Scurry Rosser Independent School District

Scurry-Rosser Elementary

2018-2020 Campus Improvement Plan

Accountability Rating: Met Standard

Mission Statement

Our purpose is to enable students to pursue excellence, to be competitive in the workplace and in institutions of higher learning, and to make sound, informed, ethical decisions both now and during their future lives.

Vision

At Scurry-Rosser Elementary School we want...

To: Make a difference in the lives of our students by helping them feel loved and secured, while also growing them emotionally and academically.

In a way that:

*values each child as a unique individual

*helps students exhibit pride and a positive attitude

*creates compassionate and caring children who are respectful

*helps students gain self confidence and become independent learners who are excited about learning

*allows our students to be curious, imaginative, and creative

*develops our students into readers/thinkers/writers/problem solvers

*guides all students to be SUCCESSFUL

So that: All students are able to receive a valuable and meaningful eduction that will enable them to ACHIEVE EXCELLENCE and reach their full potential in life.

Comprehensive Needs Assessment

Revised/Approved: October 31, 2018

Demographics

Demographics Summary

Scurry-Rosser Elementary, a Title 1 campus, is the only elementary school in Scurry-Rosser ISD.   Although this improvement plan focuses on 2018-2020, the demographic data reflects information available in July 2018. Scurry-Rosser Elementary School is comprised of PreK through third grade with a total campus enrollment of 315 students. In PreK we have 18 students, kindergarten we have 65 students, first grade we have 76 students, second grade we have 77 students, and in third grade we have 76 students. Our average PreK class size is 9 students, first grade is 19 students, second grade is 19 students, and third grade is 19 students. Ethnically, our student distribution is composed of 1.3% African American, 14.5% Hispanic, 82.2% White, 0.3% American Indian, and 1.3% of our students are two or more races. The primary language spoken on our campus is English. Our student population is 51.2% is economically disadvantaged. Among our student population, 6.8% are English Language Learners, and 24.5% of our students are considered At-Risk. At Scurry-Rosser Elementary, 7.9% of our students are in Special Education and 1.7% are identified as Gifted and Talented. For the 17-18 school year 1.9% of our students were considered homeless. The average mobility rate is at 14.6%. Our average attendance rate was 96.71% for the year.

Scurry-Rosser Independent School District is a 3A district with three campuses; Scurry-Rosser Elementary, Scurry-Rosser Middle School, and Scurry-Rosser High School. At the Elementary School, we enjoy overall great parent support as well as a very active PTO. Additionally, we reside in a rural community that strongly and actively supports the district.

Demographics Strengths

- Teacher to student class ratio is lower than state average
- Attendance rate is higher than state average
- Percentage of Hispanic students "Approaching Grade Level" or above on STAAR increased from 75% to 78% in math.
- Percentage of White students at "Approaching Grade Level" or above on STAAR increased from 78% to 91% in reading and from 83% to 88% in math.
- Percentage of Economically Disadvantaged students at "Approaching Grade Level" or above on STAAR increased from 70% to 81% in reading and from 73% to 83% in math.

Problem Statements Identifying Demographics Needs

Problem Statement 1: SPED students in third grade have a 50% passing rate for STAAR Reading and for STAAR Math. **Root Cause**: These students have many needs and gaps, which are not completely met by third grade. Some of the students also have other needs besides intellectual, such as emotional and psychological. The test is very stressful for them, which impacts their performance.

Problem Statement 2: Our Hispanic population is increasing yearly at Scurry-Rosser Elementary. The data on STAAR shows a decrease in scores. The percentage of Hispanic students performing at "Approaching Grade Level" or above in reading dropped from 75% to 67% and in math increased from 75% to 78%. The percentage of Hispanic students performing successfully on STAAR is lower compared to other ethic groups. **Root Cause**: With our population of Hispanic students growing, it is difficult for classroom teachers to meet all their language needs in the classroom on a daily basis. We do not have an ESL teacher who specializes in this area. Another cause is the Hispanic students we are receiving are less proficient in the English language, and we do not have a bilingual program to support their language needs.

Student Achievement

Student Achievement Summary

All schools in Texas must meet standards set in state accountability areas. According to Axiom data, Scurry Rosser Elementary met standards in all areas.

- Domain 1: Student Achievement: Scaled Score 78
- Domain 2A: Academic Growth: Scaled Score 50
- Domain 2B: Relative Performance: Scaled Score 80
- Domain 3: Closing the Gaps: Scaled Score 61

Overall Score: 74

As a result of these scores, Scurry Rosser Elementary received a 2018 Texas Accountabliity **Met Standard** rating.

On the 2018 STAAR, the following scores for third grade show the percentage of *Approaches Grade Level:*

- Reading- 87%
- Math- 87%

An in-depth study of data from various sources reveals the following:

- STAAR results indicate that more students are passing at the "Approaches Grade Level" than the last 2 years. However, the "Meets" and "Masters" percentages are not at a satisfactory rate.
- ELL student results indicate we are maintaining their achievement in Math (78%) as measured by STAAR.
- White student results indicate we are improving their achievements in the areas of Reading (91%) and Math (88%) as measured by STAAR.
- Economically Disadvantaged students' STAAR data indicates improvement in their achievements.
- End of Year DRAs indicates the following are on grade level: Kindergarten (71%), First Grade (87%), Second Grade (84%)
- End of Year TPRIs indicates the following are developed: Kindergarten (72%), First Grade (88%), Second Grade (87%)
- To address the gaps in performance from the data presented, these students will be targeted for intervention and the RTI committee will be intentional in addressing the data and student needs.

