

Scurry Rosser Independent School District

Scurry-Rosser High School

2018-2020 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

SCURRY-ROSSER ISD Mission Statement

Our purpose is to provide students with the desire and the skills to pursue excellence, to be competitive in the workplace and in institutions of higher education, and to make responsible, informed, ethical decisions both now and during their future lives.

Academics

To prepare students to think critically and become highly successful in their area of choice

To provide a foundation in reading, math and writing for all students

To create an academic culture that promotes competition, rigor, and relevance equipping students with the skills needed to compete in a 21st-century marketplace.

Extracurricular

Extracurricular programs will be designed to foster student achievement thus supporting their future endeavors

Extracurricular programs will be designed to instill competitive excellence through comprehensive and varied offerings

Extracurricular programs will be designed to develop discipline, character, leadership, integrity and a winning attitude in all students.

Finance

To maintain financial solvency and fund balance

To ensure ample resources are allocated to personnel, student programs, and curriculum

To utilize tax dollars in a transparent and efficient manner to honor the public trust

Facilities

To maintain facilities that are efficient, highly functional and inviting

To provide facilities that are safe, secure and conducive to learning

To provide facilities that are sufficient for all student programs and student growth

Vision

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

Comprehensive Needs Assessment

Revised/Approved: October 31, 2018

Demographics

Demographics Summary

Scurry-Rosser High School is comprised of; 342 students in grades 9 through 12 (9th grade - 89, 10th grade - 84, 11th grade - 88 and 12th grade - 81). Our student enrollment by program is as follows: 2 Bilingual/ESL Education, 316 Career and Technology, 16 Gifted and Talented, and 29 Special Education.

The ethnic Distribution of Scurry-Rosser high school is as follows: African American 10 2.9%, Hispanic 46 13.5%, White 279 81.6%, American Indian 2 0.6%, Asian 1 0.3%, Pacific Islander 0 0.0%, Two or More Races 4 1.2%, Economically Disadvantaged 127 37.7%, English Language Learners (ELL) 2 0.6%, Students w/ Disciplinary Placements (2016-2017) 24 6.6%, At-Risk 68 19.9%. English is the primary language.

The total staff count at SRHS is 35.5, with 28.5 professional staff and 7.0 educational aides. Our professional staff breakdown is 25.4 teachers, 2.1 professional support, and 1.1 campus administration (school leadership). SRHS teacher ethnicity is 23.2 White and 2.2 Two or More Races with 11.9 male teachers and 13.5 female teachers. On our campus, there are 1.2 beginning teachers, 6.8 teachers with 1-5 years of experience, 5.1 teachers with 6-10 years of experience, 6.9 teachers with 11-20 years of experience, and 5.4 teachers with over 20 years of experience. We have a student to teacher ratio of 13.5 to 1.

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 several dedicated booster clubs that invest time and resources into our student body. The community surrounding Scurry-Rosser high school are instrumental in supporting and encouraging these students.

Demographics Strengths

- * STAAR scores in most areas are significantly above state average.
- * Class sizes are small allowing for more individualized instruction. (14.5 - 18.4 in core classes)
- * Graduation rate is extremely high. (100% in recent years)

Problem Statements Identifying Demographics Needs

Problem Statement 1: The English I and English II STAAR scores oare above state average but not as high as desired. **Root Cause:** The root cause of this is the need for more intense remediation on an individual basis as well as a need for targeted instruction based on the needs of individual and small groups.

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
- Accountability Distinction Designations

Student Data: Assessments

- STAAR Released Test Questions
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS

