Scurry Rosser Independent School District

Scurry-Rosser Elementary

Accountability Rating: B

Distinction Designation:
Top 25 Percent: Comparative Closing the Gaps, Postsecondary Readiness

2026-2027 Campus Improvement Plan

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Mission Statement

United as a family, we build relationships, ensure safety, and put all students first so every child can grow.

Vision

Every student loved. Every student supported. Every student prepared for a bright future.

Value Statement

SRES Belief Statements

Safety & Belonging

We believe every child must feel safe, loved, and valued to learn and grow.

Teamwork & Collaboration

We believe in working together as a united family to support and empower our students.

Relationships First

We believe strong, intentional relationships are the foundation of student success.

Student-Centered Growth

We believe in putting all students first to unlock their unique potential. All students can do hard things!

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Comprehensive Needs Assessment

Demographics

Summary

Enrollment Numbers: At the end of 2026 our enrollment was 310 students. We began the school year with 306. We have had 28 withdrawals and 34 enrollments during the school year. 235 students are served under Regular Ed. and 65 under Special Ed. Students are from Scurry, Rosser, Grays Prairie, Cottonwood, and surrounding remote areas.

Ethnicity/Gender Breakdown 2025-2026
152 females, 182 males: 103 Hispanic, 4 Amer Indian/Alaskan native, 1 Asian, 4 African American, 1 Hawaiian/Pacific Islander, 192 white, 5- 2 or more races

Changes in enrollment over the past 3 years:

May 2026- 310
May 2025 -301
May 2024- 291

The following are the number of students in each special program with breakdown by ethnicity and gender.
Special Education (including speech): 80 students, 54 male and 26 female, ethnicity - 28 Hispanic and 51 Not Hispanic
504: 18 students,
Dyslexia:17 students, 9 female and 8 male, ethnicity - 12 Non-Hispanic, 5 Hispanic
GT: 18 students, 7 female and 11 male, ethnicity 13 Non-Hispanic, 5 Hispanic
ESL/BIL: 57 students, 34 female, 33 male

At Risk: 127 students, Reason: Emergent Bilingual, attendance issues, and retention

Staff Demographics and Information:
2025-2026
Staff attendance rate - 4.33 employees absent/day

- As of 5/8/26 - 680 absences over 157 days of school

Retention/Turnover rate -

- 13 positions were/are vacant.
  - 3 staff members are changing positions, but remaining on campus (M. Jones, Stribling, Rooswinkel)
  - 9 out of 44 staff members (nutrition and custodial not included) that started the year with us have left or are leaving the campus at the end of the year.
    - 2 retiring (Vick and Knowlton)
    - 2 moving out of our area (Bray and Ranes)
    - 4 moving to other positions within the district (Shehan, Ferguson, Kirby, Mead)
    - 1 retired due to health (Peatt)
    - 1 resigned

Scurry-Rosser Elementary, a Title 1 campus, is the only elementary school in Scurry-Rosser ISD. Scurry-Rosser Elementary School is comprised of PreK through third grade with a current total campus enrollment of 310 students at the end of 2026. In PreK/EE we had 33 students, Kindergarten we had 60 students, first grade had 80 students, second grade had 58 students, and in third grade we had 79 students. Ethnically, our student distribution is comprised of .1.3% African American, 33% Hispanic, 62% White, .07% Hawaiian/Pacific Island, .7% American Indian, .3% Asian, and 2.3% of our students are two or more races. There have not been major changes to Ethnicity populations the past two years. The primary language spoken on our campus is English. Our student population is 63% economically disadvantaged. Among our student population, 18% are English Learners, and 41% of our students are considered At-Risk. At Scurry-Rosser Elementary 26% of our students are in Special Education and 6% are identified as Gifted and Talented.

Our average attendance rate was 95.41% for the year. An attendance tracker was kept between the PEIMS clerk and assistant principal for compulsory attendance and truancy. Letters were mailed at 3, 6, and 9 days or parts of day. A phone call was made at 6 and and at 9 a face to face truancy meeting was held. Students were also monitored for needing to recoup time, which took place throughout the year before and after school. Truancy was filed on students who did not abide by the attendance laws.

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 have an 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.

Student Achievement

Summary

Data was studied using Amplify/mCLASS, CLI, MAP and STAAR data by grade levels. It appears that the data is consistent across the board. Based on testing platforms, growth was shown in many areas; data shows that our low students are showing more growth than our high achieving students. Our low students are the students we tend to focus on more often, and unfortunately, our high students are showing minimal growth.

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. We also keep other formal and informal data on all students in order to continuously meet the needs of all students, not just the ones performing below level.

2026 Accountability Rating Overall Summary for SRES

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**88**	**B**	
Student Achievement		**85**	**B**	**0%**
STAAR Performance	56	85		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**87**	**B**	**70%**
Academic Growth			Not Rated	
Relative Performance (Eco Dis: 59.1%)		87	B	
Closing the Gaps	**75**	**90**	**A**	**30%**

On the 2026 Accountability report for Domain 3, Closing the Gaps, our EB (Current & Monitored) group received zero points for ELA and only 2 points for math on the Federal School Improvement. For ELA in 2025 this target group had 55% of our EB students score at the Meets GL Standard or Above. For 2026 we only had 27 % of our EB students score at the Meets GL Standard or Above. With the drop and not meeting the target percentage, we did not receive points. For math, in 2025 our EB students were at 27% and in 2026 we grew to 36% for Meets GL Standard or Above. The state target is 45%, therefore, we did not meet that state target for this subgroup in math; however, we did make progress from last year. Since our EB students did make progress in math from 2025 to 2026, we received 2 points for this catergory. Our EB students will be a subgroup we will monitor closely this year.

2026 SRES STAAR Results

	Did Not Meet	Approaches	Meets	Masters
RLA	**15%**	**85%**	**67%**	**25%**
Math	**23%**	**77%**	**57%**	**23%**

Each grade level provided insight into student achievement for the 2025-2026 school year.

PreK

1. How are student achievement data disaggregated for your grade level?
Student achievement data is disaggregated by assessment domain, including letter naming, vocabulary, math, phonological awareness, writing, and social-emotional development. Data are also reviewed by student groups such as gender, ethnicity, socioeconomic status, special education, bilingual/ESL, and other intervention groups.
2. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?
The data indicates that math scores are consistently higher across most student groups, while literacy-based areas such as phonological awareness, vocabulary, and letter naming show greater variation among students.
3. In which areas are we showing growth? At what rate? Compared to which standard of achievement?
We are showing the strongest growth in math and social-emotional development, with many students meeting or exceeding expected end-of-year Pre-K standards. Growth is measured using CLI benchmark expectations and district assessment goals throughout the school year.
4. Which category of students are making progress? Why?
Students who attend consistently, participate in small-group instruction, and receive support at home are making the most progress. These students benefit from repeated exposure, hands-on learning experiences, and consistent classroom routines provided through the Frog Street curriculum and our CLI implementation.
5. Which category of students are not making progress? Why?
Students with frequent absences, speech/language delays, limited preschool exposure, or identified learning needs are making slower progress in literacy and language domains. These areas require more individualized support, repetition, and targeted intervention strategies.
6. What does the longitudinal student achievement data indicate for the year?
Longitudinal data indicate overall student growth throughout the year, especially in foundational math, classroom independence, and social-emotional skills. While growth rates vary by child, most students demonstrate progress toward kindergarten readiness by the end of Pre-K.

Strengths/Needs:
What are the strengths according to the data?
This year we started with our math scores being higher than our PA scores. As the year went on our scores for math continued to climb.
What are the needs according to the data?
According to the data, rapid vocabulary was very low. Letter naming scores varied.

Kindergarten:

1. How is student achievement data disaggregated for your grade level?
We do not disaggregate
2. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?
We are not aware of a method to disaggregate within our grade level data
3. In which areas are we showing growth? At what rate? Compared to which standard of achievement?
All areas- We think we are doing great.
4. Which category of students are making progress? Why?
All categories of students because they all made progress.
5. Which category of students are not making progress? Why?
6. What does the longitudinal student achievement data indicate for the year?
Progress has been made from August-May
What are the strengths according to the data?
-The majority of our students mastered letters and sounds by the end of Q2.
- The majority of students were successful on the Bluebonnet Learning Assessments.
- The majority of students ended the year "average" (cvc + blends/digraphs) on our reading screener.

- All students made progress on Amplify.
- The majority of students were Benchmark or Above on Amplify.
What are the needs according to the data?
More Tier 2 support for struggling students

First Grade:

1. How are student achievement data disaggregated for your grade level?
Aware and Amplify breaks it down for us.
2. What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?
ESL students seem to struggle more.
3. In which areas are we showing growth? At what rate? Compared to which standard of achievement?
Reading:
-QPS- most are on task 16
-DRA levels started at 4 and most are at least 16
-Amplify-most are at benchmark or above
4. Which category of students are making progress? Why?
We believe our ESL students are making the most growth because they have been our focus.
5. What does the longitudinal student achievement data indicate for the year?
Most have improved and are on grade level.
-What are the strengths according to the data?
Letter Names and sounds
-What are the needs according to the data?
Blending

Second Grade:

Reading Achievement

Reading achievement data for the grade level is disaggregated using MAP Reading BOY, MOY, and EOY scores, Amplify benchmark levels, and Reading Growth Report (RGR) percentages. Students are also grouped by benchmark categories such as Above, Benchmark, Below, and Well Below.

- The reading data indicate that students performing at Benchmark or Above Benchmark generally maintained stronger achievement and growth throughout the year. Many students moved from Below or Well Below to Benchmark by EOY, showing improvement in reading comprehension and fluency. However, students who began the year Well Below often continued to struggle despite growth. Students receiving interventions or special services tended to remain in lower benchmark categories more frequently than their peers.
- Reading growth is evident across all classes. Many students increased their MAP Reading scores by 10–25 points from BOY to EOY. RGR percentages also improved significantly, with several students moving from the 40–60% range to the 80–90% range by the end of the year. Amplify data shows growth as students moved from Well Below or Below to Benchmark or Above Benchmark status. Growth is measured against grade-level benchmark expectations and district assessment standards.
- Students already performing at Benchmark or Above Benchmark showed the strongest progress. These students consistently demonstrated growth in MAP scores, Amplify benchmark levels, and RGR percentages. Their success is likely connected to stronger foundational literacy skills, reading fluency, vocabulary development, and comprehension strategies.
- Students in the Well Below and Below categories showed slower progress overall. Although several students improved scores, some remained below grade-level expectations by EOY. Students with intervention needs may struggle with foundational reading skills, retention, fluency, and comprehension gaps that impact long-term achievement.
- Longitudinal reading data indicate overall positive growth across the grade level. Most students improved MAP Reading scores and RGR percentages throughout the year. Amplify data also shows movement toward Benchmark status for many students. However, achievement gaps remain between high-performing students and students requiring intervention support.

Math Achievement

Math achievement data is disaggregated using MAP Math BOY, MOY, and EOY scores. Students are also compared using categories and growth trends across the year.

