

# Scurry-Rosser High School

## Continuous Improvement Plan

**Need 1:** To increase student progress on the English Language Arts and Algebra I End of Course Exams.

**Index:** 2-Student Progress

**Critical Success Factor(s):** Improve Academic Performance, Use of Quality Data to Drive Instruction, Increase Learning Time, and Increase Teacher Quality

**Annual Goal:** To achieve the “Met Standard” status on the “Index 2: Student Progress” measure of the state’s accountability system for the 2013-14 school year. Achieving a minimum of one year’s growth for all students on the English Language Arts and Algebra I End of Course Exams will be targeted.

**Strategy:** To provide teachers with resources and training in data analysis, TEKS standards, and assessment writing to efficiently and effectively improve instruction and increase student progress.

**How will addressing this need impact the index/Critical Success Factors or major system identified?**

Teacher understanding of data analysis, student performance standards, and testing data will promote more targeted instruction for increasing student achievement.

**To date, what actions have been taken to address Need 1?**

In an effort to maximize time allotted for learning, all staff members have been trained in the following strategies:

- Fundamental 5
- Time to Teach

### **Planned Activities**

To provide English Language Arts and math teachers and teachers of other subjects professional development and time for collaboration.

To provide teachers with adequate time and resources to utilize formative assessment data to inform decisions about classroom instruction and student interventions.

To provide intense student interventions based on test scores and other data impacting student achievement.

### **Interventions:**

1. On-going training on the “Fundamental 5” instructional strategies will be provided in departmental meetings.
2. On-going training on “Time to Teach” classroom management strategies will be provided to maximize effective and efficient learning time within the 46 minute classroom period.
3. A minimum of three to four hours each six weeks will be allotted in the calendar to provide teachers with time for data analysis and lesson design. Data analysis expertise

will be provided to support teachers for analyzing formative assessments and determining appropriate instructional strategies and student interventions.

4. Students not demonstrating mastery of TEKS on formative assessments will be expected to attend tutorial interventions provided by all teachers within the four core subject areas.
5. Needed resources including scanners, software, instructional materials, etc... will be purchased for each department to promote efficient on-going data analysis by teachers on formative assessments.
6. To provide student tutorials a minimum of four days per week as identified by assessment data.
7. Transportation will be provided as needed.
8. Snacks and drinks will be provided on testing days and tutorials for all students, as needed.

**What data will be collected to monitor interventions?**

1. Sign in sheets will be required for documentation of participants.
2. Agendas will be kept on file.
3. Classroom observations and walk through visits will be conducted to evaluate appropriate implementation of the “Fundamental 5” and “Time to Teach” strategies.
4. A record of all dates/meetings will be kept to serve as evidence of providing staff with time for data analysis.
5. A sign in sheet will be utilized by all core area teachers to document students attending tutorials.
6. Purchase orders will be kept on file to serve as evidence of obtaining needed resources for data analysis.
7. A sign in sheet will be utilized by all core area teachers to document students attending tutorials.
8. Budgetary documents will be kept on file.
9. Invoices, receipts, and/or purchase orders for snacks/drinks will be retained on file.

**Need 2:** To increase student and parent awareness of student expectations required by the state accountability system.

**Index:** 2-Student Progress

**Critical Success Factor(s):** Improve Academic Performance, Increase Learning Time, and Increase Family and Community Engagement, and Improve School Climate

**Annual Goal:**

To achieve the “Met Standard” status on the “Index 2: Student Progress” measure of the state’s accountability system for the 2013-14 school year. Achieving a minimum of one year’s growth for all students on the English Language Arts and Algebra I End of Course Exams will be targeted.

**Strategy:** To make students and parents aware of the expectation that all students must achieve a year's growth each year as measured by the state's accountability system.

**How will addressing this need impact the index/Critical Success Factors or major system identified?**

Improving school to home and home to school communication about programs and student progress will increase student participation in intervention programs that will result in more robust student achievement.

**To date, what actions have been taken to address Need 1?**

Beginning of the year assemblies were conducted by grade level to convey student expectations for academics, behavior, attire, etc...

Individual and small group conferences were held to discuss student progress on Four Year Graduation plans.

**Planned Activities**

**Goal:**

To create and provide parents and students information regarding the new requirements of the state's accountability system and the impact on student performance.

To inform students of their academic progress and provide student interventions as needed.

**Interventions:**

1. To conduct a parent meeting to present and discuss the new requirements of the state's accountability system and to solicit parental cooperation and support regarding student interventions when requested by teachers and administrators.
2. A student mentoring program will be implemented to target at risk students.

**What data will be collected to monitor interventions?**

1. Sign in sheets will be utilized for documentation of participants.
2. Agendas will be kept on file.
3. A student mentoring list for each staff member will be kept on file in the office.
4. Each teacher will keep a mentor log indicating dates and mentoring activities conducted with each student mentee assigned. Teacher Mentoring Logs will be turned in to the office quarterly.