Student Achievement Strengths

- 81% of our kindergarten, first, and second grade students are reading at or above grade level.
- 82% of our kindergarten, first, and second grade students are developed on TPRI.
- Data for second grade show that almost 90% of the students are grade level ready.
- Students in third grade showed a 12% gain as measured by STAAR reading at the "Approaches Grade Level."
- Students in third grade showed a 7% gain as measured by STAAR math at the "Approaches Grade Level."
- Students progressed on DRA from beginning of the year to the end of the year in all grade levels as noted in the following data results.

1. Kindergarten progressed from 28% reading on grade level at the beginning of the year to 71% at end of year (43% growth).
2. First grade progressed from 65% reading on grade level at the beginning of the year to 87% at the end of year (22% growth).
3. Second grade progressed from 82% reading on grade level at the beginninf of the year to 84% at the end of year (2% growth).

- Students progressed on TPRI from beginninf of year to end of year in all grade levels as noted in the following data results.

1. Kindergarten progressed from 23% developed on TPRI at the beginning of the year to 72% developed at the end of the year (49% growth).
2. First grade progressed from 54% developed on TPRI at the beginning of the year to 88% developed at the end of the year (34% growth).
3. Second grade progressed from 46% developed on TPRI at the beginninf of the year to 87% developed at the end of the year (41% growth).

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Kindergarten data shows that nearly 30% of the students are not academically ready for first grade in the area of reading. **Root Cause**: We had a new teacher to kindergarten on the team, and this year was a struggle for her to grasp the teaching for kindergarten. More than half of her students performed "still developing" at the end of the year. Therefore, the data as a whole is not necessarily reflective of all the teachers. This teacher will be provided extra assistance next year in the area of management and instruction.

Problem Statement 2: The STAAR data for third grade Reading and Math indicates that although 87% of the students are at "Approaches Grade Level," the percentages for "Meets" and "Masters" in both subjects is at a low rate. **Root Cause**: Planning for instruction tends to focus more on the struggling students, neglecting trying to advance higher students. Some teachers' instruction. as far as questioning, high expectations, student work, developing independent thinkers, etc. is more at the lower/average level. Rigor needs to be increased in the classroom as well as teaching our students to be independent problem solvers.

School Culture and Climate

School Culture and Climate Summary

Scurry-Rosser Elementary has an active PTO program. The team of parents and teachers meet monthly to discuss school needs, activities, and how to assist the teachers and students. Parents are involved in our school when there are school events and community nights. Scurry-Rosser Elementary has several programs to highlight students. They are as follows:

- Student of the Week (announced at Friday night varsity football games)
- Student of the Month
- PAWS assemblies at the end of each nine weeks
- PAWS Awards at the end of the year
- Safari Leaders each month
- Accelerated Reader "Party with the Principal" every nine weeks
- Positive Office Referrals

We have a school-wide mission statement that was written in conjuction with the ideas and beliefs of all teachers at Scurry-Rosser Elementary. An expectation for the overall climate at the campus is to be positive and respectful. Scurry-Rosser Elementary has school-wide expectations that are followed throughout the school. We meet every morning as a whole campus for "morning meeting." School surveys were submitted to parents at the end of the 207-2018 school year. The following data was collected from 116 parents who participated in the survey.

- 100% of parents surveyed agree that the adults in the school show respect for all students.
- 99% of parents surveyed agree that their child feels safe at school.
- 96% of parents surveyed agree that the school staff listens when they express concerns or opinions.
- 97% of parents surveyed agree that the school staff shows they care about all students.
- 94% of parents surveyed agree that there is frequent communication between school staff and families.
- 98% of parents surveyed agree that the school is welcoming and inviting to everyone.
- 97% of parents surveyed feel comfortable voicing their concerns at the school.
- 100% of parents surveyed feel the teachers care that the students do well in school.
- 100% of parents surveyed feels the school provides necessary support for students to learn.
- 98% of parents surveyed feels the school staff is helpful when they need something.

Some parents also left comments on the survey sheets. The following were comments made by parents who participated in the survey.

- "As a long time parent of SRES, I can't express the LOVE we have for the staff here! I can't imagine my kids anywhere else!"
- "Thank you for your love and devotion to the kids."
- "This year's teacher only sent home bad behavior comments...no positive feedback."

