SANTO ELEMENTARY SCHOOL

SANTO ISD

CAMPUS IMPROVEMENT PLAN

2017-18

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

Santo Elementary

On June 27, 2017 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 2017-18 with respect to the following needs aligned with Santo ISD Core Beliefs:

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. CASE Ratings (Community and Student Engagement)
6. Personnel Records
7. Surveys (Parent, Teacher, Student, GT Students, GT Parents) 21st Century Workforce Development
8. Sign-in Sheets—Parent Engagement
9. Campus schedule
10. Meeting Sign-in sheets & notes--Staff
11. Signed Agreements
12. State and Local Agency Data
13. Discipline/Office Referrals
14. Parent and Family Engagement Participation Records
15. SHAC Meeting Minutes

Identified Strengths

- ITBS
  Reading/Math
  Kindergarten Word Analysis 83% (NPS)
  First Grade Word Analysis 80%, Math Computation 71%
  Second Grade Word Analysis 67%, Math Computation 95%
- PreK Circle Assessment 70% scored with the Proficient Range
- RTI Students Reading—Average Growth =1.00 years
- TELPAS—All 3rd-5th graders improved Reading Score Proficiency Ratings Maintained or improved

Information from student, parent and teacher surveys;

- Teachers
  - Great support for RTI, SPED, 504 students
  - Adequate Resources
  - Feel recognized and valued
- Students
  - 90% feel like they fit in
  - 90% feel safe
  - 88% feel teachers treat them with respect
- Parents
  - Teachers genuinely care for students
  - 65% believe students are held accountable for their behavior
  - 86% agree or strongly agree that teachers and admin believe in every student
- GT Parents
  - Students love the program and the rotation of teachers
- GT Students
  - 92% feel the GT program develops their curiosity

STAAR 2017 Approaches/Meets Masters

3rd Reading/Approaches 89%   Math/Approaches 93%

4th Math 82%

4th Writing 79%

5th Math 92%

5th Science 84%

3rd Reading/Meets 74% Masters 33%

5th Math/Masters 27%

Identified Needs

PRIORITY 1

ESSA Federal Funds: After addressing the prioritized local needs of providing salaries for instructional staff to focus on closing educational achievement gaps through reading remediation, class-size reduction, and providing part-time art instruction, the site-based decision-making committee determined that there weren't enough remaining federal ESSA funds to adequately implement TEA's recommended four strategic priorities with federal funds.

ITBS

- Kinder   Reading Comprehension 45%
- First Grade Written Expression 59%
- First Grade Data Analysis 56%
- Second Grade Phonemic Awareness 67%
- Second Grade Modeling Algebraic Expressions 69%

PreK --Circle Assessment—50% of students scoring less than proficient were ELL

Reading Lab—3-5th grade—biggest gap between wpm scored and on-level

Information from Surveys

Teachers

- Need PD in Science, Math, Google classroom
- More collaboration
- PD in Cross-curricular instruction
- Help kids too much –need to be more independent

Parents

- Not challenging enough
- Additional bus route for tutoring days
- Better communication

Students

- 30% were neutral about teachers listening to their ideas

STAAR Approaches/Meets/Masters	
3rd Math/Meets	59%
4th Reading/Meets	46%
4th Math/Meets	54%
5th Reading/Approaches	73%
5th Reading/Meets	35%
5th Math/Meets	57%
5th Reading 40% of failures were ELL	

- o Students need more recognition for good work
- o 23% do not feel challenged by work
- o Want Reading Club, Math Night, Battle of Books

GT Students

- o 21% do not feel the GT program meets their needs

GT Parents

- o Would like communication about what projects are being done by GT students-on-going.

