Scurry Rosser Independent School District

Scurry-Rosser Middle School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
October 05, 2026 at 01:03 PM

Mission Statement

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

Vision

Scurry-Rosser Middle School will provide a safe and engaging learning environment for all students. We embrace diversity, strive for equity, and believe in uncompromising integrity. We commit to creating fun and collaborative learning that will develop critical thinking and allow all students to enjoy their journey. Our goal is for all students to discover their potential, recognize their value and understand the impact they have on the world around them. This is a school that respects the growth of the whole child, the mind as well as the social and emotional health of each and every student. We believe that love and acceptance leads to successful, responsible, and respectful members of society.

Table of Contents

Comprehensive Needs Assessment 4

- Demographics 5
- Student Achievement 8
- School Culture and Climate 9
- Staff Quality, Recruitment, and Retention 10
- Curriculum, Instruction, and Assessment 12
- Family and Community Engagement 13
- School Organization 14
- Technology 16

Data Documentation for CNA 17

- Improvement Planning Data 18
- Accountability Data 18
- Student Data: Assessments 18
- Student Data: Student Groups 19
- Student Data: Behavior and Other Indicators 19
- Employee Data 19
- Parent/Community Data 20
- Support Systems and Other Data 20

Goals 21

- Goal 1 : Scurry-Rosser Middle School will maintain a positive and productive stude... 22
- Goal 2 : Scurry-Rosser Middle School will maintain a positive and productive work ... 28
- Goal 3 : Scurry-Rosser Middle School will maintain efficient and effective district o... 35
- Goal 4 : Scurry-Rosser Middle School will enhance public relations and communica... 38