- The math data indicate that students who began the year at Benchmark or Above Benchmark continued to demonstrate strong achievement and consistent growth. Several students increased MAP Math scores by 15–30 points from BOY to EOY. Students who started below grade level often showed growth but remained below benchmark expectations at the end of the year.
- Significant growth was shown in math across the grade level. Many students improved steadily from BOY to MOY and EOY assessments. Students scoring in the 160s and low 170s early in the year often increased into the 180s and 190s by EOY. Growth was measured against district benchmark expectations and grade-level math standards.
- Students in the Benchmark and Above Benchmark categories made the greatest progress in math. These students demonstrated strong number sense, problem-solving skills, and mastery of grade-level standards. Students with consistent attendance and strong foundational math understanding also appeared to grow at a faster rate.
- Students performing in the Well Below and Below categories showed slower progress in math. Some students demonstrated gains but continued to struggle with foundational skills and retention of previously taught concepts. Students requiring intervention services or additional support appeared to need more intensive instruction and practice opportunities.
- Longitudinal math data indicate steady growth throughout the school year for most students. Overall MAP Math scores increased from BOY to EOY, with many students meeting or exceeding benchmark growth expectations. Despite this progress, gaps remain between students performing above grade level and students receiving intervention support.

Third Grade

What are the strengths according to the data?
Overall all classes showed a tremendous amount of Meets and Mastered students on assessments. Our MAP data was the highest it has been.
What are the needs according to the data?
Lower students were consistent on Did Not Meet and Approaches with assessments. These students need to be hit harder during intervention.
Interim data was lower than expected.
How are student achievement data disaggregated for your grade level?
Mastered, Meets, Approaches, and Did Not Meet. We go by the scores for STAAR.
What does the data indicate when disaggregated by ethnicity, gender, socioeconomic status, special program, or other category?

- **ELs were average or low.**
- **Socioeconomic students were low and very few were high.**
- **Special Programs- more students were RTI for reading, several SPED students came back to regular ed classroom.**

In which areas are we showing growth? At what rate? Compared to which standard of achievement?
Students are showing growth with comprehension in both Math and Reading. Students showed progression in this during the second semester of school.
Which category of students are making progress? Why?
RTI students are making progress with wildcat time and tutoring.
Which category of students are not making progress? Why?
ELs are having trouble making more progress because of vocabulary and comprehension.
What does the longitudinal student achievement data indicate for the year?
Our data shows more students are leaning towards Meets level with fewer in Approaches area.

The 2025-2026 school year data indicates overall longitudinal growth across all grade levels, with the most significant progress occurring in foundational math and early literacy skills. While targeted interventions yield positive results, a consistent achievement gap persists for students lacking foundational skills, English Learners (EL/ESL), and those with frequent absences.

Grade-Level Achievement Breakdown

Pre-K: Students showed the strongest growth in math and social-emotional development, particularly those with consistent attendance and home support. Weaknesses remain in rapid vocabulary and letter naming. Progress is slower for students with speech delays, frequent absences, or limited preschool exposure.

Kindergarten: The majority of students successfully mastered letters and sounds by the second quarter and met Amplify benchmarks. The team noted a need for more Tier 2 support for struggling students and currently does not utilize demographic or programmatic data disaggregation.

First Grade: Most students reached grade-level reading standards by the end of the year. While ESL students initially struggled, they demonstrated the most significant growth due to targeted instructional focus. Letter names and sounds are a collective strength, but phonetic blending requires improvement.

Second Grade: Students demonstrated positive growth on MAP Reading and Math assessments. A clear achievement gap exists: students starting at or above benchmark maintained strong, rapid growth, while those below benchmark showed slower progress and continued to struggle with foundational skills, fluency, and retention.

Third Grade: The grade achieved its highest MAP scores to date, with an upward shift of students reaching the "Meets" and "Mastered" STAAR categories. Response to Intervention (RTI) students improved with dedicated tutoring, but English Learners and lower socioeconomic students continue to struggle with comprehension and vocabulary, requiring more intensive support.

School Culture and Climate

Summary

Scurry-Rosser Elementary provides numerous opportunities for family and community involvement throughout the year. Some events take place during the school day and some during the evening. We have provided our parents with parent sessions throughout the year that focus on children, such as effects of technology on the brain, anger issues, discipline, and how to help their children at home with math, reading, and writing. (ESF 3.1)

Parents are involved in our school when there are school events and community nights. Scurry-Rosser Elementary has several programs to highlight students.(ESF 3.1) They are as follows:

- Student of the Month
- Implementation of Restorative Practices/Discipline
- Award ceremonies at the end of the year
- Highlighted leaders each month
- Positive Office Referrals
- Pride Tickets
- Students being recognized for showing character traits

We have a school-wide mission statement that was written in conjunction 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" via Google Meets.

At the end of the 2025-2026 school year, we gave a student survey to all second and third grade students. Here is a comprehensive summary of the findings from 135 total student responses.

Key Strengths (Areas of High Agreement)

- **Teacher Support & Instruction:**
  - Students report exceptionally strong relationships with teachers. Most students agree that teachers explain what they are learning and why, offer help when work is confusing, and believe in their ability to succeed.
  - In open responses, teachers were the most cited "best thing about school," with several specific teachers praised for their encouragement and kindness.
- **Emergency Preparedness:**
  - Nearly all respondents agreed they know what to do in an emergency (lockdown, fire drills), indicating high safety drill literacy.
- **Emotional Support & Trust:**
  - An overwhelming majority of students reported having a trusted adult on campus they can speak to when feeling sad or overwhelmed.
- **Curriculum & Learning Tools:**
  - Students generally feel well-equipped with necessary books, classroom technology, and learning resources.

Primary Areas for Improvement

- **Peer Kindness & Bullying / Social Dynamics (Lowest-Rated Metric):**
  - **"Students at my school are kind to each other"** received the highest proportion of **Disagree** and **Not Sure** ratings across the entire survey (over a third of respondents disagreed).
  - This was echoed in the open feedback, where many students requested initiatives to address meanness, arguing, and peer conflict.
- **Playground Safety & Cleanliness:**
  - The question *"My school is clean and the playground is safe"* had substantial disagreement and hesitation.
  - Students frequently cited playground cleanliness (trash), broken or hazardous equipment (specifically referencing spinning equipment and ladders), and concerns about getting hurt.

- **School Engagement & Belonging:**
  - Roughly 15% of students indicated they do not look forward to coming to school each day or feel unsure about whether they truly belong.

Student Voice: What students love most about school:

Teachers & Staff: Frequently described as supportive, funny, welcoming, and helpful.
Friends & Social Time: Being able to see and interact with peers.
Special Programs & Events: Field Day, P.E., Art, Music, Library, and field trips.
Recess & Free Play: Playtime outside was cited as a major highlight of their day.

What students want to change / improve:

Outdoor Water Fountains (Top Specific Request):
- Multiple students specifically asked for an **outdoor drinking fountain** near the playground, noting that it gets hot and students frequently forget or run out of water.

Playground Maintenance & Equipment:
- Repair or replace hazardous equipment (e.g., "the spinney thing so people do not get hurt").
- Add new or varied play equipment, balls, and shade.
- Routine trash cleanup on the field and playground.

Peer Culture & Kindness:
- Requests for students to be nicer, stop fighting, and reduce drama.

Cafeteria & Lunch:
- Adjustments to lunch scheduling (several felt it was too late or too short), desire for better food quality, and flexibility in seating with friends.

Restroom Cleanliness:

Multiple mentions of needing cleaner, better-maintained student restrooms.

At the end of the 2025-2026 school year, we sent a survey out to all parents. Out of the 41 parents who participated, the following is a comprehensive summary of the findings.

- **High Satisfaction & Safety:** The overall sentiment is highly positive. 95% of parents feel their children are safe and supported, and 91% find the school setting challenging and engaging.
- **Curriculum Push back:** Multiple parents requested the school drop the "Bluebonnet" curriculum. One parent noted that the math portion does not translate well to real life and causes struggles for both staff and families.
- **Communication Improvements:** Parents want more consistent, timely updates. Specific suggestions included posting pictures of homework on communication apps, sending progress reports, and releasing field trip calendars and lunch menus earlier.
- **Student Experience:** Parents advocated for letting kids socialize more, organizing "fun days," and treating music assemblies like a proper audience experience. Additionally, a couple of Spanish-speaking parents noted their children need more support and practice with reading.
- **Logistics & Accountability:** A few parents mentioned the school bus running longer than usual and suggested implementing a bus-tracking app. Another parent requested stricter accountability for bullying to maintain the school's "small town values".

Here is the specific positive feedback and praise shared by parents in the spring 2026 survey:

1. **Overall Satisfaction:** Multiple parents expressed high satisfaction with statements like "Everything is great," "All is good," and "It's great". One parent specifically noted, "Nothing I love everything and everyone! It's way better than a city school for sure".
2. **Appreciation for Teachers and Staff:** Parents highlighted the quality of the staff, stating, "The teachers and staff are amazing". Another parent praised the entire team: "This is a wonderful school from the front office staff to the end of the day when they open the door to let the kids in the car".
3. **Encouragement to Continue:** Several responses focused on gratitude and continuing the current trajectory, such as "Continue the great work that has been done so far" and "We appreciate everything that is done from beginning to end on a day to day basis".
4. **Love for the School Community:** The strong affection for the school was evident in comments like "No, I love SRES" and a suggestion to "Throw a Love, Support & Appreciation Party for staff and students". Another parent appreciated the environment that allows them to "Show Jesus Love for Everyone and Embrace Every Student" so they "realize they are each special".

At the end of the 2025-2026 school year, we sent a survey out to all staff members. The following is a comprehensive summary

of the findings.

- **Campus Climate and Safety:** 83.3% of staff strongly agree they feel physically safe, and over 86% feel supported by campus administration. Staff appreciate the positive "family of friends" atmosphere and the morning meetings that highlight student and teacher achievements.
- **Student Behavior:** Managing behavior is a significant challenge. 72.7% of respondents want designated time to collaborate with a behavior specialist. Written feedback points to an "unsettling amount of disrespect" and a lack of consistent consequences for student actions.
- **Workload and Autonomy:** Although 70% rate their work-life balance highly, comments indicate staff are overwhelmed by increasing responsibilities and working unpaid hours on weekends and early mornings. Veteran teachers also expressed a desire for more trust and autonomy in their classrooms without having their decisions constantly questioned.
- **Collaborative Planning (PLCs):** Teachers generally find weekly PLC meetings beneficial for planning and analyzing data, but multiple staff members expressed frustration that the meetings focus almost exclusively on math. Staff want the freedom to discuss other content areas and have less admin-led instruction.

- **Wildcat Time (Interventions):** To improve intervention periods, staff emphasized the need for consistent paraprofessional assistance to manage the rest of the class while teachers work with small groups. They also requested better data-driven grouping strategies and the ability to share students fluidly across grade levels to match teaching styles.

