

Scurry Rosser Independent School District

District Improvement Plan

2018-2020

Accountability Rating: B



Public Presentation Date: November 24, 2015

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 ISD 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 education that will enable them to ACHIEVE EXCELLENCE and reach their full potential in life.

Comprehensive Needs Assessment

Revised/Approved: November 01, 2015

Demographics

Demographics Summary

Scurry-Rosser Independent School District is a 3A district with three campuses; Scurry-Rosser Elementary, Scurry-Rosser Middle School, and Scurry-Rosser High School. Additionally, we reside in a rural community that strongly and actively supports the district.

Scurry-Rosser ISD is comprised of Pre K through twelfth grade with a total enrollment of 1,069 students. Our student per teacher ratio is 13.2. Our ethnic distribution is 2% African American, 15% Hispanic, 80% White, 1% Two or More Races. 44% of our students are economically disadvantaged, 3.5% English Language Learners, and 30% At-Risk.

SRISD employees 164 staff members; 61% being professional staff (teachers, administration, support) and 17% educational aides.

Demographics Strengths

- Teacher to student class ratio is lower than state average
- Attendance rate is higher than the state average.
- Average teacher experience is 10 years.

Student Academic Achievement

Student Academic Achievement Summary

Domain 1: Student Achievement: Scaled Score 81

Domain 2A: Academic Growth: Scaled Score 84

Domain 2B: Relative Performance: Scaled Score 67

Domain 3: Closing the Gaps: Scaled Score 81

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

Student Academic Achievement Strengths

SRISD had 23 STAAR test administrations. 22 of those show improved scores in one or more categories (Approaches GL, Meets GL, Master GL) than in the prior year.

- Hispanic students "Approaching Grade Level" on STAAR outperformed the "All Student" group in math and writing.
- Percentage of all students at "Approaching Grade Level" or "Meets Grade Level" on "All Tests" increased from 2017 STAAR.
- Percentage of SPED students at "Approaching Grade Level" on "ALL Tests" increased by 5% from 2017.
- Percentage of Economically Disadvantaged students at "Approaching Grade Level" on "ALL Tests" increased by 5% from 2017.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 3rd Grade STAAR Math and 4th Grade STAAR all subjects are below state average. **Root Cause:** Scope, Sequence and Rigor of classroom activities need to be more tightly aligned.

Problem Statement 2: SPED students are below the state average on STAAR with 45% at Approaches GL Standard or Above on all subjects. **Root Cause:** These students have many needs and gaps that are not being met in the allotted time frame.

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

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) 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 End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Class size averages by grade and subject

Employee Data

- Teacher/Student Ratio
- T-TESS
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: November 07, 2015

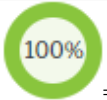

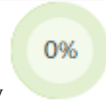

Goal 1: Provide a safe and supportive educational environment for all students.

Goal 2: Reduce the achievement gap as compared to the state standards, the Every Student Succeeds Act, state and local assessments, individualized education plans, and other student achievements to ensure effective instruction at the student expectation level of the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1: Increase the number of All students who Meet or Masters Grade Level performance Grades 3-11 of the Texas Assessment Program in English Reading, Language Arts, Mathematics, Science, and Social Studies.

Evaluation Data Source(s) 1: Accountability Reports, TAPR, Federal Report Card

Summative Evaluation 1:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 CSF 2 1) Quarterly common assessments for Reading and Math with data studies to develop and implement intervention lessons and tutoring.	2.4		A 4% yearly increase in number of students meeting state standards on STAAR in 2018, 2019, and 2020.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Enhance teacher instruction and student achievement through appropriate and research-based staff development.

Performance Objective 1: Grade 2 and Grade 4 will participate in the Texas Lesson Study Project as a method to improve teacher effectiveness, improve student outcomes, and demonstrate mastery within the teaching profession.

Evaluation Data Source(s) 1: Student Pre and Post Assessments; teacher and student survey at the completion of the project.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Equity Plan Strategy Critical Success Factors CSF 1 CSF 7</p> <p>1) Two groups of teachers will be provided job embedded professional learning that is teacher driven and supported with mentor coaching.</p>	2.5		A model lesson from each of the two teams will be submitted to TEA for review by the end of the school year.				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Goal 4: Achieve a 97.7% attendance rate or higher.

Goal 5: Improve collaborative communication with all stakeholders within the community.

Goal 6: Maintain financial solvency and ensure ample resources are available for district operation.





Goal 7: Maintain board solidarity and positive working relationships.

Goal 8: Maintain a growing and well-rounded vocational program.

Performance Objective 1: Increase the number of STEM-related courses.

Evaluation Data Source(s) 1: UIL competition results (robotics), increased enrollment in CTE courses, EOC passing rate for CTE students

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
PBMAS Critical Success Factors CSF 1 1) Implement "Systems Go" curriculum for CTE and Science graduation credit at HS level.	2.5		Students will use project based STEM learning to build and launch a rocket in a competitive environment; to encourage careers in the engineering industries.				
Critical Success Factors CSF 1 2) Implement an advanced robotics course for Middle School students	2.5		Students will use project based STEM learning for UIL robotics competitions; to build technology skills and strengthen preparedness for HS CTE courses.				
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