



# Savoy Elementary Campus Improvement Plan 2025-2026

**Vision Statement:** All students are confident, life-long learners, thriving as they navigate the challenges of the future.

**Mission Statement:** Together with families, students, and community, Savoy ISD will engage in a culture of learning designed to inspire and challenge each student to achieve academic and social success.

## Campus goal #1: Parents and community members will be involved in their child's education.

Performance objective	Strategies to meet objectives	Activities	Resources needed	Timeline	Person Responsible	Expected Results	Date of Review	Evaluation
Parent and grandparents will be involved in volunteering	<ul style="list-style-type: none"> <li>Continue a volunteer program.</li> <li>Include a volunteer program for extracurricular activities and lunch room monitors.</li> <li>Duties will be assigned to volunteers after orientation by Public Relations Committee</li> <li>Parents will be involved in the school beautification project</li> <li>Grandparent Volunteer Program through Texoma Council of Governments TCOG)</li> </ul>	<ul style="list-style-type: none"> <li>Parents are invited to volunteer in a classroom.</li> <li>Parents will be invited to assist in the cafeteria and library, playground and gym.</li> <li>Junior Basketball League</li> <li>Volunteer orientation</li> <li>Under teacher supervision, Foster Grandparents will work directly with students to improve academic performance</li> </ul>	Volunteer badges  Classroom volunteer sign-in log <ul style="list-style-type: none"> <li>Title 1-PI, PTS, CI</li> </ul>	May, 2026	Site Base Committee	Volunteers will increase to a minimum of 15.	January May, 2026	Volunteers will have signed the log sheet.
Parents will be involved in a Parent/ Teacher Organization	<ul style="list-style-type: none"> <li>Assist the Parent/ Teacher Organization</li> <li>Provide some of the leadership</li> <li>Give guidance with programs</li> <li>Title 1- Parent/teacher/student input into needs assessment, program development/implementation and allocations of funds</li> </ul>	<ul style="list-style-type: none"> <li>Increase membership</li> <li>Assist with the volunteer program</li> <li>Provide information concerning the needs by survey</li> <li>Provide Parent Resource Center</li> <li>Grade level performances to draw more parents to P.T.O meetings.</li> <li>Door prizes or refreshments at P.T.O. meetings.</li> <li>Parent workshops</li> </ul>	Building for meetings  Parenting materials <ul style="list-style-type: none"> <li>Title 1- PI, TPA, CI, RS</li> </ul>	May, 2026	PTO President	An organization for parents and teachers to work together to improve the education of students.	January May, 2026	Parents and teachers will work on common projects to improve the school.
Parents will be informed of school activities through weekly newsletters from the teachers, Facebook post and use of the enotes system.	<ul style="list-style-type: none"> <li>Publish weekly newsletters and/or provide weekly behavior sheet.</li> <li>Publish monthly menu.</li> <li>Publish activities of the school in the local newspapers.</li> <li>Community message board to keep community updated on upcoming events.</li> <li>Events Calendar for all campuses on school website</li> </ul>	<ul style="list-style-type: none"> <li>Teachers will publish their weekly newsletter.</li> <li>A menu will be provided.</li> <li>Provide information for district newsletter.</li> </ul>	Paper School Website and/or email <ul style="list-style-type: none"> <li>Title 1- PI, PTS</li> </ul>	May, 2026	Danny Henderson Customer Care committee Rapee Sritiarat Director of Technology	Weekly newsletters and monthly menu will be published. Website will be updated periodically	January May, 2026	The newsletter and/or weekly behavior sheet will be available weekly.