- **Supportive Leadership:** 73.3% of staff strongly agreed that school leadership promotes a positive and inclusive culture, and 66.7% strongly agreed they feel supported by campus administration. Staff highlighted feeling comfortable going to specific leaders—including Mrs. Shirey, Mrs. Kirby, Mrs.Congleton, Mrs. Willis, and Mrs. Kay—for support and problem-solving.
- **Positive Campus Climate:** 80% of staff rated the overall climate of respect and positivity. Written feedback highlighted a "positive 'family of friends' atmosphere" where staff feel cared about both professionally and personally.
- **Effective Morning Meetings:** 83.3% of staff strongly agreed that morning meetings successfully allow the campus to highlight the achievements of both teachers and students.
- **Strong Community Engagement:** 66.7% of staff strongly agreed that a large number of parents attend school events and that this participation (such as fall carnivals and literacy nights) greatly benefits the school climate.
- **Grade-Level Collaboration:** 66.7% of respondents rated staff collaboration and teamwork a 5/5, with specific comments noting that teamwork has increased within individual grade levels.

Staff Quality, Recruitment, and Retention

Summary

At the end of the 2025-2026 school year, Scurry-Rosser Elementary School had 2 PreK teachers and 4 teachers each in kindergarten, first grade, second grade, and third grade. We also had 1 PE teacher, 1 music teacher, 2 special education/resource teachers, and 1 special education/life skills-behavior teacher. In addition, we have a dyslexia teacher, an ESL/GT teacher, and a speech teacher. There is also a behavior specialist for the district. There are a total of 13 paraprofessionals. All but 2 of the classroom teachers are ESL certified. Faculty and staff members are highly qualified. We have 3 staff members with a Masters' Degree (including the principal, counselor, and the ESL/GT teacher). Current teachers help recruit highly qualified teachers based on experiences and references. (ESF 2.1)
Retention/Turnover rate -
At the end of the 2025-2026 school year, 13 positions were vacant.

- 3 staff members are changing positions, but remaining on campus (M. Jones, Stribling, Rooswinkel)
- 9 out of 44 staff members (nutrition and custodial not included) that started the year with us have left or are leaving the campus at the end of the year.
    - 2 retiring (Vick and Knowlton)
    - 2 moving out of our area (Bray and Ranes)
    - 4 moving to other positions within the district (Shehan, Ferguson, Kirby, Mead)
    - 1 retired due to health (Peatt)
    - 1 resigned

Staff attendance rate - 4.33 employees absent/day

As of 5/8/26-680 absences over 157 days of school.

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. The campus provides professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction. Teachers were provided on campus training for writing and continued support for TEKS Resource Systems throughout the school year. Vertical teaming meetings were also conducted throughout the school year. Teachers also met weekly with grade level for curricular planning.

After each assessment the administrator and/or math instructional specialist met with the teachers about class data in order to discuss student and teacher needs and strengths. These data meetings occurred at least one time a 9 weeks. RTI meetings occurred consistently throughout the year to review intervention data and student progress. PLCs also met together throughout the year to look at data from academic assessments.

Teachers also participated in the TTESS process. The administrator met with teachers individually when developing professional and student goals. During the beginning of the year conference, the teachers were assisted in focusing in on an area of growth, understanding their personal staff development needs, and developing a growth plan. (ESF 2.1) (ESF 1.1)

The teachers utilize the Teacher Resource System to access the TEKS and resources. PreK utilizes the Frog Street program and CLI while abiding by the Texas PreK Guidelines. In Kindergarten, 1st grade, and 2nd grade, the teachers used the *Really Great Reading* for phonics instruction during the 2025-2026 school year. They also have other reading and math resources they utilize to target the TEKS. Kindergarten, 1st, 2nd, and 3rd grade all utilize the *Fountas & Pinnell Literacy* program and are also starting the Bluebonnet Learning for math. Teachers also have access to TEKS Resource System and TEKS Bank. Unit tests from TRS and benchmarks are given to students throughout the year. MAP, Amplify, and CLI are also assessments given 3 times a year. Our reading instructional materials/resources is *Fountas & Pinnell* and *Really Great Reading* for K-3 grade. It supports EL students and higher level of instruction for all students. For math, we are utilizing Bluebonnet Learning for the second year during the 2026-2027 school year. The last three years we have been working to utilize TRS as an instructional resource. (ESF 4.1)

Scope and Sequence is in place with the TRS . Each grade level maps out the year for TEKS using YAG from TRS and Bluebonnet Learning. Module assessments are administered consistently in K-3rd grade. Teachers can access Bluebonnet Learning assessments through Aware. TRS unit assessments and Bluebonnet Learning module assessments are aligned to STAAR. Benchmarks are administered 1-2 times a year for 3rd grade. Time for corrective instruction is not built into the scope and sequence consistently. (ESF 4.1)

We have Professional Learning Communities at least one time a week, which is always focused on curriculum, materials, and/or teaching methods. The campus does not implement high fidelity professional development calendars for teachers that dedicate time for introductory and ongoing job-embedded professional development that is focused on curriculum and aligned instructional materials. (ESF 4.1)

All teachers create and submit daily lesson plans using a format chosen by the teacher. Teachers are told to include certain criteria in their lesson plans. The principal has access to all plans and plans can easily be accessed during walk-throughs and observations. Teachers plan mostly according to the YAG for ELAR and pacing calendars for math. Teachers' plans for small group instruction tends to be data driven. The principal reviews plans and gives feedback to teachers periodically. (ESF 5.1)

The 2026-2027 school year is the first year our district had an instructional coach to support teachers. Grade level teams meet weekly with the instructional coach for math to discuss curriculum, instructional resources and methods, and data. The principal attempts to improve teachers through feedback and instructional support through trainings and in-class support. (ESF 1.1) The math instructional coach participates in disaggregating data and tracking and monitoring progress of students. When unit assessments are administered, data meetings occur as needed. (ESF 5.3)

Our campus' focus for the 2026-2027 school year is on our daily WIN time. This time is dedicated to give each student what he/she needs in order to grow academically, which includes interventions and enrichments. Our campus master schedule includes one hour of WIN time for each grade level. (ESF 5.3)

Classroom teachers use progress tracking artifacts to monitor student progress, which is visible to teachers and individual students. Our campus does not currently have a progress tracking artifact that is visible to the entire campus. (ESF 5.3)

Curriculum, Instruction, and Assessment

Summary

Our teachers utilize TEKS Resource Systems and Bluebonnet Learning for curriculum, instruction, and some assessment. It is a research based scope and sequence from the state of Texas. The curriculum is clearly linked to the TEKS and other standards for student learning. The curriculum is structured in logically sequenced units of instruction. Instructional strategies and activities are aligned with student learning needs and expected outcomes for achievement. Teachers are expected to follow the scope and sequence for the year; however, sometimes this is inconsistent across grade levels. Teachers' lesson plans, stations used in classroom, small group instruction, teacher documentation, and teacher data/assessment results all shows evidence that supports classroom instruction that incorporates rigorous, high quality experiences. These experiences promote critical thinking skills with differentiated supports for students. Teachers are expected to utilize the materials provided to them by the district in order to meet the needs of each and every student.

Our district progress monitors throughout the year using formal and informal tools, such as formative assessments, benchmarks, grade cycle assessments, EOY state assessments, required BOY, MOY, and EOY early reading indicator assessments, TRS unit assessments, and Bluebonnet Learning module assessments. We are continually looking for areas to improve within each grade level and content areas.

The following information was provided by each grade level at the end of the 2025-2026 school year:

PreK

1. Is the curriculum structured in logically sequenced units of instruction?
Yes, the Frog Street Pre-K curriculum is structured in logically sequenced thematic units that build upon previously taught skills and concepts. Lessons progress developmentally and integrate literacy, math, science, social-emotional learning, and hands-on activities.
2. How is data used to inform curriculum, instruction, and assessment decisions?
Assessment data is used to guide small-group instruction, identify learning gaps, adjust pacing, and determine intervention needs. Teachers regularly review CLI and classroom assessment data to plan differentiated instruction and monitor student growth.
3. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups?
Instructional strategies are aligned to student learning needs through differentiated centers, small-group instruction, visuals, movement-based learning, and scaffolded support. Across the school, teachers consistently implement developmentally appropriate practices that support diverse learners and improve student engagement.
4. What evidence supports that classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills with differentiated and scaffolded supports for students?
Classroom instruction includes hands-on exploration, collaborative learning, questioning strategies, and purposeful play experiences that encourage critical thinking and problem-solving. Evidence includes student performance data, classroom observations, student work samples, and differentiated instructional supports during centers and small groups.
5. What processes are in place to assure instructional materials include resources intentionally designed to meet the needs of specific student groups?
Teachers use district-approved curriculum resources, intervention materials, visual supports, and accommodations intentionally selected to meet the needs of all learners, including ESL, special education, and at-risk students. Collaboration among teachers, interventionists, and support staff helps ensure resources are

appropriate and accessible.

6. What evidence supports the effectiveness of evidence-based interventions to address learning gaps of struggling students?

Evidence of effective interventions includes student growth shown through progress monitoring, CLI assessment data, small-group documentation, and classroom observations. Targeted interventions in phonological awareness, vocabulary, and letter recognition have supported student improvement over time.

7. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

The assessment system provides multiple measures of student performance across academic, social-emotional, and developmental domains. Using CLI assessments, teacher observations, writing samples, and ongoing classroom data allows teachers to make informed and comprehensive conclusions about student achievement and kindergarten readiness.

Kindergarten

1. Is the curriculum structured in logically sequenced units of instruction?

Yes

2. How is data used to inform curriculum, instruction, and assessment decisions?

Assessments are curriculum based, as is instruction; we use data to form our small groups.

3. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups?

Instructional strategies and activities are embedded within the curriculum - we pull small groups to fill in gaps- It is consistent across the campus due to using the same curriculum.

4. What evidence supports that classroom instruction incorporates rigorous, high-q uality experiences that promote critical-thinking skills with differentiated and scaffolded supports for students?

Embedded in the curriculum

5. What processes are in place to assure instructional materials include resources intentionally designed to meet the needs of specific student groups?

All instructional materials (except writing) are approved and provided by the district.

6. What evidence supports the effectiveness of evidence-based interventions to address learning gaps of struggling students?

All assessments reflect progress.

7. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

We use multiple methods of assessment such as: informal, teacher observation, written, digital, verbal, etc. to ensure accurate conclusions about student achievement.

First Grade

1. Is the curriculum structured in logically sequenced units of instruction?

Yes

2. How is data used to inform curriculum, instruction, and assessment decisions?

Data is used to determine intervention groups or reteach.

3. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups?

We use the data gathered to determine what and who needs interventions.

4. What evidence supports that classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills with differentiated and scaffolded supports for students?

QPS, DRA, Bluebonnet assessment data

5. What processes are in place to assure instructional materials include resources intentionally designed to meet the needs of specific student groups?

TEKS are followed.

6. What evidence supports the effectiveness of evidence-based interventions to address learning gaps of struggling students?

Student Growth

7. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?

