade Science 54%

42% 4th Math Earned Progress Measure points

ITBS

 Vocabulary Kindergarten 67% (NPS), Word Analysis 65%

 First Grade Word Analysis 63%, Mathematics 68%

 Second Grade Language 62%, Word Analysis 56%,

 Mathematics 66%

\*\*Disaggregation of Data showed Inferential Comprehension as a

 Campus weakness

All grade levels

* Need Critical Thinking in-service
* Support in integrating technology
* Continue Focus on Real World Application
* Continue Collaboration Time to align vertically and with teaching partner and subject partners
* Staff development in Critical Thinking and meeting all student needs
* Continue staff available to assist with SPEd/504 students in regular classes
* Increase opportunities for communication with parents and participation in educational process
* Teach Vocabulary
* Focus on motivating all learners
* Upgrade technology
* Search for PLC for Writing

Assessments utilized on Elementary Campus: STAAR, STAAR A, TELPAS, ITBS,ESGI, Reflex, Dibels, Moby Math, PreK , Fitness Gram, Local Assessments, STAR, Think Through Math

**Policies and Procedures**

Santo Elementary School has adopted the following administrative **Title I, Part A Schoolwide** policies and procedures:

1. Santo Elementary School conducts an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems that may inhibit academic success. This information together with the annual evaluation is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of the SCE programs and services is needed.
2. In accordance with Section 1119 of P.L. 107-110, No Child Left Behind Act of 2001, Santo Elementary School employs only teachers who meet the criteria for being “highly qualified” as fully defined in Section 200.55 34 of CFR Part 200.
3. In addition to a review of campus assessment procedures by the campus’s site-based decision-making committee (SBDMC), the following measures are taken to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve the achievement of, individual students and the overall instructional program at this campus: A) central office personnel prepare disaggregated student test information for teachers and campus SBDMC to assess prior performance and set goals for expected growth; B) K-2 assessments and data are used for teachers and campus SBDMC to study student growth and performance as well as to set future goals; C) assessment data is collected and used three times a year to assess growth, but teachers are equipped and encouraged to use this data on a more frequent basis; D) grade levels meet to examine assessment results and group children for instruction accordingly; E) criterion-referenced tests are developed by lead teachers as assessment tools and guidelines for further meeting instructional needs; and, F) the study of appropriate leading indicators for student success is ongoing.
4. To increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional programs, Santo ISD coordinates Title I, Part A funded programs with other federal, state and locally funded programs. The coordination strategies include: A) moving the administration of SCE, ESEA and other state and federally funded programs to one central location; B) utilizing a central electronic database to track the effectiveness of multiple services provided to students; C) streamlining data collection by creating one consolidated form to record the various services provided to individual students; D) providing coordinated on-site training for principals and school staff in how to make effective and integrated use of Title I, Part A education services with other federal, state and locally funded programs; E) coordinating the efforts of paraprofessionals and aides to prevent overstaffing and help such personnel make effective use of time and resources.

Santo Elementary School has adopted the following administrative **State Compensatory Education** policies and procedures:

1. Students shall be identified for State Compensatory Education (SCE) services as meeting one or more of the at-risk criteria as defined in TEC Section 29.081 annually when that information is accumulated for the Public Education Information Management System (PEIMS).
2. Santo Elementary School does not use local criteria to identify students in at-risk situations.
3. Students meeting one or more of at-risk criteria as defined in TEC Section 29.081 will be considered for placement in one or more of the programs and/or services currently being implemented with funds under the State Compensatory Education (SCE) program. Students most in need based on their performance on the various assessment instruments administered by the district, number of years retained, etc., and upon their teacher’s recommendation will be entered into a program or service that best addresses their individual needs.
4. Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned may be exited from the program and/or service upon the recommendation of their teacher(s), counselor or other at-risk coordinating personnel.
5. Students who perform at a level of 110 percent of the satisfactory performance on the assessment instrument administered to the student under Subchapter B, Chapter 39 of the TEC shall no longer be considered at risk inasmuch as satisfactory performance of the instrument is concerned. This determination shall be made annually upon the receipt of the student’s performance on said instrument.
6. The district has established staffing ratios and financial allocation standards for basic education programs to ensure that all SCE-funded activities are supplemental. Santo Elementary School uses all SCE funds to supplement services beyond those offered through the regular education program, less 15 percent indirect costs and the 18 percent allowable to provide base services at the DAEP.
7. This campus uses its SCE allotment to support its Title I, Part A schoolwide program in order to upgrade the entire educational program of Santo Elementary School. The campus has a low‐income student population of 50.88 percent as reported on the 2013‐2014 Consolidated Application for Federal Funding.