## Campus goal #2: Provide a meaningful and successful Title 1 program within the guidelines of the program.

Performance objective	Strategies to meet objectives	Activities	Resources needed	Time-line	Person Responsible	Expected Results	Date of Review	Evaluation of Review
1. Create an effective Comprehensive Needs Assessment	Evaluate all subgroups for academic achievement using state test. (white, black, Hispanic, multiple ethnic and race, economically disadvantaged, disabilities, ESL and migrant)	Examine STAAR ,MAP and TPRI test results in each subgroup to determine if a subgroup needs more support for success.	STAAR, MAP and TPRI results  Title 1 funds- CAN Local funds	May, 2026	Danny Henderson	STAAR passing rates are 5 points better than state average	Dec, 2025, March, 2026 May, 2026	May, 2026
2. Provide Schoolwide Reform Strategies for reading.	Provide a researched based reading program to the students of most need for improvement.	Provide Reading Recovery skills to the first grade students starting with the lowest performing in reading. Assistance may be given to older students as needed.	Reading Recovery teachers and training.  Title 1 funds- RS Local funds	Sept.- May, 2025-26	Molly Weger and Trish Keck	All students will be reading on grade level by the end of year.	Jan., May, 2026	May, 2026
3. Provide Highly Qualified Staff	Secure and maintain Highly Qualified teachers and aides to support learning.	Conduct annual Highly Qualified Staff survey of certificates and testing. Secure HQ staff to support learning.	Reading Recovery training. Title 1 funds- IHQ Local funds	Oct., 2025	Danny Henderson	All teachers will be highly qualified	Oct., 2025	Oct., 2025
4. Provide High-Quality & Ongoing Prof. Development	Secure high quality and ongoing professional development	Provide the reading recovery teachers ongoing professional development with a reading leader of Reading Recovery.	Reading Recovery training Title 1 funds- PD Local funds	Sept.- May, 2025-26	Molly Weger, Trish Keck and Reading Recovery Leader	Reading Recovery teachers stay trained.	May, 2026	May, 2026
5. Campus will Attract Highly Qualified Teachers	Maintain an excellent reputation for high performing and caring staff toward fellow staff members, students, parents and community.	Achieve distinctions on STAAR ratings and provide a caring culture toward all staff members for support of learning.	Reading Recovery training Title 1 funds- AHQ Local funds	Aug.- June, 2025-26	Molly Weger, Trish Keck and Danny Henderson	No turn over in staff. Strong availability of HQ applicants.	May, 2026	May, 2026
6. Maintain a Parent Involvement	Maintain strong parent involvement with all aspects of the school.	Communicate parents' rights, HQ standing, Campus Report Card, student achievement, Title 1 policies and compact.	Existing polices, rights, compacts Title 1 funds- PI Local funds	Aug.- June, 2025-26	Danny Henderson	Parent surveys will reflect good parent involvement.	May, 2026	May, 2026
7. Provide a good Transition from PK & K to the first grade.	Establish a well-rounded PK & K transition to first grade.	Communicate between PK, K and first grade teachers to build skills need for first grade. Study of TEKS for the three grades and establish a continuum of learning.	TEKS, report cards and expectations. Title 1 funds- PTS Local funds	Aug.- June, 2025-26	Mrs. Prittmann, Mrs. Morrison and Jennifer Sweet	Students will not fall behind in 1 <sup>st</sup> grade.	Sept., 2025	Sept., 2025
8. Teachers will participate in Decision Making Toward Test	Teacher will help make decision regarding test and measures of success for students.	Teachers will examine iStation, benchmark test, STAAR, Study Island, Imagine Math, Fast Math, and MAP test results to establish the amount of success for the students and the campus.	TPRI, benchmark test, MAP, STAAR, Progress Learning, IXL Title 1 Funds- TPA	Aug.- June, 2025-26	Campus Leadership Team	Identify students, subgroups for additional learning opportunities.	May, 2026	May, 2026

9. Effective and Timely Assistance to Students Experiencing Difficulty	Analyze student data to identify student and areas of difficulty. Provide effective learning opportunities to remediate learning.	Identify students will difficulties and areas in the curriculum that need improving. Provide learning activities that will improve learning.	Title 1 funds- SA Local funds	Aug.- June, 2025- 26	Danny Henderson Each classroom teacher	STAAR passing rates are 5 points better than state average	June, 2026	June, 2026
10. Integrate Federal, State, and Local Funds.	Coordinate the use of federal, state and local funds to provide the best learning environment for our students.	Evaluate the funding available combine the funding to assist with financing Reading Recovery program.	Title 1 funds- CI Local funds Title II, part A funds	June, 2026	Danny Henderson Denise Pugh	Will be able to fund Reading Recovery	June, 2026	June, 2026