From CIC Meeting:

- Need to focus on Reading Comprehension
- Need to Empower students
- Communicate better with parents and GT parents

Assessments utilized on Elementary Campus: STAAR, TELPAS, ITBS,ESGI, Reflex, TPRI, Moby Math, PreK , Fitness Gram, Local Assessments, STAR, Think Through Math, Read Naturally Benchmarks

TEA Four Strategic Priorities will be the basis for Activities/Strategies based on Identified Needs;

- ✓ **Recruit, support, and retain teachers and principals**

- ✓ **Build a foundation of Reading and Math**

- ✓ **Connect high school to career and college**

- ✓ **Improve low performing schools (Not applicable to Santo)**

<u>**Identified Needs**</u>

#1 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

#2 Increase the level to which technology is integrated into instruction and available to students

#3 Maintain a high quality staff and ensure teachers have the opportunity to collaborate and participate in high quality professional development

#4 Implement evidence based instructional programs for all subjects including character education

#5 Increase opportunities for parent, family and community engagement

Use of Federal Funds					
Identified Strategies	Supplemental Financial Resources	Supplemental Fulltime Equivalency	Measurable Performance Objectives	Timelines For Monitoring Strategies	Formative Evaluation
In accordance with the prioritized needs assessment, this campus will implement varied and effective instructional strategies in reading remediation, class-size reduction and art instruction to improve the academic achievement of diverse learners and close the identified achievement gaps.	Teacher Total Salaries: $109,630	2.3 FTE	STAAR Reading percentage for Approaches, Meets and Masters, All Students, All Grades Will increase 2 points from 79% to 81% (Approaches/Meets) by 2018(2016 TAPR). Five year target goal 84% (Approaches/Meets).	Data collection will occur monthly for RTI students and 1/6weeks for all students. Summative Data analyzed when TEA releases STAAR data.	RTI progress monitoring 1/month, Six weeks grades for all students, review of attendance records, evaluation of student projects.
Use of Compensatory Funds:					
In accordance with the prioritized needs assessment, this campus will implement varied and effective instructional strategies in reading and math remediation, early intervention, and improving the academic achievement of diverse learners and close the identified achievement gaps.	Teachers Total Salaries: $130,249 Teaching Assistants: $48,476	Teachers=3.25 FTE Teaching Assistants= 2.75	STAAR Reading percentage for Approaches, Meets and Masters, All Students, All Grades Will increase 2 points from 79% to 81% (Approaches/Meets) by 2018(2016 TAPR). Five year target goal 84% (Approaches/Meets).	Data collection will occur monthly for RTI students and 1/6weeks for all students. Summative Data analyzed when TEA releases STAAR data.	RTI progress monitoring 1/month, Six weeks grades for all students, review of attendance records, evaluation of student projects.
Accelerated Instruction After school tutoring/summer school	$9,700	Outside School Day			

General Education Provisions Act (GEPA) Section 427
Statement of Compliance

Santo ISD will utilize SRSA funding to support its Title I, Part A Schoolwide Program at the Elementary campus to improve student achievement in Reading and Math. The campus's Title I, Part A program ensures equitable access to and participation in its educational programs for students, teachers, and other program beneficiaries with special needs and does not discriminate in any programs or activities on the basis of gender, race, national origin, color, disability, or age. The district uses a variety of funding and social services resources to arrange for assistive technology devices to translate/make accessible grant and program materials for participants requiring such accommodations. The district has also coordinated and offered cultural sensitivity, ADA, and related training for program staff, as appropriate
**Funding Amounts not available as of 8/1/17

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) in a Well Rounded Program of Instruction