Policies, Procedures, and Requirements 40

Comprehensive Needs Assessment

Demographics

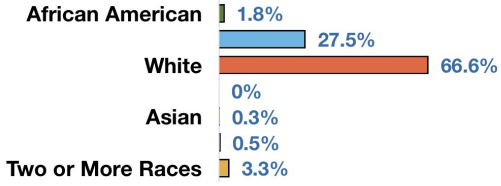
Summary

Student Information 2025-26

Total Student Enrollment

389

Student Enrollment by Race/Ethnicity



Staff Information 2025-26

Number of Students Per Teacher

11.7

Number of Full-time Staff

50.7

Number of Full-time Teachers

33.2

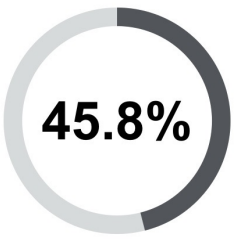
Average Teacher Salary

$62,474

Feedback

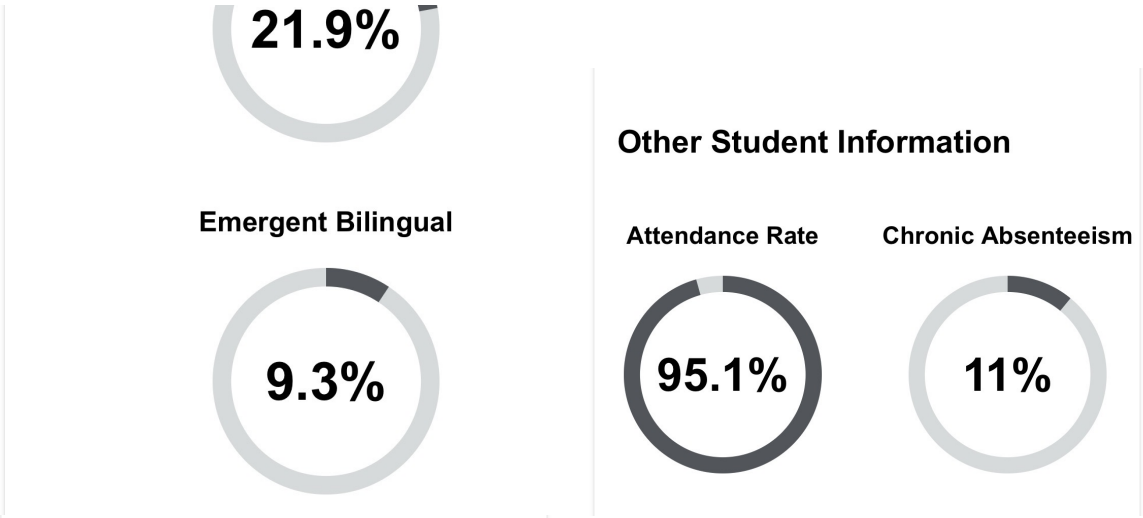
Student Enrollment by Type

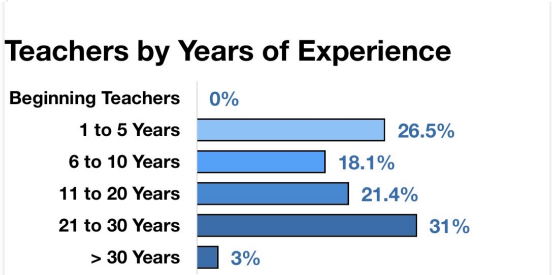
Economically Disadvantaged

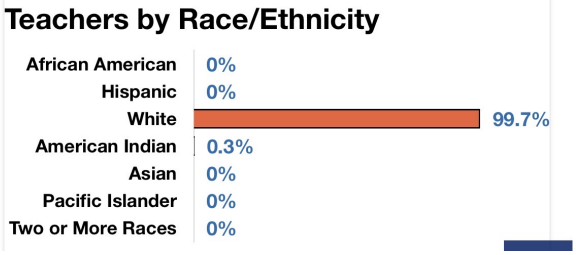


Special Education









Data was pulled from txschools.gov for the 2025-2026 school year. The Scurry-Rosser ISD Middle School is a 4th-8th grade campus with 389 students. Of that number, 66.6% are White, 1.8% are Black, 27.52% are Hispanic, .5% are Pacific Islander, .3% of students are Asian, Two or more races 3.3%, and 45.8% of the Middle School students are considered to be Economically Disadvantaged. Scurry-Rosser ISD Middle School profile overall rating is a B (82 out of 100). 11.3% of students are Section 504. 9.3% of students are Emergent Bilingual/English Learners. 21.9% of students are in Special Education. 44.5% are considered At-Risk. 11.1% are identified at Gifted and Talented. Scurry-Rosser Middle School average attendance rate was 95.1%. 11.1% of students are considered as having chronic absentism. Scurry-Rosser Middle School current student count is 389 student: 72 fourth graders, 64 fifth graders, 80 sixth graders, 82 seventh graders, 91 eighth graders. The campus percentage of female students is 48.6% and male students is 51.4%. We reside in a rural community that actively supports the district.

Staff Count and Demographics

50 full time staff members (admin, teachers, paras, office staff, police)

American Indian: .3%

White: 99.7%

Student Achievement

Data was analyzed using the 2024-2025 TAPR report specifically the STAAR data by grade levels and special areas. MAP, and TELPAS data was reviewed. Based on data, STAAR performance was in the B range, however our School Progress was a C with a scale score of 78. The area that needs to be our highest focus is closing the gaps and continued to ensure all students are making a years worth of growth. Special Education performance shows to be an area of concern in all areas.

Attendance Trends over the past 3 years:

2023-24: 404

2024-25: 381

2025-26: 389

Student Achievement

Summary

2026 Accountability Rating Overall Summary
SCURRY-ROSSER MIDDLE (129910041) - SCURRY-ROSSER ISD - KAUFMAN COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 | **2026**

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**82**	**B**	
Student Achievement		**80**	**B**	**70%**
STAAR Performance	49	80		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**78**	**C**	**0%**
Academic Growth	66	78	C	✓
Relative Performance (Eco Dis: 45.8%)		77	C	
Closing the Gaps	**68**	**88**	**B**	**30%**

School Culture and Climate

Summary

Scurry-Rosser Middle School provides various 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
- Positive Office Referrals

We have a school-wide mission statement that was written by staff representatives that serve on the Leadership Committee at Scurry-Rosser Middle School. We meet every morning as a whole campus for "morning meeting" via Google Meets.