### Campus goal #3: Campus will be proactive in preventing violence and no serious incident of violence will occur.

Performance objective	Strategies to meet objectives	Activities	Resources needed	Time-line	Person Responsible	Expected Results	Date of Review	Evaluation
Staff awareness of violence	<ul style="list-style-type: none"> <li>• Provide staff and students with bullying information.</li> <li>• Read professional articles on violence prevention.</li> <li>• Communication with law enforcement.</li> <li>• Disbursement of staff on playground and building to observe student behavior.</li> <li>• Crisis Intervention Team CPI Restraint trained</li> <li>• Meet the needs of at-risk students</li> <li>• Surveillance cameras in hallway</li> <li>• Pre-established code system and lock down drills to ensure student safety in case of violent action</li> <li>• Utilize student services counselor for conflict resolution.</li> <li>• Student services counselor should have a referral form for teachers</li> <li>• Maintain List of Sex Offenders</li> <li>• Run Criminal Check on all School Employees</li> </ul>	<ul style="list-style-type: none"> <li>• Information on what to do if a violent action is committed.</li> <li>• Information on how to identify a violent situation.</li> <li>• Training on defusing aggressive behavior.</li> <li>• Workshop on preventing identifying, and diffusing a violent situation</li> <li>• Administration responsible for Current List of Sex Offenders and criminal background checks</li> <li>• Information on bullying.</li> <li>• CPI Training</li> </ul>	<ul style="list-style-type: none"> <li>• Information concerning violence at school.</li> <li>• Community Health Services</li> <li>• Law enforcement</li> <li>• Restraint manual/Documentation form</li> <li>• Drug Recognition</li> <li>• Bullying information</li> <li>• Region 10</li> </ul>	May, 2026	Site Base Committee Safety Committee  <hr/> Crisis Management Team  Funds: Technology Counseling	Staff will be ready to identify and quickly resolve any acts of violence.	August, 2025 January, May, 2026	No incident of violence will occur at school

Student education of violence	<ul style="list-style-type: none"> <li>● Student Code of Conduct as standards for conduct</li> <li>● Validation of emotions</li> <li>● Teach ways to manage anger</li> <li>● Peer Mediations</li> <li>● Identify at-risk behaviors</li> </ul>	<ul style="list-style-type: none"> <li>● Review the Student Code of Conduct of in the Student Handbook</li> <li>● Parents and students will sign that they have read the Student Handbook</li> <li>● Class discussion of emotions and identification of emotions on an emotion chart</li> <li>● Big Brothers &amp; Big Sister mentoring</li> <li>● Peer mediation</li> <li>● Videos and books on anger management, bullies, and what to do.</li> <li>● Teach and discuss appropriate methods to vent anger/stress.</li> <li>● Teach manners</li> <li>● Role play</li> <li>● Rachel's Challenge Program</li> </ul>	<ul style="list-style-type: none"> <li>● Student handbook</li> <li>● Materials needed for Class discussion of stories and plays</li> <li>● Rachel's Challenge program materials</li> <li>● Region 10</li> </ul>	May, 2026	<p>Crisis Management Team</p> <p>Funds: Technology Counseling</p>	Students will not commit a serious act of violence on campus.	August, 2025 January, May, 2026	No serious incident of violence will occur at school
-------------------------------	---	---	---	-----------	---	---	------------------------------------	--