Bluebonnet data is not 100% accurate- students are just learning to use the chromebook for tests, some tests do not fully reflect their understanding of the concept.

2nd Grade

Reading Curriculum and Instruction

1. The curriculum is structured using the Texas Education Agency TEKS Resource System scope and sequence, which provides a clear progression of standards and skills throughout the year. Instruction is aligned to grade-level TEKS and organized in a logical sequence that builds foundational skills before moving into more complex concepts.

In reading, grades Kindergarten through 3rd grade use the Really Great Reading curriculum for phonics instruction, which provides a systematic and explicit approach to foundational literacy skills. The curriculum supports vertical alignment and consistency across grade levels.

2. Multiple data sources are used throughout the year to guide instructional decisions, including:

- MAP Growth Reading and Math assessments
- Amplify / mCLASS benchmark data
- QPS assessments
- Unit assessments
- Classroom formative and summative assessments

The data indicates that most students demonstrated measurable growth from BOY to EOY in both reading. Students performing near or at benchmark showed the strongest rates of growth, while students identified for intervention, multilingual learners, and some SPED students demonstrated slower progress and continued support needs.

Teachers use these data points to:

- Identify student strengths and instructional gaps
- Create intervention and small-group instruction groups
- Adjust pacing and reteach TEKS-based skills
- Differentiate instruction based on student readiness levels
- Monitor progress toward benchmark and growth goals

3. Instructional strategies are aligned to TEKS standards and student learning needs through differentiated instruction, small-group intervention, scaffolded supports, and targeted practice. Teachers use assessment data to determine appropriate instructional strategies and intervention supports.

Consistency is supported through:

- TEKS Resource System planning
- Shared district pacing guides
- Use of Really Great Reading in K–3
- Common assessments and benchmark expectations

- Collaborative planning among grade-level teams

The impact is evident in the student growth data. Students receiving targeted interventions and consistent small-group instruction showed measurable growth, particularly students approaching benchmark levels. However, some multilingual learners and students receiving special education services continue to require additional scaffolds and intensive intervention support to close achievement gaps.

4. Evidence of rigorous and differentiated instruction includes:

Student growth on MAP and Amplify assessments
Increased benchmark proficiency rates from BOY to EOY
Use of higher-order questioning and problem-solving tasks
Small-group instruction tailored to student needs
Scaffolded supports such as modeling, guided practice, visuals, sentence stems, and intervention programs.

Teachers incorporate both foundational skill development and grade-level critical-thinking activities aligned to TEKS expectations. Data trends showing overall student growth support the effectiveness of these instructional practices.

5. The district uses curriculum resources and intervention programs that include differentiated supports for diverse learners. These processes include:

- Reviewing instructional materials for TEKS alignment
- Providing intervention resources for below-benchmark students
- Using Really Great Reading to support foundational literacy development
- Incorporating accommodations and scaffolds for multilingual learners and SPED students
- Utilizing small-group instructional materials based on assessment data

Teachers also adapt materials and provide targeted supports based on individual student performance and intervention needs.

6. Evidence supporting intervention effectiveness includes:

- Student movement from Below Benchmark to Benchmark on Amplify assessments
- Positive growth trends on MAP Reading
- Increased proficiency in foundational literacy skills through Really Great Reading implementation
- Progress-monitoring data showing improvement in targeted skill areas

Students receiving consistent intervention and small-group instruction demonstrated measurable growth throughout the year. Although some students continue to require intensive support, the data indicate that intervention systems contributed positively to growth in student achievement.

7. The assessment system includes multiple measures collected throughout the year, allowing teachers to analyze both achievement and growth over time. Assessments include:

- MAP BOY, MOY, and EOY assessments
- Amplify/mCLASS benchmark assessments
- QPS assessments
- Unit assessments
- Classroom formative and summative assessments

Using multiple assessment sources provides a comprehensive view of student performance across foundational skills, comprehension, problem-solving, and mastery of grade-level standards. The consistency of trends across different assessments increases confidence in instructional decisions and conclusions regarding student achievement and growth.

Math Curriculum and Instruction

1. The TEA Bluebonnet Math curriculum is structured in logically sequenced units of instruction that build upon

previously taught concepts and skills. The curriculum follows the TEKS progression and uses a spiraled approach to reinforce learning throughout the year. Lessons move from concrete understanding to abstract problem solving, allowing students to develop conceptual understanding alongside procedural fluency.

2. Data is used regularly to inform curriculum, instruction, and assessment decisions through MAP assessments, benchmark assessments, classroom observations, and daily formative assessments. Teachers analyze BOY, MOY, and EOY data to identify student strengths, learning gaps, and intervention needs. Small groups, reteach opportunities, and intervention supports are adjusted based on student performance data.
3. Instructional strategies and activities are aligned with student learning needs through differentiated instruction, hands-on learning, math discourse, guided practice, and scaffolded support. The curriculum encourages multiple problem-solving strategies and students' explanations of their thinking. Across the district and school, implementation appears consistent through the use of common pacing guides, curriculum resources, and benchmark assessments. Higher-performing students generally show strong growth, while students requiring intervention may need additional support and modified pacing to meet achievement goals.
4. Evidence supporting rigorous, high-quality instruction includes student engagement in problem-solving, higher-order questioning, collaborative discussions, and application-based tasks aligned with the TEKS. Lessons require students to explain reasoning, justify answers, and apply mathematical thinking in multiple ways. Differentiated supports, such as manipulatives, teacher modeling, sentence stems, small-group instruction, and intervention lessons, provide scaffolding for struggling learners while maintaining rigor.
5. Processes are in place to ensure instructional materials meet the needs of specific student groups through accommodations, intervention resources, and differentiated instructional supports embedded within the curriculum. Teachers use data meetings, RTI processes, SPED accommodations, and intervention programs to identify student needs and provide targeted support. Materials include visual models, guided practice, scaffolded questioning, and enrichment opportunities.
6. Evidence supporting the effectiveness of evidence-based interventions includes student growth as measured by MAP assessment scores, benchmark movement, classroom performance, and progress-monitoring data. Many students demonstrated improvement from BOY to MOY and EOY assessments, especially students receiving consistent intervention support. While some struggling students continue to perform below grade level, the data shows gradual growth and increased mastery of foundational skills over time.
7. The scope of assessments provides a comprehensive view of student performance through multiple data sources, including MAP assessments, classroom formative assessments, unit assessments, mid-point assessments, and intervention progress monitoring. These assessments measure both conceptual understanding and procedural fluency. Using multiple assessment types throughout the year allows teachers and administrators to confidently identify achievement trends, monitor growth, and make informed instructional decisions for individual students and student groups.

Third Grade

Curriculum and Instruction:
1. Is the curriculum structured in logically sequenced units of instruction?
Yes both curriculums are sequenced.

2. How is data used to inform curriculum, instruction, and assessment decisions?
Data is used for spiraling, wildcat time, tutoring, and seeing if additional assessments are needed for each topic. It is not just seeing which students are struggling but how you are approaching the topics that a whole group is struggling with.

3. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups?
Instructional strategies are aligned with student needs and expected outcomes through pacing guides, formative assessments, and evidence based practices. Bluebonnet has helped consistency with Math across

the school and district. Second and third grade are similar in curriculum and assessments for reading. Consistent curriculum and strategies are important for all learning groups.

4. What evidence supports that classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills with differentiated and scaffolded supports for students?
The evidence will be in the data. More students will be at Meets and Masters. Less students will be at Approaches and Did Not Meet. Students will be able to problem solve and comprehend more real world situations within stories and word problems.

5. What processes are in place to assure instructional materials include resources intentionally designed to meet the needs of specific student groups?
Teachers collaborate with each other to make sure instruction and resources are appropriate and higher level for 3rd grade. Math used Bluebonnet Learning that is specifically set and has a pacing guide. Reading used guided reading, STAAR passages, HD word, and group work activities.

6. What evidence supports the effectiveness of evidence-based interventions to address learning gaps of struggling students?
The evidence was shown in later assessments, benchmarks, and interim tests. Teachers were able to see if interventions were effective and if not, adjust their teachings.

7. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement?
A comprehensive and representative assessment scope is designed to ensure that the evidence collected about student learning accurately reflects what students know and can do across the full range of intended outcomes. This allows educators to draw confident conclusions about achievement because the assessment process reduces gaps, bias, and overreliance on any single measure.

The following shows the comprehensive findings from teacher input about curriculum, instruction, and assessment:

Curriculum Structure & Materials

- All grade levels (PreK–3rd) report using a logically sequenced, district-approved curriculum that builds upon foundational skills.
- Primary resources driving this consistency include Frog Street (PreK), Really Great Reading (K–3 phonics), TEKS Resource System, and the TEA Bluebonnet Math curriculum.
- Teachers collaborate with interventionists and support staff to ensure instructional materials include intentional scaffolds, accommodations, and visual supports for special education (SPED) and multilingual learners.

Data-Driven Instruction & Interventions

- Teachers consistently utilize varied assessment data (e.g., MAP Growth, Amplify/mCLASS, CLI, QPS) to identify learning gaps, adjust lesson pacing, and organize small-group interventions.
- The effectiveness of these evidence-based interventions is proven through progress monitoring and student growth trends from the beginning to the end of the year.
- While data shows strong growth for students near benchmark levels, second-grade feedback specifically notes that SPED and multilingual learners require much more intensive, ongoing support to close achievement gaps.

Instructional Rigor & Strategies

- Classroom instruction promotes critical thinking through hands-on learning, collaborative problem-solving, real-world application, and higher-order questioning.
- Differentiated strategies—such as manipulatives, visual models, sentence stems, and movement-based learning—are embedded across the campus to support diverse learning needs while maintaining academic rigor.
- First-grade feedback highlighted a specific challenge regarding digital rigor, noting that Bluebonnet math assessment data may not fully reflect student understanding because young students are still learning how to navigate Chromebooks.

Comprehensive Assessment Practices

- The campus relies on a wide scope of assessment methods, combining formal benchmarks and digital tests with informal teacher observations, verbal checks, and written samples.
- Utilizing multiple data points throughout the year reduces bias and prevents an overreliance on any single metric.
- This comprehensive approach allows educators across all grade levels to draw confident, accurate conclusions regarding student achievement, growth, and grade-level readiness.

Family and Community Engagement

Summary

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

Monthly Grade Level Music Programs
"Touch A Truck" community event
Visitor Lunches Weekly
Meet the Teacher at the beginning of school
Open House with Math/Literacy Night
Meet the Wildcats
SR Youth League Sports
Grandparents Luncheon
Family Literacy/Math Night
Title 1 Meeting
Partner with community fire department during fire prevention week.
Involved with high school and middle school activities.
Parents invited to monthly awards ceremony and end of year awards ceremony.
Local community member speak to classes about veterans.
Thanksgiving Feast
PTO meetings monthly
Class parties
Parent Conferences
Reading Under the Stars community event
Field Day w/ Parent Picnic
Field Trips
Pre-K/Kindergarten graduation ceremonies
Classroom/School parent volunteers as needed

The following information was provided by our school counselor as she reflected on the 2025-2026 school year:

What types of services are available to support families, community members, and students to encourage healthy family relationships?