- "Scurry-Rosser is a great learning environment for my kids."
- "Communication on upcoming events seemed to be delayed this year."
- "I would like to see more focus on students who excel. There is too much pressure put on students regarding the STAAR test. My second grader wanted to fail so she wouldn't have to take the STAAR test."
- "Thank you! I think this is a wonderful school and has helped my daughter. Very grateful for this school's staff."
- "SRES is the BEST!"
- "The new principal is amazing!! You can really tell she loves the children."
- "We have loved our experience so far here! Teachers have been very nice and have provided what we need. Thank you!"
- "There could be more communication sent home."
- "Increase parent communication about upcoming events with notes home, on website, and Facebook page to increase participation and to make sure everyone is in the known."
- "It's our third year in this district, and we are absolutely satisfied with everything we have seen or been involved in. We have found our home."
- "Everyone is very helpful and knoweldgeable of things in and around school. The teachers are amazing and extremely encouraging."
- "Need better bus supervision. My five year old did not feel safe."
- "Maybe get some news out at earlier time. My kids had good relationships with the staff members."
- "My grandchildren are happy and have learned the curriculum well."
- "Love the Read Naturally program."
- "We love SRES."
- "Great year!"
- "The issue with bullies has never been resolved since my third grader was in kindergarten. I have made several calls, spoke with teachers with little results."
- "I feel that bullying should be handled more seriously."

Teachers were also surveyed about our campus needs and strengths. The following are some comments shared by teachers who participated.

What do you love about our campus?
Caring faculty
Family atmosphere
The children
I love the feeling of community we have as a staff. The whole school knows and cares about the families in our school.
The fact that our staff feels like a family. And, the way that we pray for each other.
I love our staff and how well we all get along. I love how any staff member will jump in to help if someone needs help.

The sense of being a family that supports each other and has respect for each teacher's teaching style.
I love that our students walk in the door smiling, happy to be at school, and ready to learn. I also love the nurturing care that our entire staff shows towards the students and each other.
I love that Our admin cares about our needs, asks us what we need and tries her best to provide so that we are able to do what's best for children.
I love our happy, friendly atmosphere and genuine love and concern for the children and each other.
Our students and staff.
I love the family friendly atmosphere and the spirit of support and cooperation.
That we are small enough to really get to know our kids and their families and they somehow become a part of our family too. We really care about the kids; we want them to learn and succeed.
I love the sense of community, positive atmosphere, and the love and concern for students and their families.
All of the great people that I work with
It is small and has a warm, family atmosphere.
I love the positive attitude and the allowing us to plan as a team, but also allowing us to teach using our own styles.
Our family vibe and love for children.
I love that children and families are the center of all we do.
The dedication and love our teachers show the children...

School Culture and Climate Strengths

- Large numbers of parents attend school events during the school day and in the evening for community activties.
- Scurry-Rosser Elementary focuses on highlighting the achievements of the students.
- Low number of office referrals throughout the year.
- A strong culture is established and a positive environment is evident throughout the building.
- An overall climate of respect and positivity is evident.
- Morning Meetings allows the campus to highlight achievement of teachers and students. It is also a time to discuss character traits and build a "team" atmosphere.
- The school is very structured with expectations that are followed on a consistant basis by students.
- From the parent survey, the majority of the parents at Scurry-Rosser Elementary School are satisfied with the campus, feel it is a positive and respectful environment, feel their child(ren) are safe, helpful, etc.
- From the teacher survey, it is evident that the campus is a positive environment and the focus is on the students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The parent survey data shows that there is a need for improvement in parent communication. **Root Cause**: Not all parents are signed up for Notify Me, which is a school wide notification system Scurry-Rosser elementary uses for upcoming events. We have gone more toward notifying parents through technology (FB, school website, Notify Me) and less notes are being sent home.

Problem Statement 2: A few parents believe bullying is not being addressed to the fullest. **Root Cause**: What some parents believe is considered bullying may not be. Scurry-Rosser Elementary takes bullying very seriously when we are notified. Therefore, we need to make sure communication is not breaking down between parents, teachers, and administrator so that all issues are addressed.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Scurry-Rosser Elementary School, we have 21 general education teachers. We have 1 PreK teacher, 4 teachers in kindergarten, first grade, second grade, and third grade, and we also have 1 PE teacher, 1 music teacher, 1 special education/resource teacher, and 1 special education/life skills teacher. There is a total of 9 paraproffessionals on campus. We also have a part time speech teacher and dyslexia teacher. Out of the 17 classroom teachers, 10 are ESL certified. Faculty and staff members are highly qualified. One out of the 21 general education teachers hold a Master's degree. The campus had one teacher retire at the end of the 2017-2018 school year. We only had to hire one teacher for the 2018-2019 school year.

There is a variety of staff development offerings for teachers throughout the summer. Teachers also attend Region 10 and other staff developments to increase their knowledge. Teachers were provided an on campus training for Guided Reading throughout the school year. Teachers and administrator met monthly to discuss guided reading. Teachers also met weekly with grade level for curricular planning. Teachers did not have the opportunity to meet vertically across grade levels in order to share concerns and ideas.

After any assessments, the administrator met with the teacher about class data in order to discuss student and teacher needs and strengths. These data meetings occured atleast one time a 9 weeks. RTI meetings occured consistently throughout the year to review intervention data and student progress.

Teachers also participated in the TTESS process. The administrator met with teachers individually when developing SLO and goals. During the beginning of year conference, the teacher was assisted in focusing in on an area of growth, understanding their personal staff development needs, and developing a growth plan.