## Campus goal #4: STAAR passing rates are 5 points better than state average for the MATH STAAR test.

Performance objective	Strategies to meet objectives	Activities	Resources needed	Time-line	Person Responsible	Expected Results	Date of Review	Evaluation of Review
Objective 6  Underlying Process and Mathematical Tools	<ul style="list-style-type: none"> <li>Teach steps of problem solving:</li> <li>PK-K teach estimation</li> <li>K-1<sup>st</sup> teach composing as joining together, decomposing as separating</li> <li>1<sup>st</sup>- teach rounding and estimation together</li> <li>2<sup>nd</sup>- use rounding in operations, begin multi-step operations</li> <li>3<sup>rd</sup>- 6<sup>th</sup> teach multi-step operations</li> <li>Alignment meetings</li> <li>Cooperative learning</li> <li>Correlate TEKS to Campus Curriculum</li> <li>Analyze incorrect answers on practice STAAR test</li> <li>Draw line through extra information</li> <li>Teach code words</li> <li>Every year - Reinforce previously introduced material (Review)</li> </ul>	<ul style="list-style-type: none"> <li>The teacher will model listing and visual depiction</li> <li>Students will work in cooperative groups to problem solve by drawing pictures, justifying the strategies, acting out the problem, making a table, working backwards and looking for a pattern.</li> <li>Intervention groups with research-based materials.</li> <li>Before and after school tutoring with target groups (SP. ED., Title 1 &amp; Ec. Disadv.)</li> <li>Students will create their own word problems</li> <li>Mentally construct number sentences when given a number</li> <li>Make generalizations from patterns</li> <li>Interactive Whiteboard activities</li> </ul>	<ul style="list-style-type: none"> <li>Teacher made assessments</li> <li>Number line as visual</li> <li>STAAR Practice</li> <li>STAAR Resources</li> <li>HMH Math Textbook</li> <li>Research-based intervention Materials</li> <li>Fast Math</li> <li>United Streaming</li> <li>SMARTboard</li> <li>IXL</li> <li>Progress Learning</li> <li>MAPS</li> </ul>	May, 2026	Pittman, Tandy, Sweet, - PK-K* Karen Richards, Keck, – 1st*, 2nd* Cooke/Grant/Isom/ Ackermann/Hallford/Arritola/ Burpo/Boyd – 3rd – 6th  <hr/> * grade levels will evaluate on these dates.  Funds: Comp. Ed. GT. Sp. Ed. Budget	STAAR passing rates are 5 points better than state average  Bringing at-risk students from the bottom 10 <sup>th</sup> percentile up to at least the 25 <sup>th</sup> percentile of the class.	Dec., 2025 May 2026 *	Chart growth on: <ul style="list-style-type: none"> <li>PK Local assessment</li> <li>K - 6th grade MAP BOY/EOY Test</li> </ul>
Objective 4  Measurement	<ul style="list-style-type: none"> <li>Teach units of measurement</li> <li>Alignment meetings</li> <li>Cooperative grouping</li> <li>Correlate TEKS to campus curriculum</li> <li>Analyze incorrect answers practice STAAR test</li> <li>Concrete examples</li> <li>Integrate skills with science activities</li> </ul>	<ul style="list-style-type: none"> <li>K and 1<sup>st</sup> grade measure using nonstandard units and standard units</li> <li>Students will work independently and in cooperative groups, measuring objects</li> <li>Intervention groups with research-based materials.</li> <li>Find concrete objects to identify different forms of measurement</li> <li>Use a variety of measurement tools</li> <li>Students will decipher and calculate measurements</li> <li>Describe relationships between different units of measurement</li> <li>Compare and convert two different units of measurement within the same system</li> <li>Interactive whiteboard activities</li> </ul>	<ul style="list-style-type: none"> <li>STAAR Resources</li> <li>Teacher made assessments</li> <li>Number line as visual</li> <li>STAAR Practice</li> <li>Hands on materials</li> <li>HMH Math Textbook</li> <li>Research-based intervention Materials</li> <li>United Streaming</li> <li>IXL</li> <li>Progress Learning</li> <li>Promethian</li> <li>MAPS</li> </ul>	May, 2026	Pittman, Tandy, Sweet, - PK-K* Karen Richards, Keck, – 1st*, 2nd* Cooke/Grant/Isom/ Ackermann/Hallford/Arritola/ Burpo/Boyd – 3rd – 6th  <hr/> * grade levels will evaluate on these dates.  Funds: Comp. Ed. GT. Sp. Ed. Budget	STAAR passing rates are 5 points better than state average  Bringing at-risk students from the bottom 10 <sup>th</sup> percentile up to at least the 25 <sup>th</sup> percentile of the class.	Dec., 2025 May 2026 *	Chart growth on: <ul style="list-style-type: none"> <li>PK Local assessment</li> <li>K - 6th grade MAP BOY/EOY Test</li> </ul>

Objective 2  Demonstrate an understanding of patterns, relationships and algebraic reasoning.	<ul style="list-style-type: none"> <li>• Use concrete examples</li> <li>• Teach units of measurement</li> <li>• Alignment meetings</li> <li>• Cooperative grouping</li> <li>• Correlate TEKS to campus curriculum</li> <li>• Analyze incorrect answers practice STAAR test</li> </ul>	<ul style="list-style-type: none"> <li>• Use concrete objects to make generalizations to determine all possible combinations.</li> <li>• Use lists, charts, tables, and diagrams to find patterns.</li> <li>• Intervention groups with research-based materials.</li> <li>• Identify, extend and create patterns, using numbers, objects, shapes, etc.</li> <li>• Select from and use diagrams and number sentences to represent real life situations.</li> <li>• Match a problem situation with an equation or diagram.</li> <li>• Interactive whiteboard activities</li> </ul>	<ul style="list-style-type: none"> <li>• STAAR Resources</li> <li>• Teacher made assessments</li> <li>• Number line as visual</li> <li>• STAAR Practice</li> <li>• Think Through Math</li> <li>• Math Textbook</li> <li>• Research-based intervention Materials</li> <li>• United Streaming</li> <li>• Promethean</li> <li>• IXL</li> <li>• Progress Learning</li> <li>• MAPS</li> </ul>	May, 2026	Pittman, Tandy, Sweet, - PK-K* Karen Richards, Keck, – 1st*, 2nd* Cooke/Grant/Isom/ Ackermann/Hallford/Arritola/ Burpo/Boyd – 3rd – 6th  <ul style="list-style-type: none"> <li>• <i>* grade levels will evaluate on these dates.</i></li> </ul> <hr/> Funds: Comp. Ed. GT. Sp. Ed. Budget	STAAR passing rates are 5 points better than state average  Bringing at-risk students from the bottom 10 <sup>th</sup> percentile up to at least the 25 <sup>th</sup> percentile of the class.	Dec., 2025 May 2026 *	Chart growth on: <ul style="list-style-type: none"> <li>• PK Local assessment</li> <li>• K - 6th grade MAP BOY/EOY Test</li> </ul>
All Teacher Will Be Highly Qualified	Campus will evaluate for highly qualified teacher and provide assistance to secure that status.	Teacher will be provided study material for testing in the area lacking. Teacher will test in that area the next time the test is offered until passed.	Study material from region center and state	Oct., 2025		All teachers will be highly qualified in all areas.	Dec., 2025 May, 2026	All teachers will be highly qualified.