Activities/Strategies to address need	Resources (Local funds, State, SPED, SCE,Title)	Date of Activity	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Timeline for Monitoring Goals
Participate in Title 1, Part A School-wide Program	211	School Year	Schedules, program data	STAAR, ITBS, TPRI, Fluency Data	Teaching Staff	Each 6 weeks
Small group accelerated instruction in reading/math	Local, SCE	School Year	Sign-in sheets, schedules	STAAR, ITBS, Moby	Teaching Staff	Each 6 weeks
K-5th grade At-risk students attend Summer Academy	270, Local	June 2018	Attendance Rosters	Fluency scores, Moby Benchmark	Principal	Annually
*Formative Assessments to evaluate student strengths/weaknesses Benchmarks: • 5th grade/December • 4th Writing/January • 1st-4th-February Less Formal Benchmark in October 1-5th grades	Local	October, December, January, Feburary	Benchmarks	Benchmark Data	Teaching Staff Principal	October, December, January, February
*Reading Lab for students at-risk in reading	211, Local, SCE	School Year	Schedules	Read Live Benchmarks	Lab Teachers	Each 6 weeks
Utilize Critical Thinking folders to improve skills in this area	Local	Weekly	Monitoring Folders	STAAR, GT Post-test	Teaching Staff Principal	Each 6 weeks
Study Hall for completing homework/classwork	Local	Daily	Sign-in Sheets	Grades	Principal	Daily
Response to Intervention Team to address needs of students not progressing	Local, SPED	Formally 3x year	Meeting Notes	Summative Assessments	Teaching Staff, Principal	Monthly
After School Tutoring (Begin October) ELL Extra tutoring Jan-April	270, Local	School Year	Tutoring Forms	STAAR, ITBS, TPRI	Teaching Staff, Principal	Each 6 weeks
*Strengthen Vocabulary through school wide use of Vocabulary Word Walls in classrooms—Weekly questions to reinforce on announcements	Local	Weekly	Monitoring of Walls	Summative Assessments, Grades	Teaching Staff, Principal	Weekly
*Moby Math program utilized as Progress Monitoring tool, Moby Math/Think Through, Prodigy and Reflex used as math intervention	IMAT Funds, Local Funds	School Year	Analyzing Data	Progress indicated in Data	Teaching Staff, Principal	Monthly
Reading/Math Station—Optional Homework for Rewards	Local Funds	Monthly	Participation Records	Moby Math Data	Teaching Staff	Each 6 weeks Page 7

Awards Assembly in September to recognize high achievement on 2017 STAAR	Local Funds	September	Calendar Events	Student Surveys	Principal	Annually
Living Museums & Presentations to build leadership skills through public speaking opportunities (SS/Sci Based)+	Local Funds	October	Calendar of Events	Surveys, Observable leadership skills	Teaching Staff Principal	Annually
Hold informational meeting to encourage and educate students about UIL participation	Local Funds	September	UIL sign-up sheets	UIL results	Teaching Staff	Annually
Banana Split reward for 1st/2nd mastery of(+-) facts. Munch Lunch reward for 3rd/4th/5th mastery of (x) facts, 5th (÷) +	WPA	March	Calendar of Events	Formative and Summative Assessments	Teaching Staff, WPA, Principal	Each 6 weeks
Conduct Math & Reading, & Spelling Bee Competitions (Reading—Crown/Gallery Books) +	Local Funds	January	Calendar of Events	Formative Assessments	Teaching Staff, Principal	Annually
Encourage participation in UIL Competitions (practices held during school day 8:15-8:45 Tuesdays)	Local Funds	Begin October	UIL Sign-up sheets	UIL Results	Teaching Staff, Principal	Weekly
GT students participate in weekly classes consisting of challenging projects and field trip (taught by rotating teachers) Wednesdays 8:10-8:40 LEADERSHIP TEAM	Local Funds	School Year	Schedules	Student Surveys Project Evaluation GT Portfolios	Teaching Staff Principal	Weekly
*Continue First Moves Chess Program	Local	Weekly	Lesson Plans	UIL Results	Teaching Staff	Weekly
First 15 minutes of each day designated as "DEAR" time (Drop Everything and Read) 1st-5th grade teachers will display Diag Report daily to show students' progress	Local Funds	Daily	Observable Data	Formative Assessments	Teaching Staff, Principal	Weekly
Support Teachers will rotate children taken for small group instruction (at-risk, GT, SPED)	Local, SCE	Weekly	Group Lists	Formative Assessments, Surveys	Teaching Staff	Each 6 weeks
Conduct Science Fair +	Local	Spring 2018	Flyers	STAAR Science Data	Teaching Staff, 5th Students	Annually
Teachers refer students in need to RTI Team	Local Funds	October, December and May	Meeting Notes	Formative Assessments	Teaching Staff, Principal	Monthly

*Denotes programs that meet Evidence Based Criteria

+Parent and Family Engagement Activity

Santo ISD Core Belief: Evaluation and Continuous Improvement

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

Objective: All students master grade level standards (TEKS) in a Well Rounded Program of Instruction