Staff Quality, Recruitment, and Retention Strengths

- All staff members at Scurry-Rosser Elementary are highly qualified.
- The turnover rate for teachers is extremely low. Consistency within staff is definitely a positive for the campus.
- Teachers are supported and provided resources/support they need in order to be successful in the classroom.
- All classroom teachers participated in the TTESS evaluation, goal setting, and the writing of a SLO statement. All teachers successfully completed all components of the TTESS evaluation system.

- Walk throughs are conducted periodically and strengths are always focused on. Teachers are also provided with suggestions to improve instruction, managment, or whatever the focus or need may be.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers do not meet vertically across grade levels. **Root Cause**: Time is an issue and this has never been a requirement.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The teachers utilize the Teacher Resource System to access the TEKS and resources. PreK utilizes the Frog Street program. In Kindergarten, first grade, and second grade, the teachers use the Saxon Phonics for instruction. They also have other reading and math resources they utilize to target the TEKS. Third grade has a variety of resources, such as reading basal, Pearson math resources, and motivational reading and math. Unit tests from TRS and benchmarks are given to students throughout the year. TPRI and DRA are also assessments given 3 times a year.

This year all classroom teachers, SPED teacher, and one aide participated in a guided reading training. The teachers implemented what they learned in training in their guided reading groups. Support was provided to teachers as needed. Materials and resources, such as professional books, guided reading books for leveled library, magnetic letters, trays, chart stands, chart paper, etc. were purchased using Title 1 funds.

Curriculum, Instruction, and Assessment Strengths

- Teachers have numerous resources to support the curriculum.
- Teachers are encouraged to attend trainings and seek help in order to support their needs and area of growth.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need to work on teaching consistently on a high level and making sure that rigor is at the appropriate level. **Root Cause**: Teachers may lack the knowledge and/or experience for teaching at a higher level. They may also be unaware of their level of teaching.

Parent and Community Engagement

Parent and Community Engagement Summary

Scurry-Rosser Elementary provides numerous opportunities for family and community involvment throughout the year. The following list provides examples.

- Meet the Teacher at the beginning of school.
- Grandparents Luncheon
- Family Literacy Night
- Title 1 Meeting
- Partner with community fire department during fire prevention week
- Involved with high school and middle school activities
- Parents invited to PAWS assemblies and end of year awards ceremony
- Local community member spoke to classes about veterans
- Ceremony to honor veterans from around the community
- Thanksgiving Feast
- Parking Lot Picnic
- PTO meetings monthly
- Class parties
- Parent Conferences
- Reading Under the Stars community event
- Field Day
- Field Trips
- Pre-K/Kindergarten graduation ceremonies
- Classroom/School parent volunteers as needed

A parent survey was also sent out asking parents what they would like more information and knowledge about. From the survey, the following parent sessions were presented to parents.

- "Increasing Student Self Esteem"
- "Helping Your Child Cope with Anger Issues"
- "Effective Strategies for Discipling Your Child"
- "Assessments...DRA. TPRI, and STAAR"

Parent and Community Engagement Strengths

- Parents are supportive of the school and the staff, which is conveyed in the parent survey.
- Parent education nights are provided to meet the needs of the families.
- Parents are involved and community nights are well attended.
- Scurry-Rosser Elementary has established a strong community involvement through partnerships with the PTO.
- Scurry-Rosser Elementary provides numerous opportunities for parents to be a part of the school enviornment.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parents are not equipped with the information to help their child at home. **Root Cause**: This could be due to lack of education or the fact that how concepts are taught today are different from how it was taught when parents were in school.

School Context and Organization

School Context and Organization Summary

The district supports the staff and students. They are involved by making visits, recognizing students at board meetings, organizing "The District Showcase" to allow students to show what they have learned, and the district also makes an effort to ask for staff input, suggestions, and needs. The district also keeps teachers and paraprofessionals informed about possible staff developments. The district is also supportive of teachers seeking more knowledge by paying for them to attend offsite workshops/training and providing substitutes for classrooms.

The administration at Scurry-Rosser Elementary is also supportive of teachers seeking extra training. The administrator at Scurry-Rosser Elementary also provides teachers with needed resources, provides intervention aide with needed materials in order to address needs of lowest students, allows teachers to participate in PLCs, and also stays in constant communication with the staff.

When creating the class lists for the 2018-2019 school year, students were carefully grouped in order to make sure the needs of all students were met. ESL students were placed in ESL certified teacher classrooms. Data from the previous year was also taken into account when grouping students. Some students were grouped by similar reading levels so that these students will be pulled together for intervention with our intervention aide or Read Naturally aide. This will allow for intervention for each teacher to take place at the same time so that students are not pulled different times throughout the day. The reading interventionist can pull a group on a certain level, Read Naturally students will leave at same time with aide, and then the teacher will work with intervention/guided reading groups in the classroom when students are pulled. When the master schedule is created, the focus is first on third grade because they team teach. In order to give each block the same amount of time, their specials and lunch occurs midday, right before students switch for second block. Then each grade level has an input for when they feel their specials class and lunch should occur. Blocks of uninterrupted time is also taken into consideration when developing the master schedule.