## Campus goal #5: STAAR passing rates are 5 points better than state average for the READING STAAR test.

Performance objective	Strategies to meet objectives	Activities	Resources needed	Timeline	Person Responsible Financial Sources	Expected Results	Date of Review	Evaluation of Review
Objective 1  Basic Understanding of culturally diverse text.	<ul style="list-style-type: none"> <li>Ensure student is reading on proper level.</li> <li>Define main idea</li> <li>Identify implied and stated facts in story.</li> <li>Paraphrase major details of story.</li> <li>Use context clues &amp; word derivatives to understand vocabulary</li> <li>Relate new vocabulary to real world; make voc. meaningful to student and link to their own personal experiences</li> <li>Reading Recovery strategies</li> </ul>	<ul style="list-style-type: none"> <li>Determine reading level using SRI Lexile testing and running records.</li> <li>Use tally method for single paragraph.</li> <li>Integrate reading and writing.</li> <li>Main idea graphic organizer 3<sup>rd</sup>- 6<sup>th</sup></li> <li>Use Power Writing to relate main idea &amp; details</li> <li>Chart activities to teach main idea in PK-K.</li> <li>Retell events PK-6</li> <li>Power Performance</li> <li>Computer Software</li> <li>Novels- group discussion on main idea.</li> <li>Word Wall</li> <li>Story Mapping</li> <li>Listening Corner</li> <li>Research topics using a variety of resources</li> <li>Teach affixes and derivatives</li> <li>Cloze activities</li> <li>Reading Counts – Use provided standardized goal chart for grades K-6.</li> <li>Tutoring</li> <li>Teacher Games</li> <li>Vocabulary index cards/boxes</li> <li>Incorporate vocabulary into morning announcements and P.E. activities</li> <li>Create scenarios to embed vocabulary meaning – visual in the student’s mind.</li> <li>Bulletin board/posters to promote vocabulary development.</li> <li>Reading Recovery</li> <li>Smartboard Lessons</li> <li>MAP Testing</li> <li>“Cardinal Time” intervention</li> </ul>	<ul style="list-style-type: none"> <li>Computer</li> <li>STAAR books               <ul style="list-style-type: none"> <li>Power Performance Computer Software</li> </ul> </li> <li>Kamico STAAR</li> <li>STAAR Coach</li> <li>STAAR Master</li> <li>Graphic organizer</li> <li>Reading Inventory for 3<sup>rd</sup>- 6<sup>th</sup> grade</li> <li>TPRI K-3rd</li> <li>Update book list</li> <li>Novel 4-6</li> <li>Cassette player tapes</li> <li>Trade books</li> <li>Reading Counts</li> <li>Intervention groups with research-based materials.</li> <li>Reading Recovery</li> <li>Reading Counts grade level chart for each teacher.</li> <li>SMARTboard</li> <li>Designing a Test with STAAR Quality</li> <li>United Streaming</li> <li>Brainpop</li> <li>I Station</li> <li>Map Testing</li> <li>IXL</li> <li>Progress Learning</li> </ul>	May 2026	Pittman, Tandy, Sweet, - PK- K* Karen Richards, Keck, – 1st*, 2nd* Cooke/Grant/Isom/ Ackermann/Hallford/Arri tola/Burpo/Boyd – 3rd – 6th  Molly Weger, Joyce Maxwell - interventionists  Funds: Title 1-CNA, RS, IHQ, AHQ, SA, CI Comp. Ed. GT Sp. Ed. Local PTO	STAAR passing rates are 5 points better than state average  Bringing at-risk students from the bottom 10 <sup>th</sup> percentile up to at least the 25 <sup>th</sup> percentile of the class.	Dec., 2025 May 2026*	Chart growth on: <ul style="list-style-type: none"> <li>PK Local assessment</li> <li>K - 6th grade MAP</li> <li>BOY/EOY Test</li> </ul>