Santo Elementary Campus Improvement Plan

Santo ISD Core Belief: Evaluation and Continuous Improvement

#1 Identified Need: Intervention Processes to ensure individual students’ educational needs are met in a timely manner, particularly the needs of low-achieving children and those at risk of not meeting the state standards as well as challenging Gifted/Talented Students

Objective: All students master grade level standards (TEKS)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities/Strategies to address need** | **Resources** | **Student Population Impacted** | **Evaluation** | **Documentation of Date Completed** |
| Participate in Title 1, Part A SchoolWide Program Utilize Critical Thinking Notebooks to increase performance in all areas  | Title I Part A REAP 6211: Title I, Local Funds, REAP Grant | All StudentsAll Students, GT | Summative AssessmentsSummative Assessments |  |
| Small group accelerated instruction in reading/math | Local Funds, SpEd Funds | At-risk, ELL, SpEd, 504 | Summative Assessments/Grades |  |
| K-5th grade At-risk students attend Summer Academy  | REAP Grant, Local Funds | At-risk, ELL, 504 | Summer Assessments |  |
| \*Formative Assessments to evaluate student strengths/weaknesses, Benchmarks in January-- 5th gr & 4th Writing, Grades 1st-4th-February BenchmarkLess Formal Benchmark in October 1-5th grades | Local Funds, Comp Ed Funds, IMAT | All students | Summative Assessments |  |
| \*Reading Lab for students at-risk in reading | Title I Part A, Local Funds, ESL Local Funds | At-risk, ELL, SpEd, 504 | Reading Lab Assessments |  |
| Content Mastery to provide assistance for SpEd and non-SpEd students | Local Funds | All Students | Summative Assessments |  |
| Study Hall for completing homework/classwork | Local Funds | All Students | Formative Assessments/Grades |  |
| Response to Intervention Team to address student needs | Local Funds | All Students | Summative Assessments, Surveys. Progress Monitoring |  |
| After School Tutoring (Begin Sept) | Local Comp Ed Funds, REAP Grant | At-risk, ELL, SpEd, 504 | Summative Assessments/Grades |  |
| \*Strengthen Vocabulary through school wide use of Vocabulary Word Walls in Hallways—Weekly questions to reinforce on announcements | Local/REAP Funds | All students, ELL, SPED/504, GT | Flocabulary Assessments |  |
| \*Moby Math program utilized as Progress Monitoring tool, Moby Math/Think Through and Reflex used as math intervention | IMAT Funds, Local FundsTexas SSI | At-risk, ELL, SpEd, 504 | Summative/Formative Assessments/Grades |  |
| Math Station | Local Funds | All Students | Formative Assessments/Grades |  |
| \*Utilize Switch *Buddy to encourage kids to support each other through goal discussions and activities (Buddies meet once each 6 weeks)* | Local Funds | All Students | Surveys |  |
| Living Museums & Presentations to build leadership skills through public speaking opportunities (SS/Sci Based) | Local Funds | All Students | Summative/Formative Assessments |  |
| **Activities/Strategies to address need** |  **Resources** | **Student Population Impacted** | **Evaluation** | **Documentation of Date Completed** |
| Banana Split reward for 1st/2nd mastery of( +-) facts. Munch Lunch reward for 3rd/4th/5th mastery of (x ) facts | Parent Donations | All Students | Formative Assessments |  |
| Conduct Math & Spelling Bee Competitions | Local Funds | 1st– 5th gr, GT Students | Surveys |  |
| Encourage participation in UIL Competitions (practices held during school day 8:15-8:45 Tuesdays) | Local Funds | GT | Contest Results |  |
| GT students participate in weekly classes consisting of challenging projects (taught by rotating teachers) | Local Funds | GT Students  | Surveys, GT Pre/Post Test |  |
| \*Continue *First Moves* Chess Program | Stripes Donation, Grant Money | All 2nd, 3rd & 4th  grade students | Summative Assessments |  |
| First 15 minutes of each day designated as “DEAR” time(Drop Everything and Read) 1st-5th grade will display Diag Report daily to show students’ progressStudents will graph progress All HR teachers will do Read-a-louds | Local Funds | Entire School Population | Summative Assessments |  |
| Teachers will hold 1/1 Benchmark Conferences with students to discuss results and previous STAAR success | Local Funds | 3rd-5th grade | Summative Assessments |  |
| Support Teachers will rotate children taken for small group instruction (at-risk, GT, SPED) | Local Funds, SPED Funds, Title Funds | At-Risk, GT, SPED | Summative/Formative Assessments |  |

\*Denotes programs that meet the NCLB requirement of being scientifically researched based

Santo Elementary Campus Improvement Plan

Santo ISD Core Belief: Evaluation and Continuous Improvement

#2 Identified Need: Increase the level to which instructional technology is available and is integrated into instruction for students