- **Targeted Parenting & Behavioral Training:** Scurry-Rosser partners with educational and behavioral specialists (such as specialized training sessions hosted by Dr. Layne Pethick) to equip families with tools to handle unique developmental behaviors, establish healthy routines, and strengthen parent-student relationships.

- **Campus-Based Family Support Events:** The district actively structures events designed to promote multi-generational engagement and peer-to-peer family connections. These include Open Houses, Parent-Teacher Conferences (held in both fall and spring), Family Literacy & Math Nights, and traditional community gatherings

like the Grandparent Luncheon and the Veteran's Honorary Function.

- **Student and Parent Mental Health Initiatives:** Through coordination with the school counseling , campus-specific initiatives like *Mental Health Awareness Week* work to build emotional resilience, encourage communication within the household, and connect families to behavioral services such as TCHATT and outside counseling services located within Kaufman County.

What types of community partnerships exist to support families and students?

- **Community-Led Mentorship Programs:** Programs like Wildcat PAWS connect students with trusted adult mentors from the local Scurry community who serve as positive role models, offering emotional support, guidance, and encouragement.

- **Philanthropic & Non-Profit Extensions:** The Scurry-Rosser Education Foundation collaborates directly with local donor partners and volunteers to secure funding for classroom innovation grants, recognize student academic achievement, and provide post-graduation scholarships.

- **County Library & Regional Engagement:** The district works alongside local municipal entities, such as the Kaufman County Library, where SRES staff members host community storytimes to maintain student literacy and family engagement throughout the summer months.

- **Special Education & Regional Resource Networks:** For families requiring specialized care, the district coordinates with the Special Education Information Center (SPEDTex), the Region 10 Service Center, and the *Family to Family Network*. These partnerships equip parents with dispute resolution processes, legal frameworks, and child-find evaluation tools.

School Organization

Summary

At SRISD, our commitment to supporting all students and staff is unwavering. We firmly believe in fostering an inclusive environment where every individual is recognized, valued and empowered to succeed. Our district stands as a beacon of inclusively, actively promoting participation in organizations and sporting events to enrich the student's experience. The district recognizes the value of external learning opportunities for our educators. They are provided with professional developments and training sessions outside the district. The district provides support to ensure that all teachers have access to the latest educational practices to meet the needs of all students. Scurry- Rosser invests in comprehensive training for substitutes. This includes instruction on utilizing technology to facilitate learning experiences for students in the classroom. Scurry-Rosser ISD has a commitment to supporting the growth and development of every student and staff member.

Scurry-Rosser ISD utilizes data-driven approaches to identify areas of improvement in student needs. By analyzing data in subject areas with low performance, the district can provide instruction and inventions to address specific needs. This approach enables us to support each student effectively and maximize the academic growth of each student.

The administration at Scurry-Rosser Elementary offers an open line of communication with staff members through monthly newsletters, daily emails as needed, and weekly PLC meetings. The administration keeps the staff informed about important dates, resources and opportunities for professional development. The staff is equipped with the information needed to excel in their role and contribute to the success for the campus.

At Scurry- Rosser Elementary, the administration is committed to fostering a supportive environment for the teachers and staff. The district prioritizes the success of every individual by providing comprehensive training, resources, and personalized support. The district offers ongoing training sessions and access to resources aimed at enhancing teaching effectiveness and student engagement. The administration ensures that teachers have the tools and knowledge needed to meet the diverse learning needs of all students.

Student Progress is closely monitored by both the teachers and administration. Teachers maintain data forms containing student information and regularly convene for RTI meetings every six to nine weeks. During the meetings, areas of concerns and gaps in student learning are discussed, and action plans are developed for students who are struggling. The RTI students are provided a more intensive action plan. Parents are kept informed about these plans, and additional tutoring is provided after school for students requiring extra assistance.

The district values the voices of the teachers and staff at Scurry- Rosser Elementary. The campus has a school-wide committee for teachers to sign up 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 the teachers have a voice in making decisions. The grade level meetings are conducted once a week in order to give teams time to not only plan, but also time to discuss important policies, topics and making decisions. Grade level chairs also voice opinions for their team members. The district has the District Educational Improvement Committee that is made up of representatives from each campus. The superintendent wants to ensure that teachers are heard. This committee meets periodically to discuss various matters and to get teacher input.

Scurry- Rosser Elementary meets the diverse needs of students through targeted intervention and support programs. Students who require specialized instruction, such as dyslexia support, SPED resource, reading and math intervention, are provided with dedicated class time for these interventions. The administration has minimized instruction for their regular instruction by grouping together students based on their needs. While the students are receiving their specialized support in the area of their intervention, the remaining class is engaged in targeted interventions that are tailored to the area of weakness or enrichment. This approach ensures that all students receive the support they need to succeed academically.

Technology

Summary

SRES has 60 desktop computers and 4 laptop computers.

SRES has 375 Chromebook computers.

Each classroom teacher has a Chromebook cart in the classroom.

We monitor and report student use of devices to maintain CIPA compliance.

We utilize a program called Linewize that reports students' digital journey over a period of time and sends it to the campus administrators if there is a pattern of inappropriate activity.

The technology department monitors alerts from Linewize for student safety. When a student is flagged for typing an inappropriate word or types something that raises a concern, such as suicide, one of the technology staff members contact the campus administration immediately.

Classwize is used by teachers to view a student's screen. The teacher can also lock the internet, block specific sites, and launch sites to student devices in the classroom.

Our library utilizes Destiny as our resource for checking out items from our library.

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **District goals**
- [x] **Campus goals**
- [x] **HB3 Reading and math goals for PreK-3**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**
- [x] **State and federal planning requirements**

Accountability Data

- [x] **Texas Academic Performance Report (TAPR) data**
- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Accountability Distinction Designations**
- [x] **Federal Report Card and accountability data**

Student Data: Assessments

- [x] **State and federally required assessment information**
- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**

- [x] **Student failure and/or retention rates**
- [x] **Local diagnostic reading assessment data**
- [x] **Local benchmark or common assessments data**
- [x] **Running Records results**
- [x] **Observation Survey results**
- [x] **Texas approved PreK - 2nd grade assessment data**
- [x] **Other PreK - 2nd grade assessment data**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Male / Female performance, progress, and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **Section 504 data**
- [x] **Homeless data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

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

- [x] **School safety data**
- [x] **Enrollment trends**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Staff surveys and/or other feedback**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **Evaluation(s) of professional development implementation and impact**
- [x] **T-TESS data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Community surveys and/or other feedback**

Support Systems and Other Data

- [x] **Processes and procedures for teaching and learning, including program implementation**
- [x] **Communications data**
- [x] **Capacity and resources data**
- [x] **Budgets/entitlements and expenditures data**

Goals

Goal 1 Scurry-Rosser Elementary will maintain a positive and productive student learning environment.

Performance Objective 1

Every learning environment will be conducive to innovative instruction and meet the academic needs of all students.

Evaluation Data Source: Increase student achievement across all content areas, specific to each grade level
TAPR Report
Federal Report Card
Teacher Progress Monitoring & Assessments

Strategy 1

Disaggregate and study student data for each grade level using QPS, RGR, MAPS, mCLASS/ Amplify, IXL, module assessments, benchmarks, STAAR, and informal assessments. This will help teachers target the academic needs of each student.

Data meetings with individual teachers will occur at the end of each nine weeks.

All subgroups will be monitored and will be a focus of every meeting in order to meet their academic needs.

Strategy's Expected Result/Impact: Assessment data will show a gain with each administration.
Teachers will utilize their grade level data sheets, which are included in the addendum in CIP.
Teachers will also keep their own data in their data notebooks, which is also shared at RTI meetings.

Teachers will become better aware of students' strengths, weaknesses, and learning gaps.

Data from AWARE

Staff Responsible for Monitoring: Administrator
Classroom Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Provide identified students with individualized small group (pull-out and in-class) learning sessions based on ongoing assessments and data digs. This will include small group instruction with our classroom teachers, reading interventionist, math interventionist, resource teachers,

and dyslexia teacher.

Strategy's Expected Result/Impact: Gaps in the area of Phonemic Awareness, Phonics, Fluency, Reading Comprehension, and math skills will decrease over time.

Intervention groups will target the learning gaps identified from data reports. Students will show improvement in concepts being targeted each 3-6 weeks.

Staff Responsible for Monitoring: Administrator
Classroom Teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 3

Continue to challenge and expose students to new knowledge and skills through various methods of instruction. This can be accomplished by utilizing IXL and teachers differentiating their whole group and small group instruction. Our EB subgroup will be a focus this year, and the SWIRL method will be utilized by teachers for each lesson. Teachers will also have access to our math instructional coach, reading interventionist, and dyslexia teacher to help support teachers with differentiation.

Strategy's Expected Result/Impact: Increased knowledge in various content areas.
Improvement in higher order thinking skills for students.
Gaps in learning will be filled over time.
EB students will progress in speaking, writing, interacting with peers, reading, and listening (SWIRL).

Staff Responsible for Monitoring: Administrator
Teachers
Math Instructional Coach
Reading Specialists

Funding Sources: 211 - Title I, Part A,

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 4

K-3rd grade teachers will participate in a yearlong book study using the book WIN Time.
Teachers will also continue to revisit The Fundamental Five: The Formula for Quality Instruction from last year's book study.

Strategy's Expected Result/Impact: WIN Time is a playbook for administrators and teachers. WIN time is a dedicated block of time built into the school master schedule where students receive individualized support, targeted academic interventions, or enrichment.
The Fundamental Five: The Formula for Quality Instruction, shares with teachers and school leaders the five practices that every teacher can, and should, use to dramatically improve instructional rigor and relevance, and student performance.

Staff Responsible for Monitoring: Administrator

Title I:

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority ☑ HB3 Goal

The third-grade "meets grade level" score on the Reading STAAR test will increase from 67% to 72% by 2028. "Masters grade level" will increase from 25% to 30% in 2028.

Evaluation Data Source: State/Federal Accountability System Reports
Federal Report Card
TAPR Report
Teacher Progress Monitoring & Assessments
HB3 Goals

Strategy 1

Teachers will implement strategies learned in the area of higher level questioning and expectations, relevance, rigor, and students' retention of new learning. This learning will take place during discussions of the book study using The Fundamental Five and WIN Time and also during weekly PLC meetings with our math instructional coach and reading specialists.

Strategy's Expected Result/Impact: By the end of the year, 90% of the students in kindergarten, first grade, second grade, and third grade will be on or above grade level. Teachers will fill out the data sheets as assessments are given.

Data will be monitored through unit assessments, reading levels, benchmarks, Quick Phonics Screener in 1st and 2nd grade, and literacy reading assessments through mCLASS/Amplify.

Third grade benchmark scores and unit assessments will be monitored with the percentage goal in mind, with a focus on "White," "Hispanic," "SPED," and "EB" subgroups.