Objective 3  Using strategies to analyze	<ul style="list-style-type: none"> <li>Identify author's purpose &amp; point of view</li> <li>Be familiar with the distinctive features of genres.</li> <li>Comprehend cause and effect, sequence, and compare/contrast in a selection</li> <li>Represent text through outlines, timelines, graphic organizers.</li> <li>Reading Recovery strategies</li> </ul>	<ul style="list-style-type: none"> <li>Role playing with emotions</li> <li>Use poetry, plays, and prose</li> <li>Use cartoon strips for sequence</li> <li>Use show and tell time</li> <li>Paired reading and discussion</li> <li>Performance Power Software</li> <li>Tutoring</li> <li>Teacher Games</li> <li>Poetry readings to increase fluency</li> <li>Reader's Theatre</li> <li>Use state standard fluency rates chart for evaluation of fluency</li> <li>Maintain resource notebook with notes detailing various strategies to use.</li> <li>Use anticipation guides before reading to set a purpose for reading.</li> <li>Reading Recovery</li> <li>MAP Testing</li> <li>"Cardinal Time" intervention</li> </ul>	<ul style="list-style-type: none"> <li>Newspapers</li> <li>Released STAAR test</li> <li>Performance Power Software</li> <li>Poetry Books</li> <li>Periodicals</li> <li>Novel Ties</li> <li>Trade books</li> <li>Fluency poetry</li> <li>State standards for fluency rate</li> <li>Intervention groups with research-based materials</li> <li>SMARTboard</li> <li>United Streaming</li> <li>Brainpop</li> <li>MAP Testing</li> <li>IXL</li> <li>Progress Learning</li> </ul>	May 2026	<p>Pittman, Tandy, Sweet, - PK- K*</p> <p>Karen Richards, Keck, - 1st*, 2nd*</p> <p>Cooke/Grant/Isom/Ackermann/Hallford/Arriola/Burpo/Boyd – 3rd – 6th</p> <p>Molly Weger, Joyce Maxwell - interventionists</p> <p>Funds: Title I-CNA, RS, IHQ, AHQ, SA, CI Comp. Ed. GT Sp. Ed. Local PTO</p>	<p>STAAR passing rates are 5 points better than state average</p> <p>Bringing at-risk students from the bottom 10<sup>th</sup> percentile up to the 25<sup>th</sup> percentile of the class.</p>	Dec., 2025 May 2026*	<p>Chart growth on:</p> <ul style="list-style-type: none"> <li>PK Local assessment</li> <li>K - 6th grade MAP BOY/EOY Test</li> </ul>