Student progress is closely monitored by teacher and administrator. RTI and data meetings occur to discuss student needs, gaps, and develop plans of action. During this time with teachers, interventions are discussed to decide if the teacher needs to work with the student, if student needs more intense intervention with the reading interventionist aide, or if the student needs Read Naturally program. Teachers provide intervention on needed skills in all content areas and also work with guided reading groups. Tutoring is provided before and after school to students in need of extra assistance.

In order for teachers to have a voice in decision-making and school policies, the campus has school-wide committees for teachers to sign up for in order to

help make decisions within the school. The Site-Base Decision Making Committee is also a part of the campus and made up of a representative from each grade level, and these teachers have a voice in making different decisions. Grade level meetings are also conducted two times a week in order to give teams time to not only plan, but also time to discuss important policies, topics, and make decisions. Grade level chairs also voice opinions for their team members. A shared vision was also developed at the beginning of the year with teacher input.

School Context and Organization Strengths

- Teachers stress about students being pulled at different times throughout the day because these students are missing instruction. This year students are grouped in classes so that all pullouts will occur at the same time and teacher can provide needed intervention.
- Teachers feel supported by the district and their administrator.
- The district has made some improvements to our campus, which were needs expressed by staff in the past.
- Teachers feel valued, heard, and respected according to staff survey.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Small group instruction time (intervention and/or guided reading) is not occurring on regular basis in some classrooms. **Root Cause**: There is not a set time in the master schedule for intervention time. Some teachers still do not know what to do with the class while she works with a small group.

Technology

Technology Summary

Each teacher has 4 Chromebooks for students to utilize in the classrooms. There are also 3-4 desktops in each classrooms. Teachers have an ipad for instructional use also. Smartboards are also used on a daily basis in classrooms, including document cameras. Students access different websites and apps that are applicable to instruction and learning. Students are also given 50 minutes a week in the computer lab in order to learn about internet safety, keyboarding skills, utilize educational programs, and take AR assessments. Some students participate in the Read Naturally program, which is a computer based intervention program that addresses fluency and comprehension.

Technology Strengths

- PreK classrooms are 1:1 with touchscreen Chromebooks.
- Kindergarten, first, and second grade classrooms received 4 touchscreen Chromebooks this year.
- Time is devoted to computer instruction in the master schedule.

Problem Statements Identifying Technology Needs

Problem Statement 1: Not all teachers utilize the technology they have in their classrooms to the fullest extent. **Root Cause**: Teachers lack knowledge in the area of technology. There are not enough Chromebooks in each classroom in order to perform some of the tasks and activities teachers want students to participate in. There are not enough funds in the district to purchase a Chromebook for each student. Chromebooks are being added a few at a time.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

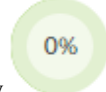# Goals

Revised/Approved: November 07, 2015

Goal 1: Optimize academic achievement for each student.

Performance Objective 1: Use district/state data to adjust instruction to meet students at the appropriate level of learning.

Evaluation Data Source(s) 1: State/Federal Accountability System Reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Disaggregate and study student data in math and reading for each grade level using DRA, TPRI, unit assessments, benchmarks, STAAR, and informal assessments. Data meetings with individual teachers will occur at the end of each nine weeks.	Teachers Counselor Principal	Assessment data will show a gain with each administration. Teachers will become better aware of students' strengths, weaknesses, and learning gaps. Data from AWARE				
Funding Sources: 211 - Title I, Part A - 100.00						
2) Provide identified students with individualized small group pull-out learning sessions for reading and math based on ongoing assessments. This will include small group instruction using the "Leveled Literacy Intervention" resources and Read Naturally.	Principals Teachers Intervention aides	Students will increase in reading levels, reading assessments, and math assessments. Data from formal and informal assessments STAAR results DRA TRPI Unit Assessments				
Funding Sources: 211 - Title I, Part A - 100.00						

3) Monitor fragile groups (ELL and SPED) through various assessments and provide needed ESL support.	Principal ESL Teacher SPED Teacher Counselor	These students will be closely monitored to make sure improvements and adjustments are being made in order to increase student performance. Lesson Plans Certifications Improvement in language development for ESL students, TELPAS scores, and all state and local data				
	Funding Sources: 289 - Title IV, Part A - 2000.00					
4) When creating class lists, group students with similar needed interventions (Dyslexia, Intense Reading Intervention with Aide, Read Naturally, etc.) so that a common intervention time can be created for each classroom.	Teacher Principal Intervention Aide Dyslexia Teacher	Finalized class list Similar intervention time for class Less student pull-outs at different times throughout the day for classroom teachers				
5) Continue to implement the strategies learned through our staff development sessions on guided reading.	Principal Teachers	Improvement in DRA levels, TPRI results, and reading benchmarks.				
6) Continue school Response to Intervention process to monitor students' performance and programs in place.	Principal Teachers Counselor	Students will be closely monitored and needs will be targeted, which will increase student success.				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 1: Optimize academic achievement for each student.

Performance Objective 2: Increase student achievement on state assessments with a focus on increasing our "Meet" and "Masters Grade Level" performance percentages.

