

**SANTO ELEMENTARY SCHOOL  
SANTO ISD  
CAMPUS IMPROVEMENT PLAN  
2018-19**



**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 extracurricular 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 25, 2018 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 2018-19 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) 21<sup>st</sup> 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 61% (NPS)  
First Grade- Language 69%, Math Computation 60%  
Second Grade-Reading 65%, Math Computation 97%
- PreK Circle Assessment  
96% Proficient using Math Screener
- RTI Students Moby Reading—Average Growth =1.8 years
- **TELPAS—**

Information from student, parent and teacher surveys:

- Teachers
  - Overwhelming majority supports the direction the campus is headed
- Students
  - 97% feel like teachers care about them
  - 93% feel safe
  - 92% feel teachers believe in them
- Parents
  - 89% believe their child is engaged in learning at school
  - 92% believe that Santo Elementary is a positive place to learn
  - 95% believe students are held accountable for their behavior
- GT Parents
  - 100% of students enjoy being a part of the Leadership program
  - Students feel challenged and enjoy using their creative skills.

## STAAR 2018 Approaches/Meets/Masters

3rd Math- Approaches 96%
3rd Reading-Masters 33%
4th Reading- Approaches 87%
5th Math- Approaches 97% -----Meets 82%

## 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 and math remediation, class-size reduction, and small group instruction with certified teacher, 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

- Kindergarten-Vocabulary 46%
- First Grade- Listening 50%
- First Grade-Mathematics 52%
- Second Grade-Listening 46%
- Second Grade-Mathematics 68%

PreK --Circle Assessment—26% of students scored less than proficient in syllabication

### Information from Surveys

#### Teachers

- Need PD in Google classroom
- PD in Cross-curricular instruction
- Help kids too much -need to be more independent

#### Parents

- 36% felt that teachers did not vary teaching methods
- 82% felt that their child had a meaningful connection with someone on staff
- Would like the school to be more open to parents

#### Students

- 64% felt challenged by the work their teachers gave
- 70% felt that they fit in
- 69% felt recognized for good work

<u>STAAR 2018</u>	<u>Approaches/Meets/Masters</u>
3 <sup>rd</sup> Reading/Approaches	83%
4 <sup>th</sup> Writing/ Approaches	73%
4 <sup>th</sup> Math/Masters	20%
5 <sup>th</sup> Reading/Approaches	82%
5 <sup>th</sup> Reading/Masters	15%
5 <sup>th</sup> Science/Approaches	75%

## GT Parents

- Would like more communication

## From CIC Meeting:

- Continue to focus on Reading Comprehension
- Enhance AR program to encourage participation
- Focus on Vocabulary

Assessments utilized on Elementary Campus: STAAR, TELPAS, ITBS,ESGI, Reflex, Moby Math, PreK Circle , Fitness Gram, Local Assessments, MAP, 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)

## Identified Needs

#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

<i>Use of Federal Funds</i>					
<b>Identified Strategies</b>	<i>Supplemental Financial Resources</i>	<i>Supplemental Fulltime Equivalency</i>	<i>Measurable Performance Objectives</i>	<i>Timelines For Monitoring Strategies</i>	<i>Formative Evaluation</i>
<p>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.</p>	<p>Teacher Total Salaries: \$88, 381</p>	<p>2.3 FTE</p>	<p>STAAR Reading percentage for Approaches, Meets and Masters, All Students, All Grades Will increase 2 points from 83% to 85% (Approaches) by 2019(2017 TAPR). Five year target goal 87% (Approaches).</p>	<p>Data collection will occur monthly for RTI students and 1/6weeks for all students. Summative Data analyzed when TEA releases STAAR data.</p>	<p>RTI progress monitoring 1/month, Six weeks grades for all students, review of attendance records, evaluation of student projects.</p>
<p><b>Use of Compensatory Funds:</b> 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.</p>	<p>Teachers Total Salaries: \$115,000 Teaching Assistants: \$40, 500</p>	<p>Teachers=3.25 FTE Teaching Assistants= 2.75</p>	<p>STAAR Reading percentage for Approaches, Meets and Masters, All Students, All Grades Will increase 2 points from 84% to 86% (Approaches) by 2019(2017 TAPR). Five year target goal 88% (Approaches).</p>	<p>Data collection will occur monthly for RTI students and 1/6weeks for all students. Summative Data analyzed when TEA releases STAAR data.</p>	<p>RTI progress monitoring 1/month, Six weeks grades for all students, review of attendance records, evaluation of student projects.</p>
<p><b>Accelerated Instruction</b> <b>After school tutoring/summer school</b></p>	<p>\$23, 283</p>	<p>Outside School Day</p>			
<p><b>Use of SRSA Funds:</b> Secure certified personnel to supplement classroom instruction by providing small group instruction to students in need of math and reading acceleration</p>	<p>To be determined after award grant.</p>	<p>Teachers= .5 FTE</p>	<p>STAAR Reading percentages for Approaches, Mees, and Masters, and All Students will increase by 2 points.</p>	<p>Data collection will occur monthly for RTI students and 1/6weeks for all students. Summative Data analyzed when TEA releases STAAR data.</p>	<p>TI progress monitoring 1/month, Six weeks grades for all students, review of attendance records, evaluation of student projects.</p>