Goals

Goal 1: Provide a safe and supportive 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) Conducting "Safety Audit" in order to ensure the integrity of safety procedures and guidelines	Administrators	Report				
2) Provide campus personnel with Crisis Prevention and Intervention (CPI) training in order to avert confrontations and other crisis on campus.	Principal/Assistant Principal	Certification Documents of all staff member certified				
3) Develop, implement dating violence program to prevent the intentional use of physical, sexual, verbal or emotional abuse by a person to harm, threaten, intimidated or control another person in a dating relationship. In addition to working with students on their understanding of the issues associated with dating violence they will be led through discussions about bullying, which includes bullying hotline and the proper usage of such, sexual abstinence and the consequences of early sexual activity, and strategies for managing stress associated with the teenage life. This accomplished through classroom discussion and Freshman Transition Class.	Counselor/Principal/Assistant Principal/Teachers	Counselor's log Survey, and student interaction reflecting absorption of material FTC - Assessments "Freshman Transition Class"				
4) Provide structured ISS center	Principal/ISS monitor/Teachers	Student grades in ISS Discipline reports				
5) Conduct required and special drills (fire/lockdown/weather) both announced and unannounced	Principal	Monthly log of drills				
6) Maintain and review emergency handbook.	Principal/District Safety Personnel	Handbook posted in front office/Monthly log of drills/Activity calendar				

7) Access drug detection services. Drug dogs periodically but frequently sweep parking lot, classrooms, and lockers in order to ensure a drug free campus. Drug testing for students participating in UIL events.	Principal/Assistant Principal/ Counselor	Test results				
8) Provide Professional Guest speaker to present to all students and staff that correlates with Red Ribbon Week with additional speakers regarding safety and character.	Principal/STUCO	Observation Survey				
9) Register all student vehicles on campus and require a tag to be displayed.	Principal	Vehicle Observations				
10) Incorporate additional safety measures on campus (i.e. entry procedures, hall monitoring)	Principal/Teachers/Paras					

 = 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 (ESSA) to ensure effective instruction at the student expectation level of the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1: Increase mastery of all students and student subgroups on the State of Texas Assessment of Academic Readiness (STAAR) in English I and II, Algebra, Biology, and United States History.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Enroll students who did not pass State tests (STAAR) into remediation classes or after school tutorials to help close the gap. Teachers work with small groups or individual after school tutorials.	Principal Teachers Counselor	Test results				
2) Provide tutoring for students as organized by departments.	Principal Department Representatives	Level II and Level III Advanced performance % increases				
3) Examine STAAR item (S.E.) analysis data to use in planning classroom instruction strategies.	Principal Assistant Principal Counselor	STAAR results				
4) Profile results of campus benchmarks and STAAR results to adjust instruction to meet student needs.	Principal Counselor	STAAR results Assessment results entered into AWARE academic monitoring system				
5) Implement an ongoing (informal) mentoring program for At Risk students.	Principal Assistant Principal	STAAR results Failure List Conference				
6) Provide a DAEP for 6-12 grade students located in Mabank ISS with TEKS based instruction.	Principal	Referral records PEIMS 425 Report annual evaluation				
7) Offer high school students a chance to recover credits in the Odyssey ware program providing services with the purpose of students graduating with their cohort.	Principal	Completion and current recovery rate				
8) Enhance course offerings, continue to upgrade science program. (including Rocket Class, enhanced robotics and welding opportunities).	Science Teachers	Master schedule and Student Graduation Plans				

9) Implement more frequent lab technology into instruction.	Science Teachers	Administrator assessment through formal and informal measures				
10) Communicate with community the campus rating information at the beginning of the school year.	Principal	Report cards mailed Web				
11) Educate teachers to address obesity, cardiovascular disease and Type 2 diabetes.	Principal/Nurse	Certificates				
12) Continue personal financial literacy to economic class for credit along with the addition of a Financial Math class.	Principal/Teacher	TEKS				
13) Provide response to Intervention Training to improve special education referrals.	Principal Diagnostician RTI	Special Enrollment				
14) Implement remediation options for students not meeting additional grade placement requirements.	Teachers Aides	Tutorial sign-in sheets				
15) To encourage CTE students to complete the recommended or distinguish graduation plan to eliminate students graduating on Foundations plan.	Principal Counselor	Graduation Rate PVMAS				
16) Encourage female students to explore all CTE course offerings, and work to develop richer offerings in courses that appeal to female students.	Principal Counselor AG Teacher	Graduation rate PBMAS				
17) Reduce number of students in remediation classes by increasing pass rate of all students.	Administrators	Higher STAAR pass rate. More effective STAAR remediation.				
18) Continue to conduct 504 meetings earlier in the school year to allow time for staff to adjust instruction for students' instruction.						