Evaluation Data Source(s) 2: State/Federal Accountability System Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Improve basic math facts skills (addition, subtraction, multiplication and division) through games, memorization and technique. Every Day Counts, Mathseeds, and Prodigy	Teachers	Students will learn facts with automaticity. STAAR 2018 Daily Work Observations Improvement in math concepts, which is documented through data (classroom grades, state/local assessment, teacher observations, etc.)				
Funding Sources: 211 - Title I, Part A - 500.00						
2) Continue to update GT program by: Utilize enrichment block to utilize GT needs through project based learning activities Develop GT curriculum and align activities for GT program in K-3rd grades that include differentiation with depth and complexity.	Principal Teachers Volunteers	Improvement in higher order thinking skills for students Increase in number of students who score Advanced on STAAR				
3) Collaborate across grade levels (Vertical Teaming) in order to discuss school-wide strategies to help students succeed at higher levels. *School-wide math problem solving strategy *Using similar academic vocabulary *Getting students to monitor comprehension and think while reading.	Administrator Teachers	We will have more consistency across grade levels as far as academic vocabulary and teaching strategies.				
4) Implement strategies learned in yearlong staff developments in the area of higher level questioning, higher expectations, rigorous lessons, and teaching students independence. The information for trainings will come from John Wink's 'Excellence in Every Classroom,' Anita Archer's 'Explicit Instruction,' and various professional articles and blogs.	Principal Teachers	Teachers will be more aware of the level of instruction they are teaching at on a daily basis. Students will also become more independent learners who are problem solvers.				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: Optimize academic achievement for each student.

Performance Objective 3: Improve student attendance to 98% campus-wide.

Evaluation Data Source(s) 3: Attendance Reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement strategies to monitor student attendance and to reduce drop outs by the following: *Daily phone calls to parents of absent students *Mail individual student attendance reports/letters to parents from TXEIS. *Parents receive letter regarding compulsory attendance.	Principal PEIMS Clerk Attendance Committee	Attendance and dropout rates will improve. Attendance will improve with parents being knowledgeable about attendance requirements.				
2) Attendance incentives for classes and individuals with highest attendance rates.	Principal PEIMS Clerk	Students will be more motivated to attend school and attendance rates will increase.				
3) Track truancy of students. Hold bi-annual attendance committee meetings to address truancy with students and parents. Develop a plan with parent collaboration that includes both proactive elements and state compliance actions. The plan will be implemented to prevent truancy filings.	Principal PEIMS Clerk Attendance Committee	Improved attendance & credit recap when appropriate. There will be a drop in truancy filings.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 1: Optimize academic achievement for each student.

Performance Objective 4: Increase technology opportunities to enhance the quality of education for teachers and students.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Integrate technology into PK-3 instruction with the use of smartboards and Chromebooks. K-3 students will also have access time in computer lab 50 minutes a week.	Principal Aides Teachers Curriculum Director	Students will become more knowledgeable about technology and how it can support their education. Lesson Plans with documentation showing use of Smartboard Walk-through documentation Master Schedule				
Funding Sources: 211 - Title I, Part A - 200.00						
2) Update computers as needed for TELPAS administration.	Princpal Tech support Counselor	TELPAS completion and submission online				
Funding Sources: 224 - IDEA B, Formula SpEd - 1000.00						
3) Use of Eduphoria/Forethought for teacher lesson plans, AWARE for data disaggregation, and STRIVE for evaluations.	Princpal Teachers Tech Support	Reports Lesson Plans Increase in teacher/administrator communication via STRIVE in order to improve and grow in the area of instruction				
Funding Sources: 211 - Title I, Part A - 100.00, 224 - IDEA B, Formula SpEd - 100.00, 225 - IDEA B, Preschool SpEd - 100.00, 263 - Title III, LEP - 100.00, 289 - Title IV, Part A - 100.00						
4) Continue to implement and support technology as an instructional tool. Use computer lab, Chromebooks, and ipads to provide diagnostic and prescriptive lessons and assessments to accelerate skill development by utilizing research based programs such as Accelerated Reading, Mathseeds, Read Naturally, and Prodigy.	Principal Teachers Intervention Aides	Computer program data will show an increase of 10% each nine weeks. Program reports STAAR Yearlong assessment data				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Provide a safe and supportive educational environment for all students.

Performance Objective 1: Have plans in place to keep the campus safe, secure, and orderly.

Evaluation Data Source(s) 1: Reduction in violent incidents, Counselor time/task logs, teacher lesson plans, surveys, staff development sign-in sheets
PEIMS 425

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement a campus discipline plan. Constantly identify discipline management issues. Substitute folders outlining classroom discipline plan.	Principal Office staff Teacher	There will be order and structure throughout the campus. Teachers, staff, and substitutes will know the protocol to follow when a discipline issue occurs. With structure and consistency, discipline issues will decrease. PEIMS 425 report				
2) Conduct regularly scheduled drills for the following: Fire Disaster (weather) Lock down	Principal Office staff	With regularly scheduled drills, teachers, staff, and students will know the protocols for if an issue occurs. The time it takes to execute the drills will decrease over time. Drill Reports				
3) Conduct background check on all adult volunteers/chaperones.	Principal Office staff Teachers	Students will only be in the presence of adults who have passed a background check. Their safety will be monitored consistently. Criminal history reports				
100% = Accomplished		➡ = Continue/Modify	0% = No Progress		✖ = Discontinue	

Goal 2: Provide a safe and supportive educational environment for all students.