Objective 4  Apply Critical Thinking Skills	<ul style="list-style-type: none"> <li>● Draw inferences supported by text.</li> <li>● Distinguish fact and opinion</li> <li>● Relate text to personal knowledge or experience</li> <li>● Connect, compare, and contrast ideas across text</li> <li>● Analyze characteristics of different genres and recognize author's organizational strategies</li> <li>● Model critical thinking skills to students.</li> <li>● Reading Recovery strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic organizing</li> <li>● Webbing</li> <li>● Story mapping</li> <li>● Taped Stories</li> <li>● Retell events</li> <li>● Oral and written exercises in following directions</li> <li>● Classroom routine</li> <li>● Oral Discussion of story structure, recognize plot and analyze</li> <li>● Cut-up stories, cartoons, etc.</li> <li>● Illustrate story elements and sort words and phrases from the story</li> <li>● Rewrite/ retell story using illustration</li> <li>● Tutoring</li> <li>● Teacher Games</li> <li>● Teacher developed scenarios with phrases such as, "Oh, that won't work, let's try..."</li> <li>● Provide "Think-Aloud Strategy.</li> <li>● Reading Recovery</li> <li>● MAP Testing</li> <li>● "Cardinal Time" intervention</li> </ul>	<ul style="list-style-type: none"> <li>● Literature</li> <li>● Nursery Rhymes</li> <li>● Maps</li> <li>● Graphs</li> <li>● Timelines</li> <li>● Tables</li> <li>● Performance Power</li> <li>● Released STAAR test</li> <li>● Trade books</li> <li>● Computers</li> <li>● Comic books</li> <li>● Intervention groups with research-based materials.</li> <li>● Reading Recovery</li> <li>● SMART-board</li> <li>● Brainpop</li> <li>● United Streaming Study material; from Region center and state.</li> <li>● MAP Testing</li> <li>● IXL</li> <li>● Progress Learning</li> </ul>	May 2026	<p>Pittman, Tandy, Sweet, - PK- K*</p> <p>Karen Richards, Keck, - 1st*, 2nd*</p> <p>Cooke/Grant/Isom/Ackermann/Hallford/Arriola/Burpo/Boyd – 3rd – 6th</p> <p>Molly Weger, Joyce Maxwell - interventionists</p> <p>Title 1-CNA, RS, IHQ, AHQ, SA, CI Comp. Ed. GT Sp. Ed. Local PTO</p>	<p>STAAR passing rates are 5 points better than state average</p> <p>Bringing at-risk students from the bottom 10<sup>th</sup> percentile up to the 25<sup>th</sup> percentile of the class.</p>	Dec., 2025 May 2026 *	<p>Chart growth on:</p> <ul style="list-style-type: none"> <li>● PK Local assessment</li> <li>● K - 6th grade MAP BOY/EOY Test</li> </ul>
All Teachers Will Be Highly Qualified	Campus will evaluate for highly qualified teacher and provide assistance to secure that status.	Teacher will be provided study material for testing in the area lacking. Teacher will test in that area the next time the test is offered until passed.		Oct. , 2025	Principal	All teachers will be highly qualified in all core areas.	Dec., 2025 May, 2026	All teachers will be highly qualified.

Objective 5 Written Composition	<ul style="list-style-type: none"> <li>PK-K will dictate stories and use temporary spelling to state the main idea.</li> <li>1-6 Grades will write compositions that will develop, support and elaborate central idea.</li> <li>Introduce all 4 modes of writing from beginning to end into writing.</li> <li>Incorporate Power Writing and/or Six Trait strategies to hit obj. 1-3 for 4th – 6th grade.</li> <li>4-6th grade will learn to incorporate “voice” and “tone” into compositions and story telling</li> <li>Distinguish expository writing from narrative writing</li> </ul>	<ul style="list-style-type: none"> <li>Students will observe teacher modeling of the 6 writing traits.</li> <li>Practice quick writing with open ended prompts.</li> <li>Revise a written composition from a score of 1 to 8.</li> <li>Use DOL and make connections to student writing in order to improve conventions.</li> <li>Tall Tales - Have students create their own and have another student to finish it.</li> <li>Play the editor with their own writing complete with hats</li> <li>Make up a new ending to fairy tales</li> <li>Incorporating “Rock” words that add weight to their writing</li> <li>Daily Journals and share with the class</li> <li>Word walls</li> <li>Integrate literature into writing.</li> <li>Pen Pals</li> <li>Interactive White Board activities</li> <li>Reading newspapers, more fact based books</li> </ul>	<ul style="list-style-type: none"> <li>STAAR workshops</li> <li>Kamico Practice</li> <li>Power Writing</li> <li>6 Traits of Writing Resource book</li> <li>Ralph Fletcher</li> <li>Journal writing</li> <li>DOL</li> <li>Smartboard</li> <li>Newspapers and nonfiction books</li> </ul>	May, 2026	Pittman, Tandy, Sweet, - PK- K* Karen Richards, Keck, – 1st*, 2nd* Cooke/Grant/Isom/Ackermann/Hallford/Arriola/Burpo/Boyd – 3rd – 6th . Funds: Title 1 Comp. Ed. GT Sp. Ed. Budget	Students will be able to score a 3 or above on the STAAR writing.  STAAR passing rates are 5 points better than state average	Dec., 2025 May 2026*	* PK-K will report a score on a verbal composition rating from 0 to 8 for each student each semester.  1st – 6th grade will report score on a written composition from 1-8 each 12 weeks.
---------------------------------------	--	---	---	-----------	---	---	-------------------------	---