For ELA, teachers will be more aware of the level of instruction they are teaching at on a daily basis and will make sure TRS is being used when planning instruction. Teachers will focus on TRS resources when planning during PLC meetings.

For math, teachers will fully utilize all the resources from Bluebonnet Math when planning for instruction.

Staff Responsible for Monitoring: Administrator
Teachers
Math Instructional Coach
Reading Specialists

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Collaborate across grade levels (Vertical Teaming) in order to discuss school-wide strategies to help students succeed at higher levels.
*2nd/3rd grade teachers will meet weekly during PLCs to vertically plan.
*Teachers will use similar academic vocabulary from TRS and Bluebonnet Math.
*Teachers will use all parts of Bluebonnet Math and TRS in order to know specifics about TEKS.
*Teachers will implement strategies from WIN Time and The Fundamental Five book study.

Strategy's Expected Result/Impact: We will have more consistency across grade levels as far as academic vocabulary and teaching strategies.

Staff Responsible for Monitoring: Administrator
Teachers

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Performance Objective 3 ☑ High Priority ☑ HB3 Goal

The third-grade "meets grade level" score on the Math STAAR test will increase from 57% to 65% by 2028. "Masters grade level" will increase from 23% to 30% in 2028.

Evaluation Data Source: State/Federal Accountability System Reports
Federal Report Card
TAPR Report
Teacher Progress Monitoring & Assessments
HB3 Goals

Strategy 1

Grades K-3rd will implement the Bluebonnet Learning curriculum for math in order to provide students with high quality, TEKS aligned learning. We have five new math teachers on campus who will be implementing the curriculum for the first time. The math instructional coach will be

used to support the new teachers with implementation.

Strategy's Expected Result/Impact: Bluebonnet Learning will foster deeper conceptual understanding, procedural fluency, and problem-solving skills for all students.

We will have more consistency across grade levels, including special education, as far as academic vocabulary and teaching strategies for math concepts.

Weekly PLC meetings will be used to examine specific TEKS while utilizing TRS resources and Bluebonnet Learning.

Increase in math scores on benchmarks and module assessments, which will be monitored by teachers.

Third grade benchmark scores and unit assessments will be monitored with the percentage goal in mind, with a focus on "white," "SPED" and "EB" subgroup.

Teachers will use the "Math Data" for third grade (form is included in addendum section of CIP).

Data meetings with grade level teams and individual teachers will occur as module assessments and benchmark tests are administered. Our district math instructional coach will run the data digs.

Staff Responsible for Monitoring: Classroom Teachers
Administrator
Math Instructional Coach

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Disaggregate and study student data in math for each grade level using MAPS, IXL, Bluebonnet Learning module assessments, benchmarks, STAAR, and informal assessments. This will help teachers target the academic needs of each student.

Data meetings with individual teachers will occur when students complete mid-module and end of module assessments. Our district math instructional coach will run the data digs.

All subgroups will be monitored and discussed at meetings in order to meet their academic needs.

Strategy's Expected Result/Impact: Assessment data will show a gain with each administration. Teachers will utilize the "Math Data" sheets for second and third grade, which is included in the addendum in CIP. Teachers will also keep their own data in their data notebooks, which is also shared at RTI meetings.

Teachers will become better aware of students' strengths, weaknesses, and learning gaps.

Data from AWARE

Staff Responsible for Monitoring: Classroom Teachers
Administrator
Math Instructional Coach

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Performance Objective 4

SRES will begin laying the foundation for College, Career, and Military Readiness so that our district rating on the state report card will increase.

Evaluation Data Source: Expose students to different jobs, including industry, career, and military opportunities.

Strategy 1

The last week of each month the counselor will highlight colleges during morning meeting.

Strategy's Expected Result/Impact: Students will be exposed to different colleges our staff members have attended.
The counselor will discuss what the different colleges specialize in.

Staff Responsible for Monitoring: Counselor

Title I:

TEA Priorities: Connect high school to career and college

Formative Reviews

November	January	March	June

Strategy 2

The counselor will have a career day called "Touch a Truck Day."

Strategy's Expected Result/Impact: The goal of the day is to give students a greater awareness of different careers and various jobs that include the use of vehicles and what they do.
This event will also expose students to different trades that do not require college.

Staff Responsible for Monitoring: Counselor

Title I:

Formative Reviews

November	January	March	June

Strategy 3

We will introduce students to different military opportunities by honoring our veterans and having veterans talk to students about their military experiences.

Strategy's Expected Result/Impact: The goal is to give students a greater awareness of different military opportunities.

Staff Responsible for Monitoring: Counselor

Title I:

Formative Reviews

November	January	March	June

Performance Objective 5

Improve and implement social emotional learning skills that lead to higher academic achievement and an improved ability to function in schools and in the workplace.

Evaluation Data Source: Student skills will be assessed by the implementation of a pre- and post-test

Strategy 1

The counselor will implement a school wide SEL program to promote emotional regulation and respectful behaviors. This will also include strategies from Restorative Discipline.

Strategy's Expected Result/Impact: Students will be observed implementing and showing the character traits discussed and being able to self regulate.
Counselor will meet weekly with "Lunch Bunch" groups as students are identified as needing extra SEL support through small group interventions.
Positive office referrals will focus on students exemplifying the traits.

Staff Responsible for Monitoring: Counselor

Title I:

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Students and teachers will be educated and informed about reporting and dealing with bullying. The SRISD anti-bullying plan will be followed. Students, staff, and parents will be informed about Anonymous Alert to report incidents, such as bullying.

Strategy's Expected Result/Impact: Students will understand what to do when they feel they are being bullied. They will also learn how to handle the situation. Teachers will know the protocol when dealing with a bullying situation.

Staff Responsible for Monitoring: Counselor

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 3

Reward student behaviors and academics with monthly WOW Student Luncheon, Positive Office Referrals, PRIDE tickets given out weekly, monthly award assemblies, and other celebrations throughout the year. Parents will be informed of recognitions and invited to ceremonies and/or activities.

Strategy's Expected Result/Impact: 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.

Staff Responsible for Monitoring: Administrator

Title I: 2.5.3

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Goal 2 Scurry-Rosser Elementary will maintain a positive and productive work environment.

Performance Objective 1

All staff will be provided high quality, research-based, sustained professional development.

Evaluation Data Source: Number of professional learning opportunities focused on research-based instruction Number of teachers meeting district and campus professional learning requirement

Strategy 1

Teachers will participate in a yearlong book study using WIN Time and The Fundamental Five: The Formula for Quality Instruction. During the book study we will discuss the high quality, research-based strategies for teachers to implement in the classroom. We will also concentrate on WIN time in order to provide needed interventions and enrichment to students on a daily basis.

Teachers will be provided continuous support in planning using Bluebonnet Learning and TEKS Resource System in order to target individual needs and to expose students to higher level learning on a consistent basis.

Strategy's Expected Result/Impact: Beginning, middle, and end of year assessments will show at least a 10% gain as measured by formative assessments.

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.

Documentation of teachers implementing new strategies and ideas in daily plans and also small group instruction plans will help support students' individual needs.

There will be an improvement in student data across all assessments as teachers implement new ideas from PLCs, trainings, and the book study.

Staff Responsible for Monitoring: Administrator

Title I: 2.5.1

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	January	March	June

Strategy 2

SRES's new teachers will participate in the district-wide mentor program.

Strategy's Expected Result/Impact: The mentor leader will meet with new teachers throughout the year. This will be a time for all new staff members to learn about the district, systems within the district and to learn about high quality instructional strategies.

Staff Responsible for Monitoring: Administrator
Mentor Leader

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 3

Grade levels will meet weekly in PLCs to answer the four critical questions, discuss data, instruction, and strategies in order to help address the needs of all students and to expand teachers' pedagogy. During this time we will also have data digs at the end of each module assessment for math and every 2-3 weeks for ELA in order to make needed adjustments for WIN time.

Strategy's Expected Result/Impact: Teachers will utilize WIN Time more effectively for all students, not just the lowest performing as they answer the four critical questions during PLCs.

Teachers will become more familiar and comfortable with the TRS system and Bluebonnet Learning when planning.

Teachers will have strategies to implement in classroom with all student groups.

Classroom walk-throughs, TTESS evaluations, and team meetings will provide needed data.

Staff Responsible for Monitoring: Administrator
Math Instructional Specialist

Title I: 2.5.1, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	January	March	June

Strategy 4

All paraprofessionals will stay in compliance with the necessary training/testing for H.Q. under Title 1 requirements.

Strategy's Expected Result/Impact: There will be improvements in instruction from paraprofessionals and implementation of strategies and ideas from trainings.

Increase in paraprofessional certifications

Increase in hours to meet H.Q.

Staff Responsible for Monitoring: Administrator

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	January	March	June

Performance Objective 2

SRES will create a culture of belonging and teachers will feel valued and confident with teacher compensation and rewards.

Evaluation Data Source: Budget
Data on teacher recognition

Strategy 1

Compensate teachers with a master's degree and extra $1000.

Strategy's Expected Result/Impact: Incentive for teachers to come to SRISD.

There will be more of an interest from teachers in seeking a master's degree.

Staff Responsible for Monitoring: Business office

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	January	March	June

Strategy 2

Teachers will be recognized for their accomplishments. We will honor a teacher and paraprofessional monthly by having a teacher and para of the month. The community will be

able to write "shout-outs" to teachers via Google forms, and these "shout-outs" will be shared with staff monthly. Staff members will also have the opportunity to write "shout-outs" to staff members that will be announced during morning meeting. The principals will also provide positive feedback and acknowledgment about staff members' accomplishments.

Strategy's Expected Result/Impact: Improved morale of the staff.
Staff members will feel valued and appreciated.

Staff Responsible for Monitoring: Counselor
Administrator

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	January	March	June

Performance Objective 3

SRES will provide curriculum and instruction support for all teachers, based on best practices. Our math instructional coach and reading specialists will be a support during PLCs.

Evaluation Data Source: Bluebonnet Learning Curriculum Implementation
Effectiveness of weekly PLC meetings
Teachers will be observed applying the instructional strategies learned and it will have positive impacts on instruction.

Strategy 1

K-3 grade math teachers will receive support from our district math instructional coach weekly during PLCs to offer guidance and support in the area of Bluebonnet Learning.

Strategy's Expected Result/Impact: Teachers will feel supported in the area of planning and internalizing for Bluebonnet Learning.
Teachers will feel more confident with teaching the lessons within Bluebonnet Learning.

Staff Responsible for Monitoring: Director of Curriculum and Instruction
Administrators
Math Instructional Coach

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Teachers will be provided with supports from Region 10 based on teacher and campus needs.

Strategy's Expected Result/Impact: PreK teachers will utilize offerings from Region 10 to complete the 30 hours of ECE-specific professional development hours.
Region 10 Early Childhood Special Education will provide needed supports to Life Skills.
Dr. Anna Marie Warren will support teachers in the classroom with the implementation of Bluebonnet Learning through LIFT grant.

Staff Responsible for Monitoring: Administrators
Direction of Curriculum and Instruction

Title I: 2.5.2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Goal 3 Scurry-Rosser Elementary will maintain efficient and effective district operations.