Strengths

At the end of the 2025-2026 school year, we provided the opportunity for all 4-8 grade students to complete a survey. Here is a comprehensive summary of the findings from 310 total student responses.

Key Strengths

- **Academic Clarity and Direction:** Students have a strong grasp of expectations. A large majority of students (260 out of 313) stated they "Always" or "Most of the Time" know what they need to do to be successful in their classes. Furthermore, 241 out of 313 students reported they understand what they are learning in class "Always" or "Most of the Time".
    - **Teacher Support and Helpfulness:** Teachers are a major asset to the school. 244 out of 309 students feel their teachers help them when they don't understand something "Always" or "Most of the Time". In the open-ended responses, students repeatedly highlighted that teachers and staff are "nice," "sweet," "patient," and "helpful".
    - **Sense of Safety:** The school environment feels secure to most students, with 250 out of 313 students reporting they feel safe at school "Always" or "Most of the Time".
    - **Strong Extracurriculars and Breaks:** When asked what they like most about the school, students heavily favored extra-curricular activities (sports, P.E., and band).
    - **Positive Social Environment:** Interacting with friends and the feeling of a close-knit community are major highlights for the students.

Staff Quality, Recruitment, and Retention

Summary

The SRMS campus has 51.5 full time employees. The staff is made up of 30.8 teachers, 6 professional staff, 12.5 educational aides, and 1 counselor. The number of educational aides is higher at 24.3% than the state percentage which is 10.7%. 24 female teachers and 5 male teachers. 72.4% of staff members hold a bachelor's degree and 27.6% hold a master's degree. Minority staff represent 7.5% of total campus staff compared to 55.3% statewide.

Tenure with District: Teachers average **5.2 years with Scurry-Rosser ISD** (below the state average of 7.0 years).

Experience Breakdown:

- **Beginning Teachers:** 0.0% (0.0 FTE).
- **1–5 Years Experience:** 22.0% (6.8 FTEs).
- **6–10 Years Experience:** 34.9% (10.8 FTEs).
- **11–20 Years Experience:** 18.8% (5.8 FTEs).
- **21–30 Years Experience:** 21.2% (6.5 FTEs).
- **Over 30 Years Experience:** 3.1% (1.0 FTE).

Staff Compensation

- **Average Teacher Salary: $57,448** (compared to the state average of $63,751).
    - **1–5 Years Experience:** $52,830
    - **6–10 Years Experience:** $54,014
    - **11–20 Years Experience:** $59,352
    - **21–30 Years Experience:** $64,689
    - **Over 30 Years Experience:** $67,607
- **Average Support & Leadership Salaries:**
    - **Professional Support:** $57,382 (state average: $75,909).
    - **Campus Administration:** $77,750 (state average: $88,786).

Concern:

Competitive Salary Disparity: Average salaries across all experience levels, support roles, and administration fall below statewide averages, which may present continuous recruitment or retention challenges relative to larger surrounding districts.

District Retention Gap: While campus staff are highly seasoned overall (12.4 years of overall experience), their tenure within Scurry-Rosser ISD averages 5.2 years, suggesting mid-career recruitment or moderate teacher movement. Over the past several years there has been a change in administration which could be the cause of teacher turn-over.

Strengths

Average Total Experience: Campus teachers average **12.4 years of total experience** (above the state average of 11.2 years).

72.4% of staff members hold a bachelor's degree and 27.6% hold a master's degree (above the state average of 25.4%).

High Quality & Experienced Faculty: Over 78% of the teaching staff have 6 or more years of teaching experience, and zero teachers are brand-new to the profession.

