

Scurry Rosser Independent School District

Scurry-Rosser Middle School

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 decision both now and during their future lives.

Vision

Scurry-Rosser Middle School will provide a safe and structured learning environment for all students. We strive to develop students intellectually, physically, and emotionally, and to instill values and character. We commit to creating well-thought-out classroom experiences that invite students into an engaging and relevant learning process. This will be a school that honors effort, appreciates diversity, and understands the varying definitions of success. We will be teachers and models for students as they grow in wisdom and maturity and move toward success in life beyond the school. We believe that all of these things will mold students to be lifelong learners and positive, responsible, contributing members of society.

Comprehensive Needs Assessment

Revised/Approved: October 31, 2018

Demographics

Demographics Summary

Scurry-Rosser Middle School encompasses grades 4 through 8 and has a total student population of 374 students. The breakdown of students by grade is as follows: 74 fourth graders, 76 fifth graders, 77 sixth graders, 73 seventh graders, and 74 eighth graders. Our student enrollment by program is as follows: 12 Bilingual/ESL Education, 39 Career and Technology, 33 Gifted and Talented, and 59 Special Education.

At Scurry-Rosser Middle School, we have a student population comprised of the following ethnic distribution: White 78.6%, Hispanic 17.6%, African American 1.6%, Two or More Races 1.6%, and American Indian 0.5%. Our student population is classified as having 46.3% Economically Disadvantaged, 53.7% Non-Educationally Disadvantaged, 3.2% English Language Learners, and 44.1% At-Risk.

The total staff count at SRMS is 49.7, with 36.9 professional staff and 12.8 educational aides. Our professional staff breakdown is 30.6 teachers, 3.4 professional support, and 2.9 campus administration (school leadership). SRMS teacher ethnicity is 29.8 White and 0.8 Two or More Races with 7.7 male teachers and 22.9 female teachers. On our campus, there are 7.7 beginning teachers, 6.4 teachers with 1-5 years of experience, 5.0 teachers with 6-10 years of experience, 6.8 teachers with 11-20 years of experience, and 4.8 teachers with over 20 years of experience. We have a student to teacher ratio of 12.2 to 1.

*Information retrieved from the most recent Texas Academic Performance Report.

The parent involvement across all grades on our campus is incredible, evidenced by the great turnout at all campus events, athletic competitions, band performances, etc. We have a dedicated PTO that invests time and resources into our student body. Scurry-Rosser is a small community that is always available to provide needed support and encouragement to the district.

Demographics Strengths

Attendance rate above state average.

Class sizes across all grades below state average.

Average teacher to student ratio well below state average.

Average years of teacher experience at state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education student passing rates on the STAAR reading test for 4th, 6th, 7th, and 8th grades are below 50%. The data over the last 2 years shows that there is a trend up in these passing percentages for both 6th and 7th grade reading classes. **Root Cause:** A significant cause for these low passing rates comes from a reading level deficit in the areas of both fluency and comprehension for many of these students, typically three or more grade levels below average. The added stress of high-stakes testing is another factor contributing to the lower passing percentages in struggling learners.

Student Academic Achievement

Student Academic Achievement Summary

Scurry-Rosser Middle School received a Texas Accountability Rating of Met Standard for the 2017-2018 school year.

- Overall Scaled Score: 80
- Student Achievement: 81
- School Progress: 77
- Closing the Gaps: 78

The following is a breakdown of the 2018 STAAR Approaches Grade Level percentages for grades 4 through 8.

4th Grade

- Reading: 67%
- Mathematics: 57%
- Writing: 58%

5th Grade

- Reading: 90%
- Mathematics: 85%
- Science: 89%

6th Grade

- Reading: 72%
- Mathematics: 90%

7th Grade

- Reading: 86%
- Mathematics: 97%
- Writing: 82%

8th Grade

- Reading: 84%
- Mathematics: 81%
- Social Studies: 66%
- Science: 72%

Student Academic Achievement Strengths

Our area comparison chart indicator shows that our greatest strengths fall in 5th grade reading and science, 6th grade math, and 7th grade reading and math.