Performance Objective 2: Develop programs to educate and support safety, health, and behavior development.

Evaluation Data Source(s) 2: Reduction in violent incidents, Counselor time/task logs, teacher lesson plans, surveys, staff development sign-in sheets
PEIMS 425

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Address obesity, cardiovascular disease and Type 2 diabetes.	Nurse PE Teacher	Improvement in Fitness Gram assessment for third graders				
	Funding Sources: 211 - Title I, Part A - 200.00					
2) Implement safety education into the district-wide curriculum through the following: Drug Prevention Education Tobacco Awareness Education Character Counts Fire Prevention Education. Bullying Stranger Danger/Safe School/Internet Safety	Principal Scurry Volunteer Fire Department Teachers Counselor	Students awareness and knowledge of various safety topics will increase. PEIMS 425 report				
3) Students and teachers will be educated and informed about reporting and dealing with bullying. The SRISD anti-bullying plan will be followed.	Principal Teachers Counselor	Students will understand what to do when they feel they are being bullied. Teachers will know the protocol when dealing with a bullying situation.				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: Increase the awareness and involvement of family and community in the success of students.

Performance Objective 1: Implement strategies to increase parent and community communication and involvement.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Involve parents and community members in decision making and planning for programs such as: SBDM Committee School Activities Technology Campus Committee	Principal	Parental Involvement rate will improve Parent sign-in sheets SBDM Minutes				
	Funding Sources: 211 - Title I, Part A - 300.00					
2) Communicate to parents and community members that we serve Pre-K in program for 4 year olds. (more information on qualifications of program) Information provided at PreK and Kindergarten Roundup. Notice will also be sent home to the families of current students.	Principal PreK Teacher Kindergarten Teachers	Increase in number of PreK students				
3) Utilize PTO Newsletter, update campus website monthly, and post information to district Facebook page to inform parents, staff, and potential employees about what is happening on our campus in order to communicate with parents and to attract highly qualified teachers for our school.	PTO Principal Teachers	The school will develop a positive image within the community and surrounding areas as people are informed about all the wonderful things we are doing at SRES. Newletter Website Facebook Increase in parent and community knowledge of campus Improvement in rapport with parents and community members				
	Funding Sources: 211 - Title I, Part A - 100.00					

4) Increase two-way communication with parents and stakeholders about upcoming school events, and student academic and extracurricular achievements through teacher websites, teacher calendar, Remind App, NotifyMe, District website, Facebook page, notes in MOOSE binders, and monthly PAWS assemblies.	Principal Curriculum Director	Parents will be well informed about events occurring on campus. This will also give parents an opportunity to be involved on the campus for different functions. Parents will also be informed about child's accomplishments. Progress Reports Report Cards Websites Facebook Parent Portal Positive parent feedback about school communication		
5) Complete Title 1 required parent contract and Parent Engagement Policy. A committee of parents, teachers, and community members will review the contract and policy.	Principal Staff	There will be improvements in parent involvement. Contracts signed and returned by students and parents acknowledging their commitment to the contract.		
	Funding Sources: 211 - Title I, Part A - 100.00			

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Goal 3: Increase the awareness and involvement of family and community in the success of students.

Performance Objective 2: Provide numerous opportunities and involvement of family and community in the success of students.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Communicate to parents/community during K roundup that the PPCD program serves 3 and 4 year olds with a disability.	Principal PreK Teacher Kindergarten Teachers SPED Teacher	Increase in parent knowledge about PPCD and Child Find. PK ADA, Circle Progress Monitoring System				
Funding Sources: 225 - IDEA B, Preschool SpEd - 300.00						
2) Host family involvement activities: *Meet the Teacher Night *Title 1 Fall Meeting provided to parents at different times to accommodate needs. *Fall carnival *Fall Family Night (math and literacy activities) *Reading Under the Stars *Daddy/Daughter Night (informational session for dads on doing daughter's hair and dance afterwards) *Mother/Son Sports Night *Parent Information sessions on discipline, Assessments, Anger, and any needed topic presented on parent survey.	Principal Parent and Family Involvement Committee Dr. Pethic Counselor	Parents will gain ideas and strategies to use at home with children in multiple areas. Parents and students will feel more comfortable with our campus. Funding Sources: 211 - Title I, Part A - 300.00				
3) Reward student behavior and academics with monthly Super Heros, Student of the Month, Positive Office Referrals, Football Student of the Week, monthly PAWS assemblies, and AR celebrations throughout the year. Parents will be informed of all recognitions and invited to ceremonies and/or activities.	Principal Teachers	There will be an increase in positive attitude toward academics and behavior. There will be a reduction in discipline referrals, and also an improvement in student self esteem and confidence will be present throughout the campus.				
Funding Sources: 211 - Title I, Part A - 300.00						
100% = Accomplished = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: Hire, develop, and retain exemplary employees.