Activities/Strategies to address need	Resources (Local funds, State, SPED SCE,Title)	Date of Activity	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Timeline for Monitoring Goals
Utilize Surveys to gauge technology needs among staff, students and parents +	Local Funds	Fall 2017	Survey Participation	Survey Results	Teaching Staff, Principal	Annually
Utilize all available funding sources to upgrade technology & improve ratio of students to computers/ipads	Local, 270, Tech Lending Grant, IMAT	School Year	Purchase Orders	Surveys, Observable Data	Superintendent	Each Semester
Communicate with parents through district web site, email, parent portal, social media, Remind 101, FB. +	Local Funds	School Year	Monitoring communication sources	Surveys, participation	Teaching Staff, Principal	Weekly
Increase frequency of communication with parents in native language +	SCE, Local	School Year	Monitor communication sources	Surveys, participation of ELL parents	Teaching Staff, Principal	Each 6 weeks
Allow ELL students to borrow technology for at home use	Tech Lending Grant	School Year	Sign out sheets	Formative language assessments	Teaching Staff, Principal	Each 6 weeks
Teachers utilize programs to integrate technology into instruction such as; Edusmart, Brainpop, Prodigy, Spelling City, Star Fall, Stemscopes, Lexia, Rosetta, AR, Osmos, Smart Table *	Local Funds, IMAT, 270	School Year	Surveys, Lesson Plans	Surveys		Weekly
Teachers create 2 SKYPE lessons during school year to stress real world application of skills	Local Funds	School Year	Lesson Plans	Surveys, Real World application exposure	Teaching Staff	Semi Annually
Utilize Technology Integration personnel to assist teachers with integration goal	Local Funds	School Year	Staff Development Agendas	Lesson Plans	TIS, Principal	Each 6 weeks

*Denotes programs that meet Evidence Based Criteria

+Parent and Family Engagement Activity

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 high quality professional development

Objective: Well Rounded Program of Instruction Including an Aligned Curriculum in PK-5th grade

Activities/Strategies to address need	Resources (Local funds, State, SPED, 270, SCE,Title)	Date of Activity	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Timeline for Reaching Goals
Appropriate Staff members participate in LPAC training and meetings	Title III	School Year	Attendance Roster/certificate	LPAC meetings, TELPAS	Teaching Staff	Annually
Sp Ed /Reg Ed teachers work collaboratively to promote success of Special Needs students	270, Local, SPED,	School Year	Schedules, RTI meetings, ARD meetings	Formative/Summative Assessments	Teaching Staff, Principal	Each 6 weeks
Class-Size Reduction personnel to improve education experience for students*	Title IA, IIA, 270	Daily/School Year	Schedules	Observations, Surveys, Formative Assessments	Teaching Staff, Principal	Each 6 weeks
ELL training for all staff, & Resources for instruction	Local Funds, Title III	August 2017	Attendance certificates	TELPAS	Teaching Staff, Principal	Semi Annually
Campus Training on sexual abuse of children, suicide awareness, human trafficking and other statutory training requirements	Local Funds	August	Certificates of attendance	Knowledge of appropriate response to situations	Teaching Staff, Principal	Annually
In-service concerning modifications/interventions relating to Sp Ed	Local Funds Sp Ed Funds	September	Attendance Roster	Formative/Summative Data	Teaching Staff, Principal, Diag	Annually
Provide collaboration time for teaching partners and subject partners—minimum 5x year, invite 6th grade teachers	Local Funds	5x year	Schedules	Observed less gaps in learning	Principal, Teaching Staff	Each 6 weeks
Formation of Reading Committee to address area of need in Reading	Local Funds	August 2017	Attendance Roster	Formative/Summative Data	Principal, Teaching Staff	Each 6 weeks
Employ certified teacher to conduct small group extra tutoring during school day	270, Local Funds	Begin January 2018	Schedules	Formative/Summative Data	Principal, Teaching Staff	Monthly beginning January
Train key personnel in CPI (Crisis Prevention Institute)*	SpEd Coop	June 2017	Certificates	Knowledge of appropriate response to situations	Principal, Teaching Staff/Crisis Team	Annually