Curriculum, Instruction, and Assessment

Summary

Our teachers utilize TEKS Resource Systems, Lowman Learning (Social Studies/History), McGraw Hill (Science), StudySync (Reading) and Bluebonnet Learning (Math) for curriculum, instruction, and some assessment. Each of the curriculums are district approved. The curriculums are 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, this has not been a clearly communicated expectation in the past few years, nor have there been follow-up from previous administration to ensure there was consistency among the vertical 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 MAP testing, 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.

Concern: Our campus has single teachers for each grade level and content areas

Strengths

Common planning time for vertical content areas built into the master schedule.

Family and Community Engagement

Summary

A parent survey was sent out to parents via social media and parent email. 41 parents completed the survey. Overall, parents strongly value the **"small-town feel," strong community, and approachable teachers** at Scurry-Rosser Middle School. However, feedback highlights a **notable rift during the 4th and 5th-grade transition**—where parents feel the environment becomes overly rigid—as well as concerns regarding **communication consistency, bullying/discipline enforcement, and academic rigor/ differentiation**.

Key Needs & Areas for Improvement 1. 4th & 5th Grade Transition & Environment 2. Communication & Parent Involvement 3. Discipline, Bullying & Classroom Management 4. Academic Challenge & Curriculum Support. 5. Operations & Logistics

What Parents Want Their Children to Gain

- **Academic Confidence & Lifelong Love for Learning:** Preparation for high school and college alongside strong study habits and critical thinking skills.
- **Real-World & Practical Life Skills:** Knowledge beyond standard book learning, including vocational/trades options (automotive, accounting, AI, Excel).
- **Character & Resilience:** A sense of independence, self-motivation, respect, inclusiveness, and learning that "failing and trying again is okay".

Strengths

Key Strengths

- **Community & "Small-Town" Environment:** Parents frequently praise the tight-knit, welcoming community where teachers know students individually and offer strong personal support.
- **Safety & Security:** Safety is consistently rated high; parents appreciate gated areas for younger grades, campus security measures, and the visible presence of school resource officers.
- **Extracurricular Flexibility:** Parents love that students can participate in multiple activities simultaneously (e.g., athletics, band, robotics, art, outdoor adventure).
- **Dedicated Staff & Specific Teacher Praise:** Several specific teachers, grade-level teams (e.g., 4th-grade team, 7th-grade team), and coaching staff received strong recognition for patience, care, and responsiveness.
- **Dyslexia & Support Resources:** Dyslexia programming and specialized support resources were highlighted as strong positive assets.

School Organization

Summary

The campus operates under the directives from Scurry Rosser ISD policies set by the superintendent and board of trustees. Key administrative oversight comes from the campus principal and assistant principal. The front office handles administrative tasks, visitor access, student check-outs, and campus communication. Communication is provided to the students and staff daily through campus morning meeting via Google Meets. The information is also emailed to the staff as a follow-up, Weekly PLC meetings are conducted during conference periods with common content areas once a week. The District Math instructional coach is also in attendance for the Math meetings. **Leadership Team & Grade-Level Chairs:** Each grade level and special area selects a Grade Level Chairperson to serve on the Leadership Team to help organize field trips, communicate with administration, and gather feedback from staff. The campus also has a site based decision making team that consists of teachers, staff, parents, business owners and community members.

Campus Structure & Grade Levels

- **Grades Served:** SRMS serves 4th through 8th-grade students.
- **Building Layout:**
    - **A Building:** Housing and entrance area primarily serving 4th and 5th-grade students, opening at 7:15 a.m..
    - **B Building:** Serving 6th through 8th-grade students, opening at 7:20 a.m.
    -

Daily Hours & Schedules

School Hours: Regular student hours run from 7:50 AM to 3:35 PM (Early release ends at 1:35 PM).

