



## SAVOY ELEMENTARY CAMPUS IMPROVEMENT PLAN 2023-2024

**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<br><br>Classroom volunteer sign-in log <ul style="list-style-type: none"> <li>Title 1-PI, PTS, CI</li> </ul> | May, 2024 | Site Base Committee   | Volunteers will increase to a minimum of 15.  | January May, 2024         | 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<br><br>Parenting materials <ul style="list-style-type: none"> <li>Title 1- PI, TPA, CI, RS</li> </ul>   | May, 2024 | PTO President   | An organization for parents and teachers to work together to improve the education of students. | January May, 2024         | 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, 2024 | Danny Henderson<br>Customer Care committee<br>Rapee Sritiarat<br>Director of Technology | Weekly newsletters and monthly menu will be published. Website will be updated periodically     | January 2024<br>May, 2024 | 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 and TPRI test results in each subgroup to determine if a subgroup needs more support for success.  | STAAR and TPRI results<br><br>Title 1 funds- CAN<br>Local funds                                | May, 2024           | Danny Henderson                                     | 100% passing rate in each subgroup<br><br>Released test will benchmark the students in Nov. and Feb. | Dec, 2023, March, 2023<br>May, 2024 | May, 2024            |
| 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.<br><br>Title 1 funds- RS<br>Local funds                | Sept.- May, 2023-24 | Molly Weger and Trish Keck                          | All students will be reading on grade level by the end of year.                                      | Jan., 2023, May, 2024               | May, 2024            |
| 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.<br>Title 1 funds- IHQ<br>Local funds                                | Oct., 2023          | Danny Henderson                                     | All teachers will be highly qualified  | Oct., 2023                          | Oct., 2023           |
| 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<br>Title 1 funds- PD<br>Local funds                                  | Sept.- May, 2023-24 | Molly Weger, Trish Keck and Reading Recovery Leader | Reading Recovery teachers stay trained.  | May, 2024                           | May, 2024            |
| 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<br>Title 1 funds- AHQ<br>Local funds                                 | Aug.- June, 2023-24 | Molly Weger, Trish Keck and Danny Henderson         | No turn over in staff. Strong availability of HQ applicants.   | May, 2024                           | May, 2024            |
| 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<br>Title 1 funds- PI<br>Local funds                         | Aug.- June, 2023-24 | Danny Henderson                                     | Parent surveys will reflect good parent involvement.   | May, 2024                           | May, 2024            |
| 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.<br>Title 1 funds- PTS<br>Local funds                      | Aug.- June, 2023-24 | Mrs. Prittman, Mrs. Morrison and Jennifer Sweet     | Students will not fail behind in 1 <sup>st</sup> grade.  | Sept., 2023                         | Sept., 2023          |
| 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, STAAR, Study Island, Think Through Math, Fast Math<br>Title 1 Funds- TPA | Aug.- June, 2023-24 | Campus Leadership Team                              | Identify students, subgroups for additional learning opportunities.                                  | May, 2024                           | May, 2024            |

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| 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<br>Local funds                           | Aug.-<br>June,<br>2023-<br>24 | Danny Henderson<br>Each classroom teacher | All students will pass state assessments. | June, 2024 | June,<br>2024 |
| 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<br>Local funds<br>Title II, part A funds | June,<br>2024                 | Danny Henderson<br>Denise Pugh            | Will be able to fund Reading Recovery     | June, 2024 | June,<br>2024 |

### 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, 2024 | Site Base Committee<br>Safety Committee<br><br>Crisis Management Team<br><br>Funds:<br>Technology<br>Counseling | Staff will be ready to identify and quickly resolve any acts of violence. | August, 2023<br>January, May, 2024 | No incident of violence will occur at school |