**Campus goal #6: STAAR passing rates are 5 points better than state average for the SCIENCE STAAR test.**

Performance Objectives	Strategies to meet objectives	Activities	Resources needed	Time-line	Person Responsible	Expected Results	Date of Review	Evaluation of Review
Staff awareness of Science TEKS	<ul style="list-style-type: none"> <li>Use science scope and sequence</li> <li>In-service over the TEKS, highly missed STAAR questions</li> <li>Use of the Scientific Method</li> <li>Identify safety issues in Science</li> <li>Correlate Science with other subjects</li> <li>Utilize Science Internet Newsletter</li> </ul>	<ul style="list-style-type: none"> <li>Workshops on TEKS, scope and sequence</li> <li>Observe other science teachers</li> <li>Use community resource persons</li> <li>Evaluate the equipment and supply needs</li> <li>View media clips/videos</li> <li>Interactive whiteboards</li> <li>Hands-on Lab Experiments</li> <li>Science MAP testing for 4<sup>th</sup> and 5<sup>th</sup> grade</li> </ul>	<ul style="list-style-type: none"> <li>Region X</li> <li>Science Select</li> <li>Catalog companies</li> <li>State Approved Science Curriculum</li> <li>Science manipulatives</li> <li>United Streaming</li> <li>Brain Pop</li> <li>Sciencesaurus</li> </ul>	May, 2026	Kelli Ackermann ----- Funds: Budget PTO funds	All grade level TEKS will be taught  STAAR passing rates are 5 points better than state average  Bringing at-risk students from the bottom 10 <sup>th</sup> percentile up to at least the 25 <sup>th</sup>	Dec., 2025 May 2026*	<ul style="list-style-type: none"> <li>Lesson plans will reflect the teaching of all the science TEKS</li> <li>Lesson plans will be applicable to real life situations</li> </ul>

			<ul style="list-style-type: none"> <li>SMART Board</li> <li>MAP Testing</li> <li>Science Penguin</li> </ul>			percentile of the class.		
Students will be able to master Earth, Physical, and Life Science – TEKS	<ul style="list-style-type: none"> <li>Benchmark testing</li> <li>Students will be able to master the Earth, Physical, and Life Science TEKS</li> <li>Reading Recovery strategies</li> </ul>	<ul style="list-style-type: none"> <li>Expose students to all the TEKS at each grade level</li> <li>Include science as part of the reading selections</li> <li>Mastery of the scientific method</li> <li>Stress science safety</li> <li>Activities from outside resources</li> <li>Use community resource people to enrich and inform students of career-related science fields.</li> <li>Periodicals</li> <li>Science experiments</li> <li>Assembly with science concepts</li> <li>Use of technology</li> <li>Hands-on activities</li> <li>Reading Recovery- read scientific words</li> <li>Out of class field experiences</li> <li>Virtual Field trips</li> <li>Interactive whiteboards</li> <li>Current events in newspapers</li> <li>Web-based research sites</li> <li>Science MAP testing for 4<sup>th</sup> and 5<sup>th</sup> grade</li> </ul> <p>Teacher will be provided study material for testing in the area lacking. Teacher will test in that area the next time the test is offered until passed.</p>	<ul style="list-style-type: none"> <li>Textbook</li> <li>TEKS</li> <li>Workshops</li> <li>Internet</li> <li>Workbooks</li> <li>Brain Pop</li> <li>United Streaming</li> <li>Sciencesaurus</li> <li>Videos</li> <li>Experiments</li> <li>Models</li> <li>Reading Recovery</li> <li>SMART Board</li> <li>Hands-on Activities</li> <li>MAP testing</li> <li>Science Penguin</li> </ul>	May, 2026	<p>Kelli Ackermann</p> <p>-----</p> <p>Funds: Budget PTO Funds Title 1-CNA, RS, IHQ, AHQ, SA, CI</p>	<p>All grade will learn level TEKS</p> <p>STAAR passing rates are 5 points better than state average</p> <p>Bringing at-risk students from the bottom 10<sup>th</sup> percentile up to at least the 25<sup>th</sup> percentile of the class.</p>	Dec., 2025 May 2026*	<ul style="list-style-type: none"> <li>Lesson plans will reflect the teaching of all the science TEKS</li> <li>Lesson plans will be applicable to real life situations</li> </ul>
All Teachers Will Be Highly Qualified	Campus will evaluate for highly qualified teacher and provide assistance to secure that status.		Study material from region center and state.	Oct., 2025	Principal	All teachers will be highly qualified in all core areas.	Dec., 2025 May, 2026	All teachers will be highly qualified.