- **Staff Hours:** Full-time classroom teachers operate on an 8.5-hour workday from 7:30 AM to 4:00 PM, which includes a 30-minute duty-free lunch.
- **Tutoring Hours:** Mandatory teacher tutorial hours are held Monday through Thursday from 3:30 PM to 4:00 PM.
- **WIN Time (Intervention/Enrichment):** A daily 60-minute block dedicated to targeted instruction:
    - **Grades 4–5:** Focuses on math, reading, pull-outs (dyslexia, GT, resource), remediation, and enrichment.
    - **Grades 6–8:** Utilizes data-driven grouping for House Bill (HB) required hours, UIL, clubs, and weekly Friday "FOCUS groups" designed to build student-staff relationships.
- **Professional Learning and Staff Appraisals**
    - **Professional Learning Communities (PLCs):** Mandatory PLC meetings occur every Wednesday during teacher conference periods to focus on collaborative planning, data analysis, and student growth.
    - **Staff Meetings:** Held as needed on designated Wednesdays after school (not exceeding once per month) until at least 4:30 PM.
    - **T-TESS Appraisals:** Teachers are evaluated using the Texas Teacher Evaluation and Support System (T-TESS) rubric, incorporating SMART goals, standard 45-minute formal appraisals, and walk-through observations. Non-teaching staff use alternate evaluation systems.
    -
    - **Academic & Support Services Organization**
        - **Curriculum Alignment:** Instruction relies on district-adopted instructional materials (e.g., Bluebonnet Math, HMH Into Reading, StudySync, McGraw Hill Science, TCMPC/Lowman Social Studies) aligned strictly to Texas Essential Knowledge and Skills (TEKS).
        - **Response to Intervention (RTI):** Organized by administration and the school counselor (Ms. Truly), with formal team monitoring meetings scheduled at the end of every 9 weeks (primarily on Fridays).
        - **Medical & Health Services:** Managed on-campus by nurse, who oversees student medical emergencies, parent illness contacts, and staff injury reporting.
    - **Behavioral & Discipline Framework**
        - **Multi-Tiered Management System:** Behavioral expectations are divided using a Behavior Flow Chart into:

    - **Teacher-Managed Behaviors:** Minor disruptions, off-task behavior, tardiness, handled via classroom redirection, cool-downs, parent contact, and conferences.
    - **Administrator-Managed Behaviors:** Fighting, bullying, severe defiance, theft, vaping/substance violations, which are formally referred through the *Ascender* system for administrative consequences.
- **Positive Behavior Incentives:** Campus-wide initiatives such as "Positive Office Referrals" to reinforce expectations centered around being Prepared, Respectful, displaying Integrity, Determination, and Excellence.

Technology

Summary

Each class in grades 4-5 have Chromebook carts for students to use within the classroom.

Each student 6-8 has a Chromebook checked out to their for the year for instructional purposes.

Every classroom has a large interactive board for projecting and instruction.

The district utilizes 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] **Campus/District improvement plans (current and prior years)**
- [x] **Planning and decision making committee(s) meeting data**

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] **Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data**
- [x] **Student failure and/or retention rates**
- [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] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- [x] **Section 504 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] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**
- [x] **Support structures: mentors**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent 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] **Budgets/entitlements and expenditures data**

Goals

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

Performance Objective 1 ☑ High Priority

Increase academic achievement and engagement for student in the high focus (Emergent Bilingual, Special Education, and Economically Disadvantaged) in Math by consistently implementing appropriate accommodations, providing targeted small-group or individualized support, and using student data to monitor progress and adjust instruction as evidenced on the 2026-2027 STAAR test by reaching at least 62% of students scoring Meets or above.

Evaluation Data Source: Increase students on Math in all grade levels, specifically focused on special populations (special education, economically Disadvantaged, and emergent bilingual) on the TAPR Report, Federal Report Card, TEA accountability reports, Teacher Progress Monitoring and Assessments

Strategy 1

Double blocking resource students to have access to Tier 1 High Quality Instructional Materials, and then be supported by the resource teachers for their independent work.

