

**SANTO ELEMENTARY SCHOOL**  
**SANTO ISD**  
**CAMPUS IMPROVEMENT PLAN**  
**2020-21**



**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 May 28, 2020(staff) and June 15, 2020(staff/parents), and August 4, 2020 (digital) 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 2020-21 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 for 3-5 \*\*Not Available
2. MAP results for K-5
3. C-PALLS for Pre-Kindergarten
4. Local assessment records
5. PEIMS Reports including attendance
6. Financial Integrity Rating System of Texas
7. Surveys (Parent, Teacher, Student, GT Students, GT Parents) 21<sup>st</sup> Century Workforce Development, SEL surveys
8. Sign-in Sheets—Parent Engagement
9. Campus schedule
10. Meeting Sign-in sheets & notes for staff including Professional Development and certification records
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** \*\*Strengths and Weaknesses based on other means of testing---due to no STAAR results

- MAP results:
  - 97% PreK 100% Listening CPALLS
  - 87% Kinder Scored Developed/Blending TPRI
  - 86% 1<sup>st</sup> Scored Developed/Blending TPRI
  - 89% 2<sup>nd</sup> Math 86% Reading Received Approaches or Higher on MOY MAP
  - 93% 3<sup>rd</sup> Math 90% Reading Received Approaches or Higher on MOY MAP
  - 88% 4<sup>th</sup> Math 98% Reading Received Approaches or Higher on MOY MAP
  - 94% 5<sup>th</sup> Math 91% Reading Received Approaches or Higher on MOY MAP

Information from student, parent and teacher surveys;

- Teachers
  - Counselor visits are meaningful
- Students
  - Majority of students feel safe at school (100%)
  - Majority feel connected to staff at school (100%)
- Parents
  - Survey Results indicate parents believe their children's needs are being met (90%), and same percentage feel we create a positive atmosphere
- GT Parents
  - Parents indicated their student enjoyed being part of Leadership program (100%)

## 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 all of TEA's recommended four strategic priorities with federal funds.

- **MAP Growth Results \*\*based on growth from Fall to Winter testing \*\*No EOY data**
  - First Grade Fall 64% Winter 64%
  - Third Grade Fall 80% Winter 79%
- **STAAR Results**
  - Not Available
- **PreK C-PALLS Assessment**
  - 44% on CPALLS scored fluently on rapid letter naming
  -
- **TELPAS**
  - Inability to exit any students due to TELPAS scores

### Information from Surveys

#### Teachers

- Discipline system needs to be used more uniformly across campus

#### Parents

- 85% believe their child has a meaningful connection to staff person

#### Students

72% Feel challenged by work

Assessments utilized on Elementary Campus: STAAR, MClass, Reading A-Z, TELPAS,ESGI, Reflex, PreK C-PALLS , 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><b>Identified Strategies</b></i>	<i><b>Supplemental Financial Resources</b></i>	<i><b>Supplemental Fulltime Equivalency</b></i>	<i><b>Measurable Performance Objectives</b></i>	<i><b>Timelines For Monitoring Strategies</b></i>	<i><b>Formative Evaluation</b></i>
<b>Use of Title Funds</b>					
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.	Total Salaries: \$126,870	2.8 FTE	STAAR Reading percentage for Meets/ All Students/ All Grades Will increase by 2 points from 53% to 55%. Five year goal 63% by 2024.	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.
<b>Use of Compensatory Funds:</b>					
<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.</b>	Teachers Total Salaries: \$107,029 Teaching Assistants: \$40, 500	Teachers=3.75 FTE  Teaching Assistants= 1.25	STAAR Reading percentage Meets, All Grades Will increase 2 points from 53% to 55%. Five Year Goal 63% by 2024	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.
<b>Accelerated Instruction After school tutoring/summer school</b>	\$8,000	Outside School Day	STAAR Reading percentages Meets, All Students will increase by 2 points.		
<b>Use of SRSA Funds: Offer after school tutoring and summer academy in small group instruction to students in need of reading and math acceleration.</b>  <b>Secure Instructional Programs/supplies to support/enhance classroom instruction and remediation</b>	\$15,000 Exact amount To be determined after award grant. \$23,000	To be determined by student need –Outside School Day	STAAR Reading percentages Meets, All Students will increase by 2 points.	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.