5th grade reading, 5th grade science, 6th grade math, and 7th grade reading all ranked within the top two schools in our area in STAAR approaches grade level percentages.

7th grade math was the number one ranked area school with an approaches grade level percentage of 97%.

In the 2017 Closing the Gaps Status Table, Scurry-Rosser Middle School reached all target scores in the economically disadvantaged subpopulation of students.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: For the 2017-2018 school year, overall student academic achievement in 4th and 5th grade math was below the state averages and at the lower end of the area comparison chart. **Root Cause:** Both 4th and 5th grade math teachers were new to their grade level during the 2017-2018 school year, and there were pacing issues throughout the year including a deviation from the recommended time allotment found in the scope and sequence for their grade/content area. There was also a needed adjustment in teaching practices appropriate for student success in both grade levels.

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

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback

- State certified and high quality staff data
- Teacher/Student Ratio
- Highly qualified staff data

Parent/Community Data

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

Goals

Revised/Approved: November 07, 2015

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

Performance Objective 1: Develop programs that provide for a safe and supportive environment at schools and school related events.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue programs that support character development such as NJHS and Student Council.	Campus Administrators, Program Sponsors, Selection Committee	Increased student leadership on campus.				
2) Implement a comprehensive anti-bullying program. Promote awareness of the anti-bullying hotline, posters, and abuse hotline.	Campus Administrators, Campus Counselors	Greater awareness of and accurate identification of bullying on campus. Reduced number of bullying incidents.				
3) Include both administrators, the counselor, 2 general ed teachers, 3 special ed teachers, 1 general ed para, and 1 special ed para in crisis prevention and intervention training.	All Members of CPI Team	Increased safety across the campus in times of student related crisis.				
4) Continue "Still Waters" presentations to address teen dating violence, choices, and positive self-image.	Campus Administrators, Campus 6-8 Grade Counselor	Improved student self image resulting in students making better choices.				
5) Secure door locks each morning on all outside doors that will stay locked throughout the school day. Introduce an enclosed, secure foyer that utilizes a front office registration terminal before letting guests in the main office. Continue the use of electronic self-locking doors (front doors of both classroom building and side door of main building).	Campus Administrators (Primary), Campus Staff (Checkpoints)	Higher levels of security resulting in a safer campus.				

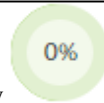
6) Schedule assemblies on drug and alcohol awareness, peer pressure, and making good decisions and choices. Look for grade specific assembly options.	Campus Administrators, Campus Counselors	Greater awareness of the harmful effects of drugs and alcohol resulting in a reduction of addiction both now and in the future.				
7) Provide pictured name badges for all staff members and badges for all substitute teachers.	All Staff	Higher levels of security and safety.				
8) Post Crisis Management Procedures flip-charts in every classroom along with other campus specific emergency procedures.	Campus Administrators	Improved efficiency of safety procedures during both drills and actual emergencies.				
9) Create lunchtime guest procedures including the addition of guest specific tables at the back of the lunchroom.	Front Office Staff, Lunch Monitors	Increased safety due to reduction in potential student food allergies. Reduction of parent concerns in the area of lunchtime visitors.				
10) Add a new social emotional learning class to all 8th grade student schedules which focuses on character development, self-confidence, conflict resolution, and healthy relationships.						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Strive to effectively close the achievement gap as compared to the state standards and/or the Every Student Succeeds Act to ensure effective instruction at the student expectation level of the Texas Essential Knowledge and Skills (TEKS). Learning is measured in part by performance on state and local assessments, individualized education plans and other student achievements.

Performance Objective 1: Meets or Masters Grade Level performance for 90% of students on STAAR Grades 4-8 and other components of the Texas Assessment Program in English Reading, Language Arts, Mathematics, Science, and Social Studies.