Strategy's Expected Result/Impact: Student progress is monitored through classroom assessments, MAP/STAAR data, and progress-monitoring data.
Students receiving special education services demonstrate measurable growth toward individual academic goals.
PLC teams regularly review data and identify instructional supports needed for students.

Staff Responsible for Monitoring: General Education Teachers
Administrators
Special Education Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	January	March	June

Strategy 2

Professional Development in the area of Specially Designed Instruction with High Quality Instructional Materials for all general education and special education teachers.

Strategy's Expected Result/Impact: Define and apply specially designed instruction within HQIM.
Identify student learning barriers and plan SDI using tools and resources.
Embed SDI within HQIM lessons while maintaining grade-level rigor.
Implement SDI in real classroom contexts through clearly defined roles, collaboration, scheduling, and service delivery decisions.

Staff Responsible for Monitoring: Administration
Special Education Teachers
General Education Teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	January	March	June

Strategy 3

Leverages Professional Learning Communities (PLCs) and Data Meetings to build targeted math instruction.

Strategy's Expected Result/Impact: increased collective efficacy
academic impact
culture impact

Staff Responsible for Monitoring: administrators
general education teachers
Math Instructional coach

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 4

Targeted WIN "What I Need" small group intervention (4/5th grade 30 minutes dedicated to math and 30 minutes dedicated to reading) (6th-8th grade 27 minutes daily dedicated to targeted small ground interventions)

Strategy's Expected Result/Impact: Direct academic impact (assessment data)
All students showing academic growth based on STAAR data
All students showing academic growth based on MAP data
All students showing academic growth based on Blue Bonnet unit assessment data

Staff Responsible for Monitoring: administrators
counselor
teachers

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 5

Each instructional staff member will participate in the Fundamental Five Revisited Book student throughout the school year

Strategy's Expected Result/Impact: Consistent instructional framework across the campus
Increased active student engagement
Proactive Classroom management
Writing across content areas
Improved retention of TEKS
oral language acquisition for Emergent Bilingual students
Increase self-monitoring from students

Staff Responsible for Monitoring: Teachers
Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

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 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 6

Implementing weekly FOCUS Families to build positive staff-to-student and student-to-student relationships serves as a foundational Culture and Social-Emotional Learning (SEL) strategy.

Strategy's Expected Result/Impact: School Culture and Belonging
Break down of peer barriers
Increased School Safety and Trust
Behavioral and Student Engagement
Reduction in Disciplinary Referrals
Sense of Belonging
Improved Attendance and Decrease in Chronic Absenteeism
Increased Classroom Participation
Support of Academic Goal Monitoring

Staff Responsible for Monitoring: Teachers
Administrators
Counselor

Title I: 2.5.1, 2.5.2, 2.5.3

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 3: Integrated Student Support Systems, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 7

Implement high interest attendance incentives (ice cream, "Jump for George") every six weeks to ensure maximum attendance during essential instructional delivery.

Strategy's Expected Result/Impact: Increased daily attendance
Increase overall campus attendance rate
Decrease chronic Absenteeism rate.

Staff Responsible for Monitoring: Assistant Principal
PEIMS clerk

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	January	March	June

Performance Objective 2 ☑ High Priority

By the end of the 2026-2027 school year at least 67% of students will score meets or above on the Math STAAR assessment by establishing targeted math intervention groups for all areas, but specifically focusing on the sub-group monitoring for the White student population (improving from 65% to 72%) and

Hispanic student populations (from 60% to 64%)

Evaluation Data Source: Teachers consistently use Bluebonnet Math resources and lessons aligned to grade-level TEKS.
Instruction includes opportunities for students to explain, apply, and demonstrate mathematical understanding.
PLCs review student data and adjust instruction based on identified needs.
Student performance demonstrates measurable growth on common assessments, MAP, and STAAR.

Strategy 1

Collaborate across grade levels during common planning period PLC meetings in order to discuss school wide strategies to help students succeed at higher levels.