## 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, Fluency Data, MAP	Teaching Staff	Each 6 weeks
Small group accelerated instruction in reading/math	Local, SCE, Title 1A, IIA, IV	School Year	Sign-in sheets, schedules	STAAR, MAP	Teaching Staff	Each 6 weeks
K-5 <sup>th</sup> grade At-risk students attend Summer Academy	270, Local	June	Attendance Rosters	Fluency scores, MAP Benchmark	Admin	Annually
*Formative Assessment to evaluate student strengths/weaknesses Benchmarks: <ul style="list-style-type: none"> <li>5<sup>th</sup> grade/February</li> <li>4<sup>th</sup> Writing/February</li> <li>3/4<sup>th</sup>-March</li> </ul> MAP: August, December, April	Local	August October, December, January, February April	Benchmarks	MAP Benchmark Data	Teaching Staff Admin	October, December, January, February
*Reading Lab for students at-risk in reading & Dyslexia: Neuhaus for Dyslexia	211, Local, SCE	School Year	Schedules	Read Live Benchmarks	Lab Teachers	Each 6 weeks
Utilize Critical Thinking puzzles to improve skills in this area	Local	Weekly	Monitoring Folders	STAAR, GT Post-test	Teaching Staff Admin	Each 6 weeks
Study Hall for completing homework/classwork	Local	Daily	Sign-in Sheets	Grades	Admin	Daily
Response to Intervention Team to address needs of students not progressing	Local, SPED	Formally 3x year	Meeting Notes	Summative Assessments	Teaching Staff, Admin	Monthly
After School Tutoring (Begin mid-September) All EL students invited to tutoring	270, Local	School Year	Tutoring Forms	STAAR, MAP	Teaching Staff, Admin	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, Admin	Weekly
* Reflex used as math intervention in 1st-5th Minimum 30-45 minutes per week	IMAT Funds, Local Funds	School Year	Analyzing Data	Progress indicated in Data	Teaching Staff, Admin	Monthly

Living Museum and Storybook Character Day to build leadership skills through public speaking opportunities *	Local Funds	October	Calendar of Events	Surveys, Observable leadership skills	Teaching Staff Admin	Annually
Hold informational meeting in September to encourage and educate students about UIL participation and inform parents of UIL events	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, 4 <sup>th</sup> /5 <sup>th</sup> (÷) x	WPA	March	Calendar of Events	Formative and Summative Assessments	Teaching Staff, WPA, Admin	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, Admin	Annually
Encourage participation in UIL Competitions (practices held during school day 8:15-8:45 Tuesdays & after school on Tuesdays)	Local Funds	**On Hold	UIL Sign-up sheets	UIL Results	Teaching Staff, Admin	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 Admin	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) 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, Admin	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 in May	Local	Spring	Flyers	STAAR Science Data	Teaching Staff, 5 <sup>th</sup> Students	Annually
Use Study Island(30-45 min weekly), & Reading A-Z to further assess and instruct students in Reading/Math	Local, 270	School Year	Data from programs	STAAR, MAP	Teaching Staff	RTI/monthly 3x year all students
"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, Secret Stories for Phonics Instruction K-3	Local	Weekly	Lesson Plans, Observable Data	Formative Assessment, MAP	Teaching Staff, Admin	Weekly
Utilize Neuhaus Dyslexia Program for qualifying students	Local, 270	School Year	Observable Data	MAP, STAAR, Report Cards	Teaching Staff, Admin	Six Weeks