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 3: Strengthen all core academic and elective curricula for all student levels , as well as extra-curricular and co-curricular activities.

Performance Objective 1: Increase the percentage of students in advanced academic courses.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Offer opportunities in AP training for teachers in the summer. Provide AP training during school year. 30 hour GT training	Principal Teachers Curriculum Director	Teacher becoming certified to teach AP/GT courses GT certificate				
2) Conduct survey of students to determine their AP/GT, Dual credit course needs.	Counselor	Course enrollment				
3) Plan and attend college days for juniors and seniors.	Counselor Principal	Agendas Sign in sheets Parent feedback				
4) Inform students of advantages of Dual Credit and AP classes in preparation for college.	Counselor Principal Teachers	AP course rosters				
5) Offer PSAT, SAT, and ACT preparation through tutorials and college prep classes. (Odysseyware training)	Counselor Principal Teachers	PSAT, SAT, ACT results				
6) Require advanced level projects for each class.	Principal	Teachers submit plan				
7) Offer students time in computer lab for SAT and ACT preparation through computer programs tailored for this purpose.	Counselor Principal Teachers	SAT, ACT results				
8) Hold college preparation meetings with students and parents. FAFSA workshops provided for students and again for parents with resources to help students and parents secure funding for college.	Counselor Principal Teachers	Enrollment numbers for SRHS				
9) Provide access to college prep web sites.	Counselor Principal Teachers	SAT, ACT results				

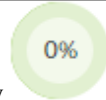
10) Require daily warm-ups covering STAAR objectives for their core classes.	Principal Teachers	STAAR results				
11) Follow time lines to make sure teachers are on target for STAAR.	Principal Teachers	STAAR results				
12) Invite college representatives to come to the campus to educate students in opportunities. (FTC, College Prep and during lunch)	Counselor	Higher post high school education participation				
13) Offer the TSI and SAT on campus during the school day.	Principal/Counselor	Higher participation in higher education testing				
14) Encourage all students to participate in an extra-curricular activity by active recruiting from each organization.	Teachers Organization Leaders	Higher extra-curricular involvement				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 4: Maintain high attendance rates at 97% or better.

Performance Objective 1: Improve student attendance to 97% campus-wide.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Inform students and parents of the mandatory state attendance policy.	Principal Counselor	AEIS report and PEIMS data				
2) Require teachers to keep accurate attendance records. Use electronic attendance software.	Principal Counselor	AEIS report and PEIMS data				
3) Provide personal phone calls to various students who are not present as of 2nd period each day upon student becoming at risk for truancy.	Principal Counselor	AEIS report and PEIMS data				
4) Weekly communication to parents and students regarding attendance.	Principal/PEIMS	Lower number of days missed				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 5: Maintain an annual dropout rate of less than 1%.

Performance Objective 1: Maintain an annual dropout rate of less than 1% for all students. Increase the completion rate for grades 9-12.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide counseling to students that want to drop out of school.	Counselor	AEIS report				
2) Personal phone call made to seniors who are not present as of 2nd period each day if there is a danger of not receiving credit due to attendance.	Counselor PEIMS Coordinator Principal Assistant Principal	Attendance records				
3) Provide before and after school tutoring.	Principal Teachers	TAKS reports Report cards				
4) Provide testing and Odysseyware software in order to accommodate students in need of remediation and credit recovery.	Principal Teachers	Graduation rate				
5) Mandatory parent contact of students at-risk of failing a class.	Teachers	Teacher contact log				
6) Weekly audit of seniors progress	Counselor	faster response time when a potential for drop out arises				

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


Goal 6: Maintain collaborative communications with all stakeholders within the community.