Strategy's Expected Result/Impact: Less reteaching from grade level to grade level
More retention of students learning due to increased common instructional strategies and academic vocabulary

Staff Responsible for Monitoring: District Instructional Coach
Classroom Teachers
Campus Administration

Title I: 2.5.1, 2.5.2, 2.5.3

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

Strategy 2

Implement High Quality Instructional Materials (Bluebonnet Math) with fidelity in grades 4-8 to provide consistent, standards-aligned instruction that strengthens mathematical understanding and student achievement.

Strategy's Expected Result/Impact: Increased rigor of Tier 1 instruction
Increased unit assessment score
Increased MAP data

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

November	January	March	June

Strategy 3

Each student will have a data folder that will be utilized to set individual goals and monitor progress.

Strategy's Expected Result/Impact: Increased student ownership in monitoring growth
Reduction is off task behavior
Increased assessment data

Staff Responsible for Monitoring: General education teachers
Administrators

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

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

Performance Objective 1 ☑ High Priority

Increase staff morale and retention by maintaining a positive campus climate, as evidenced by achieving an 85% or higher positive satisfaction rate on end-of-year staff climate surveys and retaining at least 90% of effective instructional staff for the following school year.

Evaluation Data Source: Staff Survey

Strategy 1

Intentional Staff Recognition and celebration- staff shoutouts, staff member of the month, celebration professional milestones during weekly PLC meetings,

Strategy's Expected Result/Impact: higher staff morale
supportive team culture

Staff Responsible for Monitoring: Administrators

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	January	March	June

Strategy 2

Protected weekly PLCs from unnecessary administrative coverage or non-essential meetings to respect teacher time and workload. Utilize PLC time to foster collaborative problem-solving rather than administrative compliance, allowing teachers to co-create instructional materials and share the workload.

Strategy's Expected Result/Impact: increased staff efficacy
reduce teacher burnout
collective shared responsibility

Staff Responsible for Monitoring: administrators
teachers

Title I: 2.5.2

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 ☑ High Priority

Establish a culture of transparent communication and supportive leadership, as evidenced by ongoing leadership meeting feedback, PLC meeting conversations, one on one conversations with staff, and end of the year teacher survey

Evaluation Data Source: Eduphoria Reports
Teacher survey results
Leadership Meeting feedback

Strategy 1

100% of teachers receiving frequent 10-15 minute walkthroughs using the Fundamental Five framework, and the T-TESS rubric providing immediate, positive, and constructive feedback via Eduphoria, email or face-to-face coaching conversations within 24 hours providing feedback focused on growth and growth-oriented coaching rather than compliance.

Strategy's Expected Result/Impact: Staff climate survey satisfaction
Instructional Staff retention
Walkthrough feedback consistency
Peer and Leadership Recognition

Staff Responsible for Monitoring: Administrators
Leadership Team
Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November	January	March	June

Strategy 2

Clear and streamlined Campus communication- SRMS Hub, Weekly Wildcat, Morning Meeting, PLC meetings, SRMS Playbook

Strategy's Expected Result/Impact: Elevate Staff Efficacy
Build Relational Trust between staff and leadership
Preserve Campus Momentum
Improve Tier 1 Instruction
Improve Team cohesiveness

Staff Responsible for Monitoring: Administrators
Teachers
Administrative Assistant

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 3

Establish a representative Campus Leadership Team (comprising administration, department heads, special population specialists, and grade-level leads) that meets monthly to analyze schoolwide data, monitor CIP implementation, streamline communication, and build shared ownership of campus academic and culture goals.

Strategy's Expected Result/Impact: Increase Academic Performance
Increase Staff Morale
Unify Campus Alignment

Staff Responsible for Monitoring: Campus Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Talent Retention and Strategic Staffing, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 4

Optimize master schedule to provide teachers with daily common planning opportunities PLC (Professional Learning Communities) with colleagues who teach the same content, creating structured opportunities for collaboration, lesson planning, resource development, student data analysis, and problem solving.