\*Denotes programs that meet Evidence Based Criteria

+Parent and Family Engagement Activity

# Santo Elementary Campus Improvement Plan

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 Bryte Bytes Surveys to gauge technology needs among staff, students and parents +	Local Funds	Fall	Survey Participation	Survey Results	Teaching Staff, Admin	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, DOJO +	Local Funds	School Year	Monitoring communication sources	Surveys, participation	Teaching Staff, Admin	Weekly
Increase frequency of communication with parents in native language +	SCE, Local	School Year	Monitor communication sources	Surveys, participation of ELL parents	Teaching Staff, Admin	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, Admin	Each 6 weeks
Teachers utilize programs to integrate technology into instruction such as; Edusmart, Brainpop, Prodigy, Spelling City, Star Fall, Stemscores, 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 Admin	Each Semester
Utilize Technology Integration personnel to assist teachers with integration goal	Local Funds	School Year	Staff Development Agendas	Lesson Plans	TIS, Admin	Each 6 weeks
Utilize LMS for Remote Learners during COVID	COVID Funds, Local	TBD	Monitoring of LMS	Progress Monitoring	All Staff	TBD
Concepts from Spring 2020 retaught/reviewed to account for skills loss during school closure	Local	1 <sup>st</sup> 6-weeks	Lesson Plans	Progress Monitoring, Benchmarks	All Staff	First 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, Admin	Each 6 weeks
Class-Size Reduction personnel to improve education experience for students*	Title IA, IIA, IV, 270	Daily/School Year	Schedules	Observations, Surveys, Formative Assessments	Teaching Staff, Admin	Each 6 weeks
ELL training for all staff, & Resources for instruction	Local Funds, Title III	August	Attendance certificates	TELPAS	Teaching Staff, Admin	Semi Annually
Campus Training on sexual abuse of children, suicide awareness, human trafficking and other statutory training requirements 1/5 years unless new to district	Local Funds	August	Certificates of attendance	Knowledge of appropriate response to situations	Teaching Staff, Admin	Annually
In-service concerning modifications/interventions relating to Sp Ed	Local Funds Sp Ed Funds	September	Attendance Roster	Formative/Summative Data	Teaching Staff, Admin, 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	Admin, Teaching Staff	Each 6 weeks
Additional certified teacher to conduct small group extra tutoring during school day	270, Local Funds, Title	Begin August	Schedules	Formative/Summative Data	Admin, Teaching Staff	Monthly beginning January
Key personnel trained in CPI (Crisis Prevention Institute)*	SpEd Coop	Summer 2019	2 Year Certificates	Knowledge of appropriate response to situations	Admin, Teaching Staff/Crisis Team	Annually
All Personnel COVID trained	Local Funds	August 2020	Sign in	Observable Data	Supt	Page 10

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Teachers volunteer for <i>Instructional Rounds</i> to enhance instructional skills *	Local Funds	School Year	Schedule of visits	Santo Professional Appraisal System	Admin, Teaching Staff	Each 6 weeks
All teachers will attend 1 staff development program within their teaching field	Local	August thru July	Attendance Rosters	Lesson Plans, Formative Assessments	Admin, Teaching, Staff	Annually
Continue Training key personnel in Dyslexia screening, evaluation, and instruction	Local, 270	July-May	Certificates	Progress Monitoring Data	Admin, Teaching Staff	Annually
Continue to analyze possibilities for Texas Reading Academies	State Funds	By summer 2021	Certificates	Progress Monitoring Data	Supt, Admin	Annual

\*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

<b>Activities/Strategies to address need</b>	<b>Resources</b> (Local funds, State, SPED, 270, SCE, Title)	<b>Date of Activity</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Person(s) Responsible</b>	<b>Timeline for Reaching Goals</b>
Conduct regular Safety Drills/use Go Bags	Local Funds	School Year	Calendar documentation	Improvement in time to respond to crisis	Admin	Monthly
Continue WildCat Ways Discipline System & WWay's Character Ed Program	Local Funds	School Year	Observable Data	Grades, Frequency of office referral	Admin, Teaching Staff	Daily
Continue AR program, Gallery and Crown participation for book voting,	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	Program Agenda	Observable Respect/Patriotism	Teaching Staff/Admin	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, Admin	Monthly
Student Leadership Team addresses campus issues	Local Funds	School Year	LT Calendar	Surveys	Admin	Monthly
Campus Wide Assemblies about drug awareness, & participation in Drug Poster Contest	Local Funds, 270	Fall 2018	Flyers	Surveys	Admin	Annually
Goal Setting Conferences with students using MAP Data, Discuss Growth with Students	Local Funds	Before BM/Before STAAR	Lesson Plans	Summative Data	Teaching Staff	Annually Page 12