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Need #3 Continued						
Teachers volunteer for *Instructional Rounds* to enhance instructional skills *	Local Funds	School Year	Schedule of visits	Santo Professional Appraisal System	Principal, Teaching Staff	Each 6 weeks
ELA Teachers attend Writing Academy	270	June 2017	Attendance Rosters	Lesson Plans, Formative Assessments	Principal, Teaching, Staff, Kayla Shook	Annually

*Denotes programs that meet Evidence Based Criteria

+Parent and Family Engagement Activity

Santo Elementary Campus Improvement Plan

Santo ISD Core Belief: Balanced Programs

#4 Identified Need: Evidence Based instructional programs for Reading, Writing, Math, Science, Social Studies, Character Education, Shaping Ready Graduates

Objective: Address indicators of success; academic, non-academic and the health/well-being of students in a Well Rounded Program of Instruction

Activities/Strategies to address need	Resources (Local funds, State, SPED, 270, SCE,Title)	Date of Activity	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Timeline for Reaching Goals
Conduct regular Safety Drills/use Go Bags	Local Funds	School Year	Calendar documentation	Improvement in time to respond to crisis	Principal	Monthly
Continue WildCat Ways Discipline System & WWays Character Ed Program, Switch Buddies-1/6weeks	Local Funds	School Year	Observable Data	Grades, Frequency of office referral	Principal, Teaching Staff	Daily
Continue AR program, Implement Gallery and Crown participation for book voting, Book Nook, Re-organize Library by Genres	Local Funds, 270, WPA	School Year	AR Data/Reports, Library circulation reports	AR Data, Summative Data	Teaching Staff	Each 6 weeks
*Students participate in Mileage Program, 6 weeks Fitness Goals, Fitness Gram, PE, & laps during lunch recess	Local Funds	School Year	Lesson Plans	Fitness Gram Data	Teaching Staff	Each 6 weeks
Veteran's Day celebration +	Local Funds	November 2017	Program Agenda	Observable Respect/Patriotism	Teaching Staff/Principal	Annually
Emphasize building relationships with all students: Beginning/Ending of Day connection	Local Funds	Daily	Observable Data	Surveys, Engagement		Monthly
Emphasize Leadership Skills: Service Projects-- every class, Student speaker at all assemblies, Greeters for special events, Student led Math Night and Science Fair	Local Funds	School Year	Program Agendas	Surveys	Teaching Staff, Principal	Monthly
Student Leadership Team addresses campus issues 1/month	Local Funds	School Year	LT Calendar	Surveys	Principal	Monthly
Campus Wide Assemblies about drug awareness, & participation in Drug Poster Contest	Local Funds, 270	Fall 2017	Flyers	Surveys	Principal	Annually
Goal Setting Conferences with students	Local Funds	Before BM/Before STAAR	Lesson Plans	Summative Data	Teaching Staff	Annually Page 12

						Daily
3:00 Maintenance Time for Goal Setting/Daily Review	Local Funds	Daily	Folder Documentation	Goal Achievement	Teaching Staff	
Continue Back Pack Food Program+	Local Donations	Weekly	Documents in office	Surveys	Community Members, Staff	Weekly
Enrichment Program for Art/Music*	270, Title	Weekly	Schedules	Surveys	Teaching Staff	Weekly
Passion Hour-Students are exposed to a variety of activities—as teachers share their own passions (Hour must be earned by students)	Local Funds	6x year	Passion Hour lists	Surveys, Goal attainment	Teaching Staff	Each 6 weeks
All Grade levels will have students produce published writing piece 2x year and display at Open House/Feb +	Local Funds	School Year Display February	Writing Samples	Public Display	Teaching Staff	Each Semester
Continue Leadership Squad program for 5th grade to build Leadership Skills, 5TH Grade Lunch with Principal	Local Funds	School Year	Schedule	Surveys	Principal	Weekly
Empathy Awareness/Good Citizenship promoted through BEST recognition	Local Funds	Daily	Display	Surveys	Principal, Teaching Staff	Daily
Implement Genre talks in library	Local Funds	Monthly	Library usage	Student surveys	Volunteer	Monthly
All students recognized for progress at Awards Assembly +	Local Funds, 270	May 2018	Program Agenda	Surveys	Principal, Teaching Staff	Annually