**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 8/1/19

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, Fluency Data, MAP	Teaching Staff	Each 6 weeks
Small group accelerated instruction in reading/math	Local, SCE	School Year	Sign-in sheets, schedules	STAAR, ITBS, MAP	Teaching Staff	Each 6 weeks
K-5 <sup>th</sup> grade At-risk students attend Summer Academy	270, Local	June 2018	Attendance Rosters	Fluency scores, MAP Benchmark	Principal	Annually
*Formative Assessment to evaluate student strengths/weaknesses Benchmarks: MAP <ul style="list-style-type: none"> <li>• 5<sup>th</sup> grade/January</li> <li>• 4<sup>th</sup> Writing/January</li> <li>• 3/4<sup>th</sup>-February</li> </ul>	Local	October, December, January, February	Benchmarks	MAP 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, TPRI, MAP	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
*Prodigy and Reflex used as math intervention in 1st-5th	IMAT Funds, Local Funds	School Year	Analyzing Data	Progress indicated in Data	Teaching Staff, Principal	Monthly
Awards Assembly in September to recognize high achievement on 2018 STAAR	Local Funds	September	Calendar Events	Student Surveys	Principal	Annually
Living Museums & Presentations to build leadership skills through public speaking opportunities (Specific Grades SS/Sci Based)+	Local Funds	October	Calendar of Events	Surveys, Observable leadership skills	Teaching Staff Principal	Annually
Hold informational meeting in September to encourage and educate students about UIL participation	Local Funds	September	UIL sign-up sheets	UIL results	Teaching Staff	Annually



Banana Split reward for 1 <sup>st</sup> /2 <sup>nd</sup> mastery of (+-) facts. Munch Lunch reward for 3 <sup>rd</sup> /4 <sup>th</sup> /5 <sup>th</sup> mastery of (x) facts, 4th/5 <sup>th</sup> (÷) +	WPA	March	Calendar of Events	Formative and Summative Assessments	Teaching Staff, WPA, Principal	Each 6 weeks
Conduct Math/Spelling Bee/Battle of the Books 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 & after school on 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 trips (taught by rotating teachers) Wednesdays 8:15-8:45 LEADERSHIP TEAM	Local Funds	School Year	Schedules	Student Surveys Project Evaluation GT Portfolios	Teaching Staff Principal	Weekly
*Continue <i>First Moves</i> 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) 1 <sup>st</sup> -5 <sup>th</sup> grade teachers will display Goal History 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 2019	Flyers	STAAR Science Data	Teaching Staff, 5 <sup>th</sup> Students	Annually
Campus-wide handwriting change to D'Nealian Print	Local, 270	School Year	Observable Data	STAAR, Summative Assessment	Teaching Staff Principal	Daily
*Integrate "Wordly Wise" vocabulary books to enhance vocabulary skills.	Local, 270	School Year	Lesson Plans	Summative Assessment, STAAR, MAP	Teaching Staff	Monthly
*Use Guided Reading groups on a daily basis in K-2 & Weekly in 3-5	Local	Weekly	Lesson Plans, Observable Data	Formative Assessment, MAP, ITBS	Teaching Staff, Principal	Weekly

\*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 2018	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, Stemsopes, Square Panda, Lexia, Rosetta, AR, Osmos, Smart Table *	Local Funds, IMAT, 270	School Year	Surveys, Lesson Plans	Surveys	Teaching Staff	Weekly
Increase exposure to real world applications and cultural differences through Skype, Field Trips (virtual & actual), and capitalizing on teachable moments	Local Funds	School Year	Lesson Plans, Field Trips	Surveys, Real World application exposure	Teaching Staff Principal	Each Semester
Utilize Technology Integration personnel to assist teachers with integration goal	Local Funds	School Year	Staff Development Agendas	Lesson Plans	TIS, Principal	Each 6 weeks
Implement school-wide Flat Stanley Project +	Local Funds, 270	School Year	Lesson Plans, Observable Data	Surveys, participation	Teaching Staff 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-5<sup>th</sup> 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 2018	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 6 <sup>th</sup> grade teachers	Local Funds	5x year	Schedules	Observed less gaps in learning	Principal, Teaching Staff	Each 6 weeks
Staff will continue to focus on Reading-BACK cards	Local Funds	August 2018	Attendance Roster	Formative/Summative Data	Principal, Teaching Staff	Each 6 weeks
Additional certified teacher to conduct small group extra tutoring during school day	270, Local Funds	Begin August 2018	Schedules	Formative/Summative Data	Principal, Teaching Staff	Monthly beginning January
Key personnel trained in CPI (Crisis Prevention Institute)*	SpEd Coop	Summer 2017	2 Year Certificates	Knowledge of appropriate response to situations	Principal, Teaching Staff/Crisis Team	Annually Page 10
Teachers volunteer for <i>Instructional Rounds</i> to enhance instructional skills *	Local Funds	School Year	Schedule of visits	Santo Professional Appraisal System	Principal, Teaching Staff	Each 6 weeks
ELA Teachers attend MAP PD, Balance Literacy, Safety Training, Google Training, Engagement Training	270	June 2018-August 2018	Attendance Rosters	Lesson Plans, Formative Assessments	Principal, Teaching, Staff, Aaron Daffern	Annually