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*	Local	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 based on citizenship/AR goal) Activity will be revealed each six-weeks	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 5 <sup>th</sup> grade to build Leadership Skills, 5 <sup>TH</sup> Grade Lunch with Asst. Principal	Local Funds	School Year	Schedule	Surveys	Principal	Weekly
Empathy Awareness/Good Citizenship, SEL promoted through DOJO *+	Local Funds	Daily	Display	Surveys	Admin, Teaching Staff	Daily
All students recognized for progress at Awards Assembly +	Local Funds, 270	May	Program Agenda	Surveys	Admin, Teaching Staff	Annually
Recognize UIL Participants at Award Assembly +	Local Funds, 270	May	Program Agenda	Surveys	Admin, Teaching Staff	Annually
Attendance Prize awarded every 6 Weeks Classes work toward rewards by spelling out ATTENDANCE each day of perfect attendance	WPA, Community Organization	6x year	Attendance Form	Attendance Documentation, PEIMS	Admin	Each 6 Weeks
Maintain Personnel to Provide Counseling Services	Local	School Year	Documentation in Office	Surveys	Admin, Counselor	Daily
Secure professional to inform parents/students about gun safety	Game Warden's Office	September	Program Agenda	Surveys	Admin	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	Flyers, postcards	Sign in sheets	Teaching Staff	Annually
Six Flags Reading Program	Materials Provided	January	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, Health Fair +	Local Funds, 270	School Year	Flyers, Attendance Records	Surveys	Teaching Staff, Admin	Monthly
Conduct Book Fair in November, Open House in Spring +	WPA, Local Funds, 270	School Year	Flyers	Exit Surveys	Teaching Staff, WPA, Admin	Each Semester
Issue Parent Compact & Parent and Family engagement Plan +	Local Funds	Fall	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	Sign-in Sheets	Surveys, Participation	Teaching Staff, Admin	Annually
*Provide English Language Literacy Adult Classes +	Local Funds/270	School Year	Attendance Records	Surveys, Participation	Teaching Staff	Weekly
*Parent Conferences to be held in October +	Local Funds	Fall	Sign in sheets	Engagement in school activities	Teaching Staff, Admin	Annually
Hold annual Title I Meeting & Parent Information Night +	Local Funds	Fall	Attendance Records	Exit Surveys	Teaching Staff	Annually
School Wide Tuesday Folders, Newsletter, WPA Parent Info Center +	Local Funds	Weekly	Documentation in office	Surveys	Teaching Staff	Weekly
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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	Flyers	Participation	Teaching Staff	Annually
Provide opportunities for parent participation through phone, emails, notes, web site, parent portal, social media, DOJO +	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, Admin	Annually
Support Wildcat Parent Association, Penny War Fundraiser +	Local Funds	School Year	Meeting Rosters	Surveys	Teaching Staff, Admin	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, Admin	Annually
Invite grandparents, community to read in library +	Local Funds	Weekly	Calendar	Surveys	Teaching Staff, Admin	Weekly
Maintain communication with parents and families about student progress through; progress reports, report cards, parent conferences, BOY parent notification, Benchmark results, MAP Data (3x year), EOY notifications	Local Funds	Incremental times throughout School Year	School Wide requirement, documented by Principal	Surveys	Teaching Staff, Admin	Every 3 Weeks
Reading with the Wildcats- Accelerated Reading Emphasis	WPA	November	Flyers/Social Media	Surveys	Teaching Staff, WPA, Admin	Annually

\*Denotes programs that meet Evidence Based Criteria

+Parent and Family Engagement Activ

# Santo Elementary Campus Improvement Plan

## Campus Improvement Committee

_____	Kami Flavin, Parent/WPA Representative
_____	Mandy Koonce, Parent Rep
_____	Johnna George, Teacher/LPAC Member
_____	Shanna Andreatta, Teacher
_____	Johnna George, Teacher
_____	Cynthia Motley, Teacher
_____	Ashley Kidwiler, Teacher
_____	Emily Moore, Teacher
_____	Kim Lobbes, Nurse/SHAC Rep
_____	Serena Patteson, SPED Teacher
_____	Jennifer Cromwell, 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.