*Denotes programs that meet Evidence Based Criteria

+Parent and Family Engagement Activity

Santo Elementary Campus Improvement Plan

Santo ISD Core Belief: Parents as Partners

#5 Identified Need: Increase opportunities for communication with parents and families, encourage participation in their child's education and engagement in the educational process

Objective: Involve parents and families in activities that support student learning in a Well Rounded Program of Instruction

Activities/Strategies to address need	Resources (Local funds, State, SPED, 270, SCE,Title)	Date of Activity	Evidence of Implementation	Evidence of Impact	Person(s) Responsible	Timeline for Reaching Goals
Meet Teacher Night +	Local Funds	August 2017	Flyers, postcards	Sign in sheets	Teaching Staff	Annually
Six Flags Reading Program	Materials Provided	January 2018	Flyers	Participation records	Teaching Staff	Annually
Invite Parents to attend special programs; Grandparents Day, Musical Programs, Band Concerts, Plays, Parties,Living Museums, PIP, Spelling, Reading, & Math Bee, Talent Show, Vet's Day +	Local Funds, 270	School Year	Flyers, Attendance Records	Surveys	Teaching Staff, Principal	Monthly
Conduct Book Fair/Family Literacy Night, Math Night	WPA, Local Funds, 270	School Year	Flyers	Exit Surveys	Teaching Staff, WPA, Principal	Each Semester
Issue Parent Compact & Parent and Family engagement Plan +	Local Funds	Fall 2017	Signed at Conferences	Responsible actions by students	Teaching Staff, Parents	Annually
Invite parents to participate in Student Health Advisory Council and involve students +	Parent/Community Volunteers	School Year	Meeting Notes	Participation Records	Staff	Each Semester
Hold reception for parents of ELL students prior to English classes beginning +	Local Funds, 270	Fall 2017	Sign-in Sheets	Surveys, Participation	Teaching Staff, Principal	Annually
*Provide English Language Literacy Adult Classes +	Local Funds/270	School Year	Attendance Records	Surveys, Participation	Teaching Staff	Weekly
*Parent Conferences to be held October 9, 2017 +	Local Funds	Fall 2017	Sign in sheets	Engagement in school activities	Teaching Staff, Principal	Annually
Hold annual Title I Meeting & Parent Information Night +	Local Funds	Fall 2017	Attendance Records	Exit Surveys	Teaching Staff	Annually
School Wide Tuesday Folders, WPA Newsletter +	Local Funds	Weekly	Documentation in office	Surveys	Teaching Staff	Weekly
Positive notes mailed home 2x yearly +	Local Funds	2x year	Documented in office	Surveys, parent response	Teaching Staff	Each Semester Page 14
School Wide Cinco de Mayo Celebration +	Local Funds/WPA	May 2018	Flyers	Participation	Teaching Staff	Annually

Provide opportunities for participation through phone, emails, notes, web site, parent portal, social media +	Local Funds	School Year	Digital History	Surveys	Teaching Staff	Weekly
CNA sent to parents, students, teachers and following major programs through Google Forms +	Local Funds	School Year	Office documentation	Surveys	Teaching Staff, Principal	Annually
Support Wildcat Parent Association +	Local Funds	School Year	Meeting Rosters	Surveys	Teaching Staff, Principal	Monthly
Continue annual Events: Father/Daughter Dance, Doughnuts w/Dad-Oct, & Muffins w/Mom-January +	Local Funds	School Year	Attendance Records	Surveys, participation	Teaching Staff, Principal	Annually
Invite grandparents, community to read in library	Local Funds	Weekly	Calendar	Surveys	Teaching Staff, Principal	Weekly
Maintain communication with parents and families about student progress through; progress reports, report cards, parent conferences, BOY parent notification, Benchmark results, EOY notifications	Local Funds	Incremental times throughout School Year	School Wide requirement, documented by Principal	Surveys	Teaching Staff, Principal	Every 3 Weeks

*Denotes programs that meet Evidence Based Criteria

+Parent and Family Engagement Activity