Performance Objective 1

Increase technology opportunities to enhance the quality of education for teachers and students.

Strategy 1

Instructional staff will continue to be trained and updated in supplemental electronic programs such as Ascender, Eduphoria, Cambium, TEKS Resource System, OnDataSuites, proper use of AI for instruction, and all curriculum resources to support innovative use of technology for student instruction and learning.

Strategy's Expected Result/Impact: Increase in teacher/administrator knowledge base in the area of supplemental computer programs. Teachers will be more confident with utilizing technology for professional and instructional purposes.

Staff Responsible for Monitoring: Teachers
Administrator
Technology Department

Title I:

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

November	January	March	June

Strategy 2

Use of Eduphoria/Forethought for teacher lesson plans, AWARE for data dis-aggregation, and STRIVE for evaluations.

Strategy's Expected Result/Impact: Increase in teacher/administrator communication via STRIVE in order to improve and grow in the area of instruction.
Teachers will create assessments and utilize data from AWARE in order to meet the individual needs of students daily.

Staff Responsible for Monitoring: Administrator

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership

Formative Reviews

November	January	March	June

Strategy 3

The music teacher will use Quaver Music as a resource to enhance the learning experience and make connections across the curriculum.

Strategy's Expected Result/Impact: Students will learn to love music and their learning of music will be reinforced through the use of the digital activities.

Staff Responsible for Monitoring: Music Teacher

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	January	March	June

Performance Objective 2

SRES will have plans in place to keep the campus safe, secure, and orderly in order to provide a safe and supportive educational environment for all students.

Evaluation Data Source: Reduced/eliminated violent incidents
Surveys
Staff developments/Trainings

Strategy 1

Conduct regularly scheduled drills using the Standard Response Protocol. The drills will include the following:

Hold
Secure
Lockdown
Evacuate
Shelter

Strategy's Expected Result/Impact: 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 will be used to monitor.

Staff Responsible for Monitoring: Campus Officer
Administrator

Formative Reviews

November	January	March	June

Strategy 2

Visitors sign in at the kiosk and are approved before entering the school building. Raptor is also used to screen visitors. Background checks are also required from all adult volunteers/ chaperones.

Strategy's Expected Result/Impact: The safety of students and staff will be monitored consistently.

Data from the kiosk and Raptor to show number of visitors scanned. Documentation of when visitors are rejected by systems.

Criminal history reports/background checks will be monitored in order to notify the campus of any visitors who are not allowed on campus.

Staff Responsible for Monitoring: All Front Office Personnel
Campus officer

Formative Reviews

November	January	March	June

Strategy 3

Implement safety education into the district-wide curriculum through the following:
Drug Prevention Education
SEL Program
Character Counts
Fire Prevention Education
Bullying
Stranger Danger/Safe School
Internet Safety

Strategy's Expected Result/Impact: Students' awareness and knowledge of various safety topics will increase.

PEIMS 425 report

Staff Responsible for Monitoring: Counselor

Formative Reviews

November	January	March	June

Performance Objective 3

SRES will reduce restroom related vandalism incidents and SRISD custodial department will help improve cleanliness of restrooms.

Evaluation Data Source: Less discipline referrals based on bathroom incidents
Reduction in number of vandalism incidents schoolwide
Student surveys will show an increase in the satisfaction of the condition of restrooms.

Strategy 1

Transition from standard once-a-day cleaning to an optimized schedule tailored around heavy-use periods

Strategy's Expected Result/Impact: Cleaner restrooms throughout the day
Reduction of restroom odor

Staff Responsible for Monitoring: Custodian

Formative Reviews

November	January	March	June

Strategy 2

Establish an administrative monitoring protocol consisting of scheduled and unannounced restroom walk-throughs to ensure compliance with school cleanliness and safety standards.

Strategy's Expected Result/Impact: Restroom cleanliness will increase.
Students vandalizing restrooms will decrease.

Staff Responsible for Monitoring: Administrators

Formative Reviews

November	January	March	June

Strategy 3

Create and implement schoolwide restroom expectations teaching proper hygiene and respect

for communal spaces.

Strategy's Expected Result/Impact: Improvement in student behavior when in the restroom. Reduction in number of students vandalizing restrooms.

Staff Responsible for Monitoring: Administrators
Teachers

Formative Reviews

November	January	March	June

Goal 4 Scurry-Rosser Elementary will enhance public relations and communication throughout the district and community.

Performance Objective 1

Implement strategies to increase parent and community communication and involvement.

Strategy 1

Involve parents and community members in decision making and planning for programs such as:

SBDM Committee
School Activities
Parent Training based on needs assessment
Campus Committees
PTO

Strategy's Expected Result/Impact: Develop and post our Parent and Family Engagement Plan once it has been approved by the SBDM committee, which includes parents and family members.

Flexible parent involvement meetings and parent trainings will be offered throughout the year.

Parental involvement rate will improve by 20%.

Parent sign-in sheets and SBDM minutes will document encounters with parents and community members.

Staff Responsible for Monitoring: Administrator

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

Communicate to parents and community members that we provide a Pre-K program for 4 year old children. Information provided at PreK and Kindergarten Roundup. Notice will also be sent home to the families of current students.

Strategy's Expected Result/Impact: Increase in number of PreK students by 10%

Staff Responsible for Monitoring: Secretary
PEIMS Clerk

Title I:

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November	January	March	June

Strategy 3

Increase communication with parents, stakeholders, 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.

Strategy's Expected Result/Impact: Parents will be given multiple opportunities to be a part of their child's education and school experiences.
Parents will be invited weekly on campus to have lunch with their child(ren).
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 their child's accomplishments throughout the year.
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.

Increase in number of teachers/staff wanting to join SRISD.

Improvement in rapport with parents and community members.

Staff Responsible for Monitoring: Administrator
School Counselor
School Secretary

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 4

Complete Title 1 required parent contract and Parent Engagement Policy. A committee of parents, teachers, and community members will review the contract and policy.

Strategy's Expected Result/Impact: SBDM meeting will occur to approve the parent contract and engagement policy.

There will be improvements in parent involvement.

Contracts signed and returned by students and parents acknowledging their commitment to the Title 1 contract.

Staff Responsible for Monitoring: Administrator

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 5

SRES Counselor will communicate with parents in order to provide support for parents' and students' social and emotional needs.

Strategy's Expected Result/Impact: Counselor will send out monthly newsletters/social media posts.
Counselor will send out a parent assessment quarterly in order to target parent needs.
Community resource tables will be set up during school functions to provide information to parents.
"Counselor Connection Nights" will be hosted in order to create an open dialogue between families and the school while providing SEL resources and promoting a welcoming climate.

Staff Responsible for Monitoring: Counselor

Title I:

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Performance Objective 2

Provide numerous opportunities and involvement of family and community in the success of students.

Strategy 1

Host family involvement activities:
*Meet the Teacher Night
*Title 1 Fall meeting provided to parents at different times to accommodate needs, which focuses on informing parents about what it means to be a Title 1 campus.
*Fall carnival
*Fall Open House with math and literacy activities for parents to use at home with their children.
*Reading Under the Stars
*Daddy/Daughter Night
*Mother/Son Night
*Parent information sessions on discipline, assessments, anger, and any needed topic presented on parent survey.

Strategy's Expected Result/Impact: 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.

There will be an improvement in the morale between the campus and community.

Staff Responsible for Monitoring: Administrator
Counselor

Title I:

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 2

SRES will support parents with ways to help their child at home by putting ideas in our monthly schoolwide newsletter, sending home strategies with parents, teachers sending home examples of anchor charts/notes used in class, and through also holding monthly events that provide instructional ideas to parents.

Strategy's Expected Result/Impact: Parents will feel better equipped and confident to help their child at home with learning.

Staff Responsible for Monitoring: Classroom Teachers
Administrator
Secretary (put strategies in schoolwide monthly newsletter)

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Grace Eggleston	Classroom Teacher		1
Kimberly Baggett	Paraprofessional		1
Wanda Hood	Paraprofessional		1

Committees

Committees

Campus Improvement Committee

Members

First Name	Last Name	Position	Committee Role
Rachel	Garrow	SPED Teacher	Technology Committee
Nancy	Muncrief	2nd Grade Teacher	School Context and Organization Committee
Christina	Congleton	Counselor	Parent,Family & Community Engagement Committee
Cassie	Willis	PEIMS Coordinator	Demographics Committee
Debbie	Gray	Kindergarten Teacher	Staff Quality, Recruitment, Retention Committee
Kandy	Shirey	Principal	Administrator

Site-Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Ashley	Sheppard	AP	Admin
Barbara	Connally	Parent	Kindergarten Parent Rep
Caty	Sterling	Parent	PreK Parent Rep
Haley	Stewart	Goodies on the Go	Business Representative
Jayna	Mitchell	3rd Grade Teacher	Teacher
Nancy	Muncrief	2nd Grade Teacher	Teacher
Jennifer	Smith	Parent Rep	3rd Grade Parent Rep
Kim	Baggett	Paraprofessional	SBDM
Rachel	Garrow	SPED Teacher	Teacher
Grace	Eggleston	First Grade Teacher	Teacher
Kelley	Jones	Kindergarten Teacher	School Achievement

Mandy	May	PreK Teacher	School Achievement
Christina	Congleton	Counselor	Parent, Family, and Community Engagement
Kandy	Shirey	Principal	Administrator

Funding Summary

Funding Summary

211 - Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3		--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$129,592.00
				+/- Difference	**$129,592.00**

224 - IDEA B, Formula SpEd

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$60,542.00
				+/- Difference	**$60,542.00**

225 - IDEA B, Preschool SpEd

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,625.00
				+/- Difference	**$4,625.00**

255 - Title II, Part A, TPTR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$8,177.00
				+/- Difference	**$8,177.00**

263 - Title III, LEP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,705.00
				+/- Difference	**$2,705.00**

289 - Title IV, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,167.00
				+/- Difference	**$3,167.00**

240-Child Nutrition

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$172,500.00
				+/- Difference	**$172,500.00**

IMA - Instructional Materials Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$76,500.00
				+/- Difference	**$76,500.00**

429- School Safety

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$60,000.00
				+/- Difference	**$60,000.00**