Performance Objective 1: Establish a baseline for PK-12 parents participating in school or district activities which focus on improving their child's 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) Inform parents of access on Parent Portal. Communication with parents concerning assignments.	Principal Teacehrs	More parents using the Parent Portal from home				
2) Encourage teachers to keep accurate contact logs. Encourage teachers to communicate through Positive Parent Postcards.	Teachers	Copy to to principal at end of each six weeks				
3) Encourage parents to visit students' teachers during the year with a readily available schedule.	Principal Teachers	Parent conference log				
4) Increase communication of student achievements to parents and community.	Principal Teachers	Newsletters Email and text blasts from school				
5) Provide extensive communications through district website, newsletters, marque announcements, informational mail-outs, and parent assemblies on a regular basis. (Notify-Me and Remind)	School Community	Records of communication efforts				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 7: Maintain technology opportunities to enhance the quality of education for all teachers and students.

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

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement the strategies from the District Long Range Plan for Technology.	Technology Coordinator Principal Teachers	Online lesson plans				
2) Develop assessment items for use with online tools such as Webcat, AWARE, I station, TRS, USA Test-Prep, and Odyssey ware.	Teachers Principal	All assessments developed				
3) Model and monitor acceptable use of technology.	Teachers Parents Principal	Discipline referrals				
4) Provide scanners in classrooms in order to promote the integration of technology in the design of lessons and assessments aimed at student academic growth.	Counselor Teachers	Data used in AWARE system will be monitored to assess usage of scanners and software				
5) Provide extended learning experience with video conferencing and web-based learning that bring the real world into the classroom.	Counselor Teachers	Conferences scheduled and evaluation of sessions				
6) Keep web page/Activities Calendar up-to-date.	Technology Coordinator Counselor	All events posted two days in advance of event date				
7) Use marquee at high school to inform the community of upcoming events.	High School Secretary	All events posted two days in advance of event date				
8) Use e-mail within (students) and outside district (parents). 24 hour policy requires all school personnel to respond to outside communications.	Principal	All teachers checking e-mail daily				
9) Smart-board and AWARE training for all teachers.	Principal Technology Coordinator Curriculum coordinator	Lesson plans walk-through, weekly department meetings				




Goal 8: Increase technology opportunities to enhance the quality of education for all teachers and students.

Performance Objective 1: Provide professional development for teachers to improve the quality of learning for all students.


Evaluation Data Source(s) 1:

Summative Evaluation 1:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Model technology use in staff development sessions with clear directions and update information.	All staff and trainers	Design of training sessions; evaluation forms from training sessions				
2) Provide training to new teachers to bring them up to district expectations for technology.	Technology Coordinator Curriculum Coordinator	Training sessions; Evaluation forms				
3) Integrate Chrome Books into classes with the purpose of more fluent usage of technology by teachers and students.	Principal Curriculum Coordinator	EOC Scores and teacher feedback				
4) Incorporate additional technology based courses (advanced robotics, rocket class)	Principal/teachers	Fluent use of technology and additional post high school preparedness.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 9: Provide salary, benefits, training, working conditions and staff development conducive to recruiting and retaining high quality, highly qualified professional and paraprofessional staff.

Performance Objective 1: 100% of all professional and paraprofessional personnel will meet the definition of "certified" according to state requirements.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Ensure all teachers are certified or qualified through the District of Innovation Plan.	Principal Administration	SBEC				
2) Provide constant and immediate feedback for teachers in their first year of service.	Principal Administration	Agendas Teacher observations				
3) Encourage all teachers to volunteer for one extra curricular committee.	Principal Teachers	Committee involvement				
4) Continue teacher appreciation, teacher of the nine weeks and of the year awards. These awards include a plaque as well as gifts donated from outside businesses wishing to participate in the celebrations of teacher excellence.	Staff Parents	Teacher feedback				
5) Encourage all staff in meeting highly qualified standards.	Campus Principals	Certificate				
6) Provide incentive meals for staff members (from administrators) each nine weeks .	Administrators	Raise morale of all staff members				

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

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Christian Reed	
Classroom Teacher	Stephen Stolusky	
Administrator	Debbie Dominguez	
Parent	Laura Chaney	
Business Representative	Ray Choate	
Classroom Teacher	Cathie Stringer	
Paraprofessional	Deanna Vann	
Classroom Teacher	Brian Pierce	