Strategy's Expected Result/Impact: More efficient planning
shared instructional resources
stronger professional support
improved instructional consistency
vertical alignment

Staff Responsible for Monitoring: Teachers
Administrators

Title I: 2.5.1, 2.5.2

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 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 5

4th and 5th grade teachers have been provided with an extended PLC time weekly to meet with the math instructional coach and colleagues to assist with internalizing and becoming familiar with a new curriculum.

Strategy's Expected Result/Impact: More efficient planning
shared instructional resources
stronger professional support
improved instructional consistency
vertical alignment
implementation of new curriculum with fidelity

Staff Responsible for Monitoring: Administrators
Teacher
Instructional Coach

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 6

6-8 math teachers are provided with an additional 25 minutes each day to internalize lessons within the new curriculum.

Strategy's Expected Result/Impact: More efficient planning
shared instructional resources
stronger professional support
improved instructional consistency
vertical alignment
implementation of new curriculum with fidelity

Staff Responsible for Monitoring: Administrators

Title I: 2.5.2

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

Performance Objective 3 ☑ High Priority

By the end of the 2026-2027 school year the district will complete the Texas Teacher Incentive Allotment (TIA) application process and establish the foundational systems necessary for implementation of a locally developed teacher designation system that recognizes, rewards, and retains high quality educators.

Evaluation Data Source: Complete and submit the TIA application within the established state timeline.
Develop and document the district's TIA designation system and processes.
Provide staff with clear communication and training regarding TIA requirements, timelines, and expectations.
Establish processes for teacher observation, evaluation, data collection, and designation aligned to the district's approved TIA plan.
Monitor implementation milestones and make adjustments based on feedback and TIA requirements

Strategy 1

Five T-TESS walkthroughs will be conducted regularly to identify instructional strengths, areas of growth, and evidence aligned to TIA competencies.

Strategy's Expected Result/Impact: Walkthrough data
Strengthened instructional strategies
Increased student engagement
Increased student data
Collective Efficacy

Staff Responsible for Monitoring: Assistant Principal
Principal

Title I: 2.5.2

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 2

Administrators will provide timely and specific observation feedback through ongoing walkthroughs and observation cycles to promote continuous teacher growth and strengthen instructional strategies.

Strategy's Expected Result/Impact: Walkthrough data
Strengthened instructional strategies
Increased student engagement
Increased student data
Collective Efficacy

Staff Responsible for Monitoring: Principal
Assistant Principal

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 4: Academic Experience: High Quality Instructional Materials, Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November	January	March	June

Strategy 3

Administrators and teacher teams will engage in ongoing data conversations to analyze student achievement and growth data, identify instructional needs, and use evidence to inform professional practice and the developing TIA designation system.

Strategy's Expected Result/Impact: Targeted instructional decisions
Increased student growth

Staff Responsible for Monitoring: Assistant Principal
Principal

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing, Lever 3: Integrated Student Support Systems, 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 Middle School will maintain efficient and effective district operations.

Performance Objective 1

By May 2027, SRMS will achieve 100% compliance with all state-mandated safety drills and exterior door security protocols, as evidenced by monthly drill completion logs, 100% passing rates on weekly exterior door audits, and zero unannounced security audit findings.

Evaluation Data Source: emergency drill logs
discipline and incident data
student safety survey
staff climate survey
parent community survey

Strategy 1

Conduct Monthly Safety Drills (Lock Down, Secure, Evacuate, Shelter).

Strategy's Expected Result/Impact: District safety calendar

Staff Responsible for Monitoring: SRO
Administrators
Administrative Assistant

Formative Reviews

November	January	March	June

Strategy 2

The campus will maintain strict facility access control as evidenced by exterior door audits, interior door sweeps, and single point of entry visitor protocols.

Strategy's Expected Result/Impact: 0 Security Findings
Raptor Reports

Formative Reviews

November	January	March	June

Performance Objective 2

By May 2