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) Reward students each grading cycle with Academic Pep Rallies. -A and A/B Honor Roll -Perfect Attendance -Exceptional Character	Campus Administrators, Campus PEIMS Coordinator	Higher levels of academics, attendance, and character.				
2) Use research-based instructional strategies in the classroom.	Campus Administrators, Classroom Teachers	Greater impacts to student achievement through more effective and efficient instruction.				
3) Continue dyslexia program for grades 4-8.	District Dyslexia Coordinator	Continued growth in dyslexic students.				
4) Provide transportation for students in order to accommodate those that need STAAR prep tutoring but don't have the means to get home.	Campus Administrators, District Transportation Director, Front Office Staff	Increased number of students that are able to attend STAAR Tutorials (remediation) leading to higher STAAR scores in individualized areas of need.				
5) Continue the Read Naturally program to remediate students that failed the reading portion of the STAAR test in the previous year.	Read Naturally Coordinator	Higher levels of reading retention for students that need STAAR remediation leading to improvement in Reading STAAR scores.				
6) Follow the 4th-8th grade scope and sequence found on TEKS Resource System for all core classes and monitor instruction via lesson plans, walkthroughs, and observations.	Campus Administrators	Continued accountability and improved teaching practices (specifically in the area of student-led instruction).				
7) Implement one school-wide benchmark assessment per year for STAAR tested areas.	Campus Administrators, Campus Coordinators	Added source of data to inform future lesson planning, improved student test-taking endurance, and information to improve test-taking procedures on campus.				

8) Provide training for and follow up on specific strategies for tested subjects that did not meet minimum campus expectations on achievement and/or growth measures.						
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Strive to effectively close the achievement gap as compared to the state standards and/or the Every Student Succeeds Act to ensure effective instruction at the student expectation level of the Texas Essential Knowledge and Skills (TEKS). Learning is measured in part by performance on state and local assessments, individualized education plans and other student achievements.

Performance Objective 2: Meet 8th Grade STAAR Social Studies performance rate targets in all student subgroups.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>1) Reorganize master schedule to allow for a more intentional social studies teaching period at the 4th and 5th grade levels.</p>	Campus Administrators	Increased consistency in the social studies content area to help develop and prepare students for higher level thinking in upper grades.				
<p>Comprehensive Support Strategy</p> <p>2) Create a vertically aligned social studies department in the 6th, 7th, and 8th grades.</p>	Campus Administrators	More consistency in teaching methodology and strategic questioning in 6th, 7th, and 8th grade social studies.				
<p>Comprehensive Support Strategy</p> <p>3) Begin utilizing strategies used on the 8th grade STAAR social studies test in the 6th and 7th grades.</p>	Campus Administrators, Social Studies Teachers	Improved student skillset in answering higher level social studies questions.				


Goal 2: Strive to effectively close the achievement gap as compared to the state standards and/or the Every Student Succeeds Act to ensure effective instruction at the student expectation level of the Texas Essential Knowledge and Skills (TEKS). Learning is measured in part by performance on state and local assessments, individualized education plans and other student achievements.


Performance Objective 3: Increase the percentage of students in advanced academic courses to 25%.


Evaluation Data Source(s) 3: Transcripts


Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase standards/criteria for advanced classes at the middle school. Limit Algebra offering to 1 section to protect the integrity of the advanced class.	Campus Administrators, Campus 6-8 Grade Counselor, 7th and 8th Grade Math Teachers	Improved selection filter to ensure students in Algebra 1 are appropriately identified.				
2) Provide GT training for at least one teacher in grades 4-5 and at least one teacher in grades 6-8.	Campus Counselors, Campus GT Coordinators/Trainers	Highly effective Gifted and Talented program that challenges GT students to reach higher levels of achievement.				
3) Implement a more intensive GT program, including a specified pull-out period for GT students in each grade level. Organize educational field trips to enhance the program.	Campus Counselors, Campus GT Coordinators/Trainers	Highly effective Gifted and Talented program that challenges GT students to reach higher levels of achievement.				
4) Increase the number of advanced classes offered in selected core subjects to further challenge higher achieving students.						

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 3: Maintain high attendance rate of 97.7% or better.

Performance Objective 1: Improve campus-wide student attendance to 97.7%.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Incentivize perfect attendance each grading cycle.	Campus Administrators, Campus PEIMS Coordinator	Improved attendance rates.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 4: Maintain collaborative communication with all stakeholders within the community.