Objective: All students master grade level standards (TEKS)

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| Activities/Strategies to address need | Resources | Student Population Impacted | Evaluation | Documentation of Date Completed |
| Utilize Surveys to gauge level of technology needs among staff, students and parents | ESC 11 Personnel, Local Funds | All Students | Survey Results |  |
| Utilize all available funding sources to upgrade technology & improve ratio of students to computers/ipads | SSI Funds, Title I, Local, REAP Grant, IMAT Funds, Tech Lending Grant | All Students | Surveys, Assessments |  |
| Communicate with parents through district web site, email, parent portal, social media, Remind 101(Teachers make Monthly post of resources for parents) | Local Funds | All Students | Surveys |  |
| Allow ELL students to borrow Technology for at home use | Tech Lending Grant | ELL Students  | Surveys |  |
| \*Teachers utilize programs to integrate technology into instruction such as; Edusmart, Keyboarding, Brainpop,  | Local Funds | All Students | Surveys |  |
| Teachers create 2 SKYPE lessons during school year | Local Funds, Tech Lending Grant Equipment | All Students | Surveys |  |
| Utilize Technology Integration expert to assist teachers with integration goal | Local Funds, TIS | All Students | Surveys |  |

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Santo Elementary Campus Improvement Plan

Santo ISD Core Belief: High Quality Staff

#3 Identified Need: Maintain a high quality staff and ensure teachers have the opportunity to collaborate as team members and/or in professional development

Objective: Aligned Curriculum in PK-5th grade

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| Activities/Strategies to address need | Resources | Student Population Impacted | Evaluation | Documentation of Date Completed |
| Sp Ed/Reg Ed teachers work collaboratively | Local Funds, Sp Ed Funds | Sp Ed | Assessments, Surveys |  |
| Appropriate Staff members participate in LPAC training and meetings | Local Funds | ELL | Assessments |  |
| \*Class-Size Reduction personnel to improve education experience for students | Title IA, IIA (REAP-6211) | Kindergarten/First | Formative Assessments |  |
| CPR Training Offered Yearly | Local Funds | All Students | Surveys |  |
| Campus Training on sexual abuse of children, suicide awareness, and other statutory training requirements | Local Funds | All Students | Surveys |  |
| In-service concerning modifications/interventions relating to Sp Ed  | Local FundsSp Ed Funds | Sp Ed Students | Surveys |  |
| Provide collaboration time for teaching partners and subject partners--5x year, invite 6th grade teachers and provide wifi area for working | Local Funds | All Students | Surveys |  |
| Consultant/Materials provided to support ELL instruction | Title IIIA(LEP)--ESC | ELL | TELPAS |  |
| Staff Development on increasing Critical thinking and Rigor of instruction | Local Funds, REAP Grant,ESC 11 personnel | GT students, All Students | Summative Assessments |  |
| \*Train key personnel in CPI (Crisis Prevention Institute) | Palo Pinto County SpEd Coop | All students | Surveys |  |
| Continue to teach *Real World Application* of skills | Local Funds | All Students | Walk Through Data |  |
| \*Teachers volunteer for *Instructional Rounds* to enhance instructional skills | Local Funds | All Students | Walk Through Data |  |

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Santo Elementary Campus Improvement Plan

Santo ISD Core Belief: Balanced Programs

#4 Identified Need: Improved scientific, research-based instructional programs for Reading, Writing, Math, Science, Social Studies, Character Education, Shaping Ready Graduates, and high quality Professional Development

Objective: Address indicators of success; academic, non-academic and the health/well-being of students