|                                      |   |   |   |                  |   |  |  |   |
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| <p>Student education of violence</p> | <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> | <p>May, 2024</p> | <p>Crisis Management Team</p> <p>Funds:<br/>Technology<br/>Counseling</p> | <p>Students will not commit a serious act of violence on campus.</p> | <p>August, 2023<br/>January, May, 2024</p> | <p>No serious incident of violence will occur at school</p> |
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## Campus goal #4: 100% of the students will pass 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<br><br>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>Think Through Math</li> <li>Education Galaxy</li> <li>MAPS</li> </ul>          | May, 2024 | Pittman , Sweet, - PK- K*<br>Karen Richards, Keck, Morrison Reynolds, – 1 <sup>st</sup> *, 2 <sup>nd</sup> *<br>Cooke/Grant/Isom/<br>Fannin/Boyd/Hallford/Henderson/Burpo – 3rd – 6th<br><br><ul style="list-style-type: none"> <li><i>* grade levels will evaluate on these dates.</i></li> </ul> Funds:<br>Comp. Ed.<br>GT.<br>Sp. Ed.<br>Budget | “Meet standards” on the STAAR 100% or more passing the test.<br><br>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., 2023<br>May 2024 * | Chart growth on:<br><ul style="list-style-type: none"> <li>PK Local assessment</li> <li>K - 6th grade MAP BOY/EOY Test</li> </ul> |
| Objective 4<br><br>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>Think Through Math</li> <li>Promethian</li> <li>Education Galaxy</li> <li>MAPS</li> </ul> | May, 2024 | Pittman , Sweet, - PK- K*<br>Karen Richards, Keck, Morrison Reynolds, – 1 <sup>st</sup> *, 2 <sup>nd</sup> *<br>Cooke/Grant/Isom/<br>Fannin/Boyd/Hallford/Henderson/Burpo – 3rd – 6th<br><br><ul style="list-style-type: none"> <li><i>* grade levels will evaluate on these dates.</i></li> </ul> Funds:<br>Comp. Ed.<br>GT.<br>Sp. Ed.<br>Budget | “Meet standards” on the STAAR- 100% or more passing the test.<br><br>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., 2023<br>May 2024 * | Chart growth on:<br><ul style="list-style-type: none"> <li>PK Local assessment</li> <li>K - 6th grade MAP BOY/EOY Test</li> </ul> |

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| <p>Objective 2</p> <p>Demonstrate an understanding of patterns, relationships and algebraic reasoning.</p> | <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>• Education Galaxy</li> <li>• MAPS</li> </ul> | <p>May, 2024</p>  | <p>Pittman , Sweet, - PK- K*<br/>         Karen Richards, Keck,<br/>         Morrison Reynolds, – 1<sup>st</sup>,<br/>         2<sup>nd</sup>*<br/>         Cooke/Grant/Isom/<br/>         Fannin/Boyd/Hallford/Hender<br/>         son/Burpo – 3rd – 6th</p> <hr/> <ul style="list-style-type: none"> <li>• <i>* grade levels will evaluate on these dates.</i></li> </ul> <p>Funds:<br/>         Comp. Ed.<br/>         GT.<br/>         Sp. Ed.<br/>         Budget</p> | <p>“Meet standards” on the STAAR-100% or more passing the test.</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> | <p>Dec., 2023<br/>         May 2024 *</p> | <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> |
| <p>All Teacher Will Be Highly Qualified</p>  | <p>Campus will evaluate for highly qualified teacher and provide assistance to secure that status.</p>  | <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>   | <p>Study material from region center and state</p>   | <p>Oct., 2023</p> |  | <p>All teachers will be highly qualified in all areas.</p>  | <p>Dec., 2023<br/>         May, 2024</p>  | <p>All teachers will be highly qualified.</p>   |

## Campus goal #5: 100% of the students will pass the READING/WRITING STAAR test.

| Performance objective  | Strategies to meet objectives  | Activities  | Resources needed   | Timeline | Person Responsible<br>Financial Sources   | Expected Results  | Date of Review          | Evaluation of Review   |
|--|--|---|--|----------|---|---|-------------------------|--|
| Objective 1<br><br>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 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>Education Galaxy</li> </ul> | May 2024 | Pittman , Sweet, - PK-K*<br>Karen Richards, Keck, Morrison Reynolds, – 1 <sup>st</sup> , 2 <sup>nd</sup> *<br>*<br>Cooke/Grant/Isom/ Fannin/Boyd/Hallford/Henderson/Burpo – 3 <sup>rd</sup> – 6 <sup>th</sup><br><br>Molly Weger, Joyce Maxwell - interventionists<br><br>Funds:<br>Title 1-CNA, RS, IHQ, AHQ, SA, CI<br>Comp. Ed.<br>GT<br>Sp. Ed.<br>Local<br>PTO | “Met Standard” on the STAAR- 100% or more passing the test.<br><br>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., 2023<br>May 2024* | Chart growth on: <ul style="list-style-type: none"> <li>PK Local assessment</li> <li>K - 6th grade MAP BOY/EOY Test</li> </ul> |