Teachers use reflective planning in teacher evaluation document to guide instructional practices and impact student outcomes.	Local	School Year	Observable	SPAS Document	Principal, Teaching Staff	Annually
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\*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 & W Ways 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, Gallery and Crown participation for book voting, Book Nook	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 2018	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, Science Fair	Local Funds	School Year	Program Agendas	Surveys	Teaching Staff, Principal	Monthly
Student Leadership Team addresses campus issues	Local Funds	School Year	LT Calendar	Surveys	Principal	Monthly
Campus Wide Assemblies about drug awareness, & participation in Drug Poster Contest	Local Funds, 270	Fall 2018	Flyers	Surveys	Principal	Annually
Goal Setting Conferences with students using MAP Data	Local Funds	Before BM/Before STAAR	Lesson Plans	Summative Data	Teaching Staff	Annually
3:00 Maintenance Time for Goal Setting/Daily Review	Local Funds	Daily	Folder Documentation	Goal Achievement	Teaching Staff	Daily
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	Local Funds	6x year	Passion Hour lists	Surveys, Goal attainment	Teaching Staff	Each 6 weeks

share their own passions (Hour must be earned by students based on citizenship)						
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 5 <sup>th</sup> grade to build Leadership Skills, 5 <sup>TH</sup> Grade Lunch with Principal	Local Funds	School Year	Schedule	Surveys	Principal	Weekly
Empathy Awareness/Good Citizenship promoted through BACK recognition	Local Funds	Daily	Display	Surveys	Principal, Teaching Staff	Daily
All students recognized for progress at Awards Assembly +	Local Funds, 270	May 2019	Program Agenda	Surveys	Principal, Teaching Staff	Annually
Recognize UIL Participants at Award Assembly +	Local Funds, 270	May 2019	Program Agenda	Surveys	Principal, Teaching Staff	Annually
Attendance Prize awarded every 6 Weeks	WPA, Community Organization	6x year	Attendance Form	Attendance Documentation, PEIMS	Principal	Each 6 Weeks
Additional Personnel to Provide Counseling Services	270	School Year	Documentation in Office	Surveys	Counselor, Principal	Daily
Secure professional to inform parents about integrating reflexes	270	September 2018	Program Agenda	Surveys	Principal	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 2018	Flyers, postcards	Sign in sheets	Teaching Staff	Annually
Six Flags Reading Program	Materials Provided	January 2019	Flyers	Participation records	Teaching Staff	Annually
Invite Parents to attend special programs; Grandparents Day, Musical Programs, Band Concerts, Plays, Parties, Living Museums, Spelling & Math Bee, Talent Show, Showstoppers, Battle of the Books, Science Fair Vet's Day +	Local Funds, 270	School Year	Flyers, Attendance Records	Surveys	Teaching Staff, Principal	Monthly
Conduct Book Fair in November, Open House in Spring +	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 2018	Signed at Conferences	Responsible actions by students	Teaching Staff, Parents	Annually
Invite parents to participate in Student Health Advisory Council +	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 2018	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 8, 2018 +	Local Funds	Fall 2018	Sign in sheets	Engagement in school activities	Teaching Staff, Principal	Annually
Hold annual Title I Meeting & Parent Information Night +	Local Funds	Fall 2018	Attendance Records	Exit Surveys	Teaching Staff	Annually
School Wide Tuesday Folders, 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
School Wide Cinco de Mayo Celebration +	Local Funds/WPA	May 2019	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, MAP Data EOY notifications	Local Funds	Incremental times throughout School Year	School Wide requirement, documented by Principal	Surveys	Teaching Staff, Principal	Every 3 Weeks
Reading with the Wildcats-Accelerated Reading Emphasis	WPA	October	Flyers/Social Media	Surveys	Teaching Staff, WPA, Principal	Annually

\*Denotes programs that meet Evidence Based Criteria

+Parent and Family Engagement Activity



Campus Improvement Committee

_____	Melissa Freitas, Parent/Community Business Representative
_____	Kami Flavin, Parent/WPA Representative
_____	Monica VanRemmen, Teacher/LPAC Member
_____	Shanna Andreatta, Teacher
_____	Ashley Kidwiler, Teacher
_____	Shirley Luttrell, Teacher
_____	Shauna Bradshaw, Counselor/SPED
_____	Haley Price, Assistant Principal
_____	Cathy Longley, Principal

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