Muncrief	1st Grade Teacher	Kinder Teacher	DRA /F&P (EOY 2023)	Amplify (EOY 2023)	Math	Rdg	Special Programs	CoGat Composite	Amplify BOY	MAP RDG	MAP MATH	DRA BOY	Amplify MOY	MAP RDG	MAP MATH	DRA MOY	Amplify EOY	MAP RDG	MAP MATH	DRA EOY
	Hadsell	N/A					SPED with Mr. Posey (ICS with aide in GenEd)		Well Below											
	NEW	N/A							Benchmark	192	197	K	Benchmark	191	198	30/N				
	~~NEW~~	N/A					~~Betik~~		~~Below~~	~~54~~	~~29~~	~~L~~	-	-		-				
	Vick	Golden	20/K	Above					Below	179	179	K	Benchmark	195	188	30/N				
	Vick	Golden	12/H	Benchmark	Low	Low	RTI/Hood (12:55-1:45)/Betik	99	Well Below	166	163	H	Well Below	181	182	20/K				
	Vick	Golden	18/J	Above	High	Average			Benchmark	185	194	J	Benchmark	208	200	30/N				
	Vick	Gray	16/I	Benchmark	Average	Average	Hood (12:55-1:45)/Betik	115	Below	163	162	I	Below	180	184	24/L				
	Vick	N/A	16/I	Above	Average	Average			Below	177	180	I	Below	183	182	24/L				
	NEW	N/A							Benchmark	176	179	L	Benchmark	194	186	30/N				
	Stribling	Mead	20/24	Above	High	High			Benchmark	180	179	K	Benchmark	193	183	30/N				
	Goldsmith	Mead	14/J	Above	Average	Average	ESL(denial)/Hood (12:55-1:45)/Betik		Benchmark	170	176	J	Benchmark	180	179	24/L				
	Stewart/Vick	Gray	34/N	Benchmark	Low	A/L	RTI (retained)/Betik/ DNQ for SPED	90	Below	183	181	O	Above	184	182	30+				
	Vick	Jones	28/M	Above	Average	High			Above	188	188	M	Above	197	193	30/N				
	Goldsmith	Jones	16/J	Benchmark	Average	Average	Hood (12:55-1:45)	102	Below	176	180	I	Benchmark	178	194	24/L				
	Vick	Jones	18/J	Above	Average	Average			Benchmark	184	186	J	Above		193	24/L				
	Owens	N/A	30	Above	Low	High			Above	175	174	O	Benchmark	180	184	30+				
	Vick	Gray	40+/M+	Above	High	High	GT		Above	199	201	Q	Above	208	195	40				
	Vick	Jones	16/I	Benchmark	Average	Average	Betik		Benchmark	177	175	J	Benchmark	187	188	24/L				
	Vick	N/A	28/M	Above	High	High			Above	187	189	M	Above	204	196	30/N				
	Gwin/Goldsmith	Mead	24	Below	Low	Low	RTI/ESL (denial) (retained)		Benchmark	188	92	L	Benchmark	193	188	28/M				

GT
Hood/Bodiford
SPED-Resource/Dyslexia
ESL
** RTI

Name	Letter names	Letter sounds	VC/CVC		Initial & final Consonant blends		Silent e		R-controlled vowels		Initial & final consonant digraphs		Vowel teams	Prefix Suffix	Rigby/DRA	Rigby/DRA	Rigby/DRA	Rigby/DRA	Rigby/DRA	Rigby/DRA	Rigby/DRA
	Task 1	Task 1	Task 2a	Task 2b	Task 3a	Task 3b	Task 4a	Task 4b	Task 5a	Task 5b	Task 6a	Task 6b	Task 7	Task 8	Level I/16	Level J/18	Level K/20	Level L/24	Level M/28	Level N/30	Level above
90% accuracy=	23/26	23/26	9/10	9/10	9/10	9/10	9/10	9/10	9/10	9/10	9/10	9/10	27/30	27/30	IND/INS	IND/INS	IND/INS	IND/INS	IND/INS	IND/INS	List level
	25	26	10	10	9	9	9	10	10	9	9	9	29	28	IND	IND	IND	IND	INS		
	26	26	10	18	9	9	9	10	10	10	9	10	3								
	25	26	10	10	9	9	9	10	10	9	9	9	29	28	IND	IND	IND	INS			
	26	26	10	18	9	9	9	10	10	10	4										
	26	26	10	18	9	9	9	10	10	10	6										
	25	25	10	20	10	9	2														
Lacy	23	11																			
	25	26	10	10	9	9	9	10	10	9	9	9	29	28	IND	IND	IND	INS			
Kristen	24	24	6																		
	26	26	10	18	9	9	9	10	10	10	7										
	26	24	8	13																	
Shannon	25	26	10	10	9	9	9	10	10	9	9	9	29	28	IND	IND	IND	IND	IND	IND	P
	25	26	10	10	9	9	9	10	10	9	9	9	29	28	IND	IND	IND	INS			
	26	26	10	19	10	10	9	9	5												
	25	26	10	10	9	9	9	10	10	9	9	9	29	28	IND	IND	IND	IND			
	26	25	7																		
Alycen	26	26	9	9	10	9	9	7													
	26	26	10	20	9	10	8	5													
	25	26	10	10	9	9	9	10	10	9	9	9	29	28	IND	IND	IND	INS			

Tasks/Levels	Below 1	Task 1		Task 2		Task 3		Task 4		Task 5		Task 6	Task 7	Task 8	Level I/16	Level J/18	Level K/20	Level L/24	Level M/28	Level N/30	Level above
Total # of students=19	1	3		0		3		1		3		1	0	0	0	0	4	2	0	0	1

** Example! This example includes mock data to show how to input data and highlight green where the student lands for the last independent level for that student.

	Unit 1- Place Value - Foundation of Numbers	Unit 2- Addition and Subtraction	Unit 2- Addition and Subtraction	Unit 3 Foundation of Multiplication	Unit 4- Data Analysis	Unit 5/7 Division and Multiplication	Mid Year Review	Unit 6 Unit Fractions	Unit 9/13 Algebraic Reasoning	Unit 10 Geometry	Unit 11/14 Comparing and Equival	Unit 12/15 Measureme
	82	80	90	87	100	80	90					
	100	87	100	100	89	87	92					
	94	73	80	87	89	87	82					
	88	80	80	93		73	90					
	100	67	100	93	94	80	96					
	82	27	80	53	83	60						
	100	47	70	87	94	67	67					
	81	67	70	80	100	53	78					
	81	87	100	93	100	87	90					
	81	80	90	93	100	73	86					
	75	53	70	80	77	53						
	94	80	90	100	94	80	86					
	94	87	90	100	94	73	90					

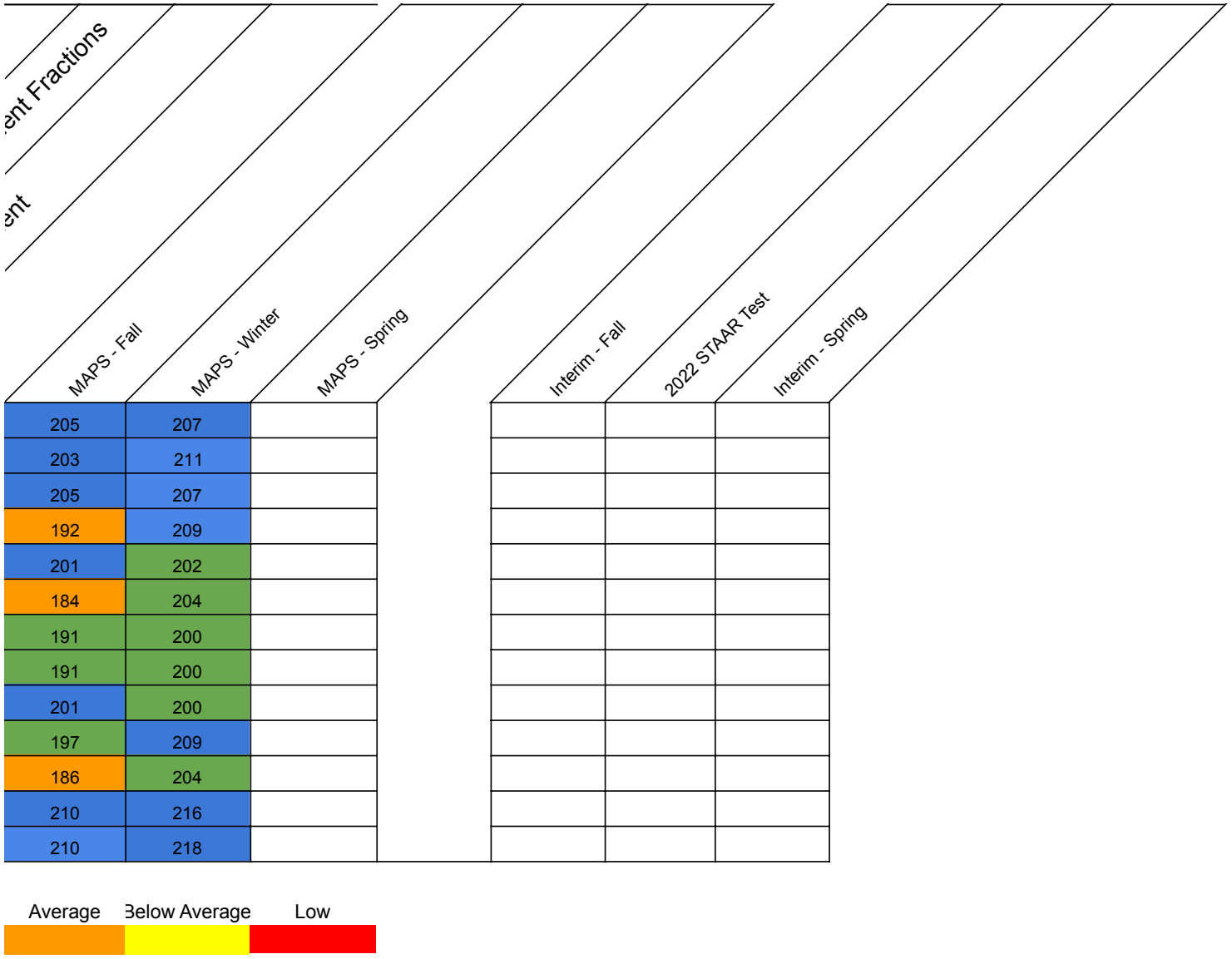
*limited time

Economically Disadvantaged

Masters- 90
Meets- 80
Approaches 70
Did Not Meet- below

High | Above Average

Fall	188
Winter	196
Spring	201


ent Fractions
ent
MAPS - Fall
MAPS - Winter
MAPS - Spring
Interim - Fall
2022 STAAR Test
Interim - Spring
205 207
203 211
205 207
192 209
201 202
184 204
191 200
191 200
201 200
197 209
186 204
210 216
210 218
Average
Below Average
Low

Kinder	First	Second	Unit 2A: Author's Purpose and Craft	Unit 2C: Author's Purpose and Craft, Imagery	Unit 3: Fiction Elements										MAP - Fall	MAP - Winter	MAP - Spring	Interim - Fall	2022 STAAR Test	Interim - Spring
			70	60	50										174	186				
			80	75	64										189	191				
			40	60	79										184	193				
			90	75	93										198	204				
			90	60	57										201	200				
			100	100	93										204	206				
			90	75	100										192	207				
			80	75	100										186	202				
			70	75	86										201	205				
			100	75	86										176	196				
			80	60	79										168	197				
			90	100	93										213	211				
															--	168				

Economically Disadvantaged	
Masters- 85	17%
Meets- 75	33%
Approaches 53	25%
Did Not Meet- below	25%

High	Above Average	Average	Below Average	Low
Fall				
Winter				
Spring				