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|--|---|---|---|-----------------|--|--|----------------------------------|---|
| <p>Objective 3</p> <p>Using strategies to analyze</p>    | <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>Education Galaxy</li> </ul> | <p>May 2024</p> | <p>Pittman , Sweet, - PK-K*<br/>Karen Richards, Keck, Morrison Reynolds, – 1<sup>st</sup>*, 2<sup>nd</sup>*<br/>Cooke/Grant/Isom/ Fannin/Boyd/Hallford/Henderson/Burpo – 3rd – 6th</p> <p>Molly Weger, Joyce Maxwell - interventionists</p> <p>Funds:<br/>Title 1-CNA, RS, IHQ, AHQ, SA, CI<br/>Comp. Ed.<br/>GT<br/>Sp. Ed.<br/>Local<br/>PTO</p> | <p>"Met Standard" on the STAAR-100% or more passing the test.</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> | <p>Dec., 2023<br/>May 2024*</p>  | <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> |
| <p>Objective 4</p> <p>Apply Critical Thinking Skills</p> | <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> </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</li> </ul>                                       | <p>May 2024</p> | <p>Pittman , Sweet, - PK-K*<br/>Karen Richards, Keck, Morrison Reynolds, – 1<sup>st</sup>*, 2<sup>nd</sup>*<br/>Cooke/Grant/Isom/ Fannin/Boyd/Hallford/Henderson/Burpo – 3rd – 6th</p> <p>Molly Weger, Joyce Maxwell - interventionists</p> <p>Title 1-CNA, RS, IHQ, AHQ, SA, CI<br/>Comp. Ed.<br/>GT<br/>Sp. Ed.<br/>Local<br/>PTO</p>            | <p>"Met Standard" on the STAAR-100% or more passing the test.</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> | <p>Dec., 2023<br/>May 2024 *</p> | <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> |

|                                       |  |   |   |             |  |  |                         |  |
|---------------------------------------|--|---|---|-------------|--|--|-------------------------|--|
|                                       |  | <ul style="list-style-type: none"> <li>MAP Testing</li> <li>“Cardinal Time” intervention</li> </ul>   | <p>Streaming Study material; from Region center and state.</p> <ul style="list-style-type: none"> <li>MAP Testing</li> <li>Education Galaxy</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. , 2023 | Principal  | All teachers will be highly qualified in all core areas.   | Dec., 2023<br>May, 2024 | 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. <ul style="list-style-type: none"> <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> </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, 2024   | <p>Allen, Sweet, - PK- K*<br/>Karen Richards, Keck, Morrison Reynolds, – 1st*, 2nd*<br/>Cooke/Grant/Isom/<br/>Abbott/Feagan/Hallford/<br/>Henderson/Boyd – 3rd – 6th</p> <p>Funds:<br/>Title 1<br/>Comp. Ed.<br/>GT<br/>Sp. Ed.<br/>Budget</p> | <p>Students will be able to score a 3 or above on the STAAR writing.</p> <p>100% will pass the STAAR in 4th grade.</p> | Dec., 2023<br>May 2024* | <p>* PK-K will report a score on a verbal composition rating from 0 to 8 for each student each semester.</p> <p>1st – 6th grade will report score on a written composition from 1-8 each 12 weeks.</p> |

## Campus goal #6: 100% of the students will pass 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> <li>SMART Board</li> <li>MAP Testing</li> <li>Stemscopes</li> </ul>  | May, 2024 | Danielle Fannin<br>-----<br>Funds:<br>Budget<br>PTO funds                                      | <p>All grade level TEKS will be taught</p> <p>Meet standards-100% or more passing the STAAR test.</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., 2023<br>May 2024* | <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> |
| 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> | <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>Stemscopes</li> </ul> | May, 2023 | Danielle Fannin<br>-----<br>Funds:<br>Budget<br>PTO Funds<br>Title 1-CNA, RS, IHQ, AHQ, SA, CI | <p>All grade will learn level TEKS</p> <p>Meet standards-100% or more passing the STAAR test.</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., 2023<br>May 2024* | <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> |

|  |  |  |   |                   |                  |   |                                 |   |
|--|--|--|---|-------------------|------------------|---|---------------------------------|---|
| <p>All Teachers Will Be Highly Qualified</p> | <p>Campus will evaluate for highly qualified teacher and provide assistance to secure that status.</p> | <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> | <p>Study material from region center and state.</p> | <p>Oct., 2023</p> | <p>Principal</p> | <p>All teachers will be highly qualified in all core areas.</p> | <p>Dec., 2023<br/>May, 2024</p> | <p>All teachers will be highly qualified.</p> |
|--|--|--|---|-------------------|------------------|---|---------------------------------|---|