Performance Objective 1: All professional and paraprofessional personnel will meet the definition of "highly qualified" according to NCLB.
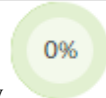
Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Encourage teachers and staff in meeting highly qualified standards in content, GT and ESL.	Principal Teachers	Teachers will be well prepared to support our ELL and GT students. Increase in professional development hours Increase in certifications				
Funding Sources: 211 - Title I, Part A - 100.00, 224 - IDEA B, Formula SpEd - 200.00, 263 - Title III, LEP - 200.00						
2) All paraprofessionals will stay in compliance with the necessary training/testing for H.Q.	Paraprofessionals	There will be improvements in instruction from paraprofessionals and implementation of strategies and ideas from trainings. Increase in certifications Increase in hours to meet H.Q.				
Funding Sources: 211 - Title I, Part A - 200.00						
3) Compensate teachers with a master's degree and extra $1000.	Business Office	There will be more of an interest from teachers in seeking a master's degree.				
Funding Sources: 211 - Title I, Part A - 10000.00, 224 - IDEA B, Formula SpEd - 10000.00						
4) Increase teacher salaries to be competitive with area districts.	Business Office	Attract more potential candidates for employment to provide a greater chance for hiring effective teachers.				
Funding Sources: 211 - Title I, Part A - 20000.00, 224 - IDEA B, Formula SpEd - 20000.00, 255 - Title II, Part A, TPTR - 4000.00						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: Hire, develop, and retain exemplary employees.

Performance Objective 2: Ensure staff is prepared to address the needs of all learners in order to increase student performance.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide staff training for teachers that focuses on targeting individual student academic weaknesses. Teachers will be provided continuous support in guided reading.	Principal Teachers Intervention Aides	Beginning, middle, and end of year assessments will show at least a 10% gain as measured by formative assessments. Scheduled Trainings STAAR TPRI Benchmark DRA data Documentation of teachers implementing new strategies and ideas and improvement in student data				
Funding Sources: 211 - Title I, Part A - 1000.00						
2) Implement strategies learned in yearlong staff developments in the area of higher level questioning, higher expectations, rigorous lessons, and teaching students independence in order to enhance teacher effectiveness. The information for trainings will come from John Wink's 'Excellence in Every Classroom,' Anita Archer's 'Explicit Instruction,' and various professional articles and blogs.	Princpal Teachers	Data from classroom walk-throughs will show an increase in higher level questioning. Teachers will score higher on TTESS in all the areas on Domain 2: Instruction. Assessment data will show at least a 10% gain as measured by formative assessments. Sign-in sheets Monitoring of implementation of strategies Documentation of strategies used in lesson plans Improvement in student data				
Funding Sources: 211 - Title I, Part A - 50.00, 224 - IDEA B, Formula SpEd - 50.00						
100% = Accomplished = Continue/Modify 0% = No Progress ✗ = Discontinue						

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Kandy Shirey	
Classroom Teacher	Tiffany Grubbs	
Classroom Teacher	Jennifer McLean	
Classroom Teacher	Wendy Stewart	
Classroom Teacher	Gina Rooswinkel	
Classroom Teacher	Robert Magee	
Classroom Teacher	Donna Hadsell	
Paraprofessional	Wanda Hood	
Parent	Beth Bodiford	
Parent	Rebecca Gilmore	
Community Representative	Johnny Blazak	City Mayor
Business Representative	Andy Sloan	owner of North 40

Campus Funding Summary

211 - Title I, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$100.00
1	1	2			$100.00
1	2	1			$500.00
1	4	1			$200.00
1	4	3			$100.00
2	2	1			$200.00
3	1	1			$300.00
3	1	3			$100.00
3	1	5			$100.00
3	2	2			$300.00
3	2	3			$300.00
4	1	1			$100.00
4	1	2			$200.00
4	1	3			$10,000.00
4	1	4			$20,000.00
4	2	1			$1,000.00
4	2	2			$50.00
				Sub-Total	$33,650.00
				Budgeted Fund Source Amount	$10.00
				+/- Difference	$-33,640.00

224 - IDEA B, Formula SpEd

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2			$1,000.00
1	4	3			$100.00

4	1	1			$200.00
4	1	3			$10,000.00
4	1	4			$20,000.00
4	2	2			$50.00
				Sub-Total	$31,350.00
				Budgeted Fund Source Amount	$10.00
				+/- Difference	$-31,340.00

225 - IDEA B, Preschool SpEd

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			$100.00
3	2	1			$300.00
				Sub-Total	$400.00
				Budgeted Fund Source Amount	$10.00
				+/- Difference	$-390.00

255 - Title II, Part A, TPTR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	4			$4,000.00
				Sub-Total	$4,000.00
				Budgeted Fund Source Amount	$10.00
				+/- Difference	$-3,990.00

263 - Title III, LEP

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3			$100.00
4	1	1			$200.00
				Sub-Total	$300.00
				Budgeted Fund Source Amount	$10.00
				+/- Difference	$-290.00

429 - PreK Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10.00
				+/- Difference	$10.00

289 - Title IV, Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			$2,000.00
1	4	3			$100.00
				Sub-Total	$2,100.00
				Budgeted Fund Source Amount	$10.00
				+/- Difference	$-2,090.00
				Grand Total	$71,800.00