Performance Objective 1: Establish opportunities for parent involvement in school or district activities which focus on improving both public relations and student academic performance.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Hold the end-of-year awards ceremony during the evening so parents can be present. Split the awards ceremony into two nights to increase attendance.	Campus Administrators, Front Office Staff	Increase awards ceremony attendance.				
2) Use Remind, Notify Me, Blooms, Class Dojo, group emails, and other electronic means for mass communication to parents. Individual contact will be made via email, phone call, or parent/teacher meetings. Parents will also have access to the TxEIS Parent Portal to monitor their child's grades and attendance.	Campus PEIMS Coordinator, Classroom Teachers	Provide more avenues of disseminating classroom communication.				
3) Increase communication of academic and extracurricular achievements by students.	Campus Administrators, Website/Facebook/Twitter Coordinator	More consistent recognition of student achievement.				
4) Continue the use of PTO as a point of contact between parents and campus administrators/staff.	Campus PTO Representatives	More developed relationships between parents and teachers. Increased opportunities for parents to support the campus and its students.				
5) Open the campus and its facilities for community groups and events (i.e. SRSA, PTO Community Events, etc.).	Campus and District Administrators	Increased community involvement and support.				
6) Invite parents and families to campus-wide events such as Meet the Teacher, Open House, silent auction, Grandparent's Day, Thanksgiving lunches, band concerts, and other performances.	Campus Administrators, Event Coordinators	Increased parent involvement and support.				


Goal 5: Maintain technology opportunities to enhance the quality of education for all teachers and students.

Performance Objective 1: Integrate technology into teaching and learning experiences.


Evaluation Data Source(s) 1:

Summative Evaluation 1:

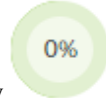
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue the use of online lesson plans using the district program linked from district webpage.	Campus Administrators	Increased communication between teachers and administrators outlining what is happening in class on a day-to-day basis.				
2) Increase efficiency using interactive boards.	Interactive Board Trainers, Campus Administrators	Build the effectiveness of classroom teaching by integrating technology tools. Increased student interaction during the lesson.				
3) Provide staff training for teachers to learn specific programs/software (Workdays, Inservice).	Campus Administrators, Trainers, Technology Department	Build the effectiveness of classroom teaching by integrating technology tools. Increased student interaction during the lesson.				
4) Continue the use of online grade/attendance posting through the TxEIS Parent Portal.	Campus PEIMS Coordinator	Increased communication with parents.				
5) Increase the capacity of the Read Naturally program with added computers and teachers.	Technology Department, Read Naturally Coordinator, Campus Counselor	Reach more kids in need of reading intervention and/or remediation. Improve STAAR reading scores across the campus.				
6) Add new technology (electric screen, dedicated computer, sound system) to the cafeteria.	Campus Principal, Technology Department	Higher quality community-wide school programs, staff trainings, and communication with students.				
7) Add an advanced robotics class to last year's successful robotics program.	Campus Principal, Robotics Instructors	Higher rigor use and understanding of technology in action. Opportunities to compete in UIL robotics competitions. Increased student confidence and accomplishment.				
8) Continue to increase the number of Chromebook carts available on campus.						




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	2	1	Reorganize master schedule to allow for a more intentional social studies teaching period at the 4th and 5th grade levels.
2	2	2	Create a vertically aligned social studies department in the 6th, 7th, and 8th grades.
2	2	3	Begin utilizing strategies used on the 8th grade STAAR social studies test in the 6th and 7th grades.

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Grant Miller	Principal
Administrator	Candy Nelson	Assistant Principal
Non-classroom Professional	Jana Word	Administrative Assistant
Counselor	Melissa Truly	Counselor Grades 4-8
Classroom Teacher	Taryn Mitchell	7th Grade Teacher / Coach
Classroom Teacher	Amy Freeman	SPED Teacher
Classroom Teacher	Katie Wampler	5th Grade Teacher
Parent	Brad Williams	Parent Representative
Business Representative	Phillip Burley	Business Representative