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| --- | --- | --- | --- | --- |
| Activities/Strategies to address need | Resources | Student Population Impacted | Evaluation | Documentation of Date Completed |
| \*Continue Accelerated Reading Program, Bluebonnet program, Implement participation in Battle of the Books program | Local Funds | All Students | Formative AssessmentsSurveys |  |
| Conduct regular Safety Drills/use Go Bags | Local Funds | All Students | Surveys |  |
| Continue WildCat Ways Discipline System | Local Funds | All Students | Surveys, PEIMS Data, Office Referral |  |
| \*Students participate in Mileage Program, 6 weeks Fitness Goals, Fitness Gram, PE, & laps during lunch recess | Local Funds | K-5 Students | Fitness Gram Data |  |
| Earth Day, 100 Day Celebrations, Veterans’ Day Celebration | Local Funds | All Students | Surveys |  |
| Emphasize building relationships with all students: Beginning/Ending of Day connection | Local Funds | All Students | Surveys |  |
| WildCat Ways Character Ed program to be taught by Homeroom Teacher(Character ed-literature based) | Local Funds | All Students | Surveys, Office Referrals |  |
| Emphasize Leadership Skills: 10 on Tuesday, Service Project-- every class, Student speaker at all assemblies, Greeters for special events | Local Funds | All Students | Surveys |  |
| Student Leadership Team addresses campus issues 1/month  | Local Funds | All Students | Surveys |  |
| Campus Wide Assemblies about drug awareness, & participation in County Wide Drug Poster Contest | Local Funds/REAP Grant | All Students | Surveys |  |
| Empathy Awareness/Good Citizenship promoted through *Painting Future* Awards/Recognition | Local Funds | All Students | Surveys |  |
| All students recognized for progress at Awards Assembly | Local Funds | All Students | Surveys |  |
| 3:00 Maintenance Time for Goal Setting/Daily Review | Local Funds | All Students | Surveys, Summative Assess |  |
| Continue Back Pack Food Program | Local Donations | At-risk, Eco kids | Surveys |  |
| \*Enrichment Program for Art/Music | REAP Grant/Local  | All Students, GT  | Surveys |  |
| Passion Hour-Students are exposed to a variety of activities—as teachers share their own passions (Hour must be earned by students) | Local Funds | All Student, GT, At-Risk | Surveys, Office ReferralsAR Records  |  |
| All Grade levels will have students produce published writing piece 2x year | Local Funds | All Students, At-Risk, ELL | Surveys, Assessment results |  |
| Implement Leadership Squad program for 5th grade to build Leadership Skills | Local Funds | At Risk | Feedback from students |  |

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Santo Elementary Campus Improvement Plan

Santo ISD Core Belief: Parents as Partners

#5 Identified Need: Increase opportunities for communication with parents and encourage participation in their child’s education

Objective: Involve parents in activities that support student learning

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| --- | --- | --- | --- | --- |
| Activities/Strategies to address need | Resources | Student Population Impacted | Evaluation | Documentation of Date Completed |
| Meet Teacher Night | Local Funds | All Students | Surveys |  |
| Six Flags Reading Program | Materials Provided | All Students | Surveys/Assessments |  |
| Teachers refer students in need to RTI Team  | Local Funds | At-Risk Students | Formative Assessments, Surveys |  |
| Invite Parents to attend special programs; Grandparents Day, Musical Programs, Band Concerts, Plays, Parties,Living Museums, Tech presentations, Spelling & Math Bee, Talent Show  | Local Funds | All Students | Surveys, Attendance Records |  |
| Conduct Book Fair/Family Literacy Night--February | Parent Volunteers | All Students  | Exit Surveys |  |
| Issue Parent/School Compact | Local Funds | All Students | Surveys |  |
| Invite parents to participate in Student Health Advisory Council and involve students | Parent/Community Volunteers | All Students | Surveys |  |
| Hold reception for parents of ELL students prior to English classes beginning | Local Funds | ELL Students | Sign-in Sheets, Surveys |  |
| \*Provide English Language Literacy Adult Classes | Local Funds/REAP Grant | ELL Students | Attendance Records, Surveys |  |
| \*Parent Conferences to be held October 10, 2016 | Local Funds | All Students | Attendance Records, Exit Surveys |  |
| Hold annual Title I Meeting & Parent Information Night  | Local Funds | All Students  | Attendance Records, Exit Surveys |  |
| School Wide Tuesday Folders, WPA, Calendars, Newsletters | Local Funds | All Students | Surveys |  |
| Positive notes mailed home 2x yearly | Local Funds | All Students  | Surveys |  |
| School Wide Cinco de Mayo Celebration | Local Funds/Parent Volunteers | ELL Students, All students participate | Surveys |  |
| Provide opportunities for participation through phone, emails, notes, web site, parent portal, social media | Local Funds | All Students | Surveys |  |
| CNA sent to parents, students, teachers and following major programs through Google Forms | Local Funds  | All Students | Surveys |  |
| Support Wildcat Parent Association | Local Funds | Students, Parents, Teachers | Surveys, Participation |  |
| Continue annual Events: Father/Daughter Dance, Doughnuts w/Dad-Oct, & Muffins w/Mom-January  | Local Funds  | All Students | Surveys/Attendance Records |  |

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Santo Elementary Campus Improvement Plan

Campus Improvement Committee

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Amy Bryan, Parent Representative

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Adena Lockwood, Community Representative

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Shauna Bradshaw, Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Jenny Evans, Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ashley Kidwiler, Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Haley Price Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Stephanie Youngblood, Parent Representative

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Shanna Andreatta, Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Alesha Thornton, Teacher

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rosa Velazquez, Teaching Assistant/LPAC Member

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Cathy Longley, Principal

The faculty and staff of Santo Elementary will strive daily to meet the expectations set forth in this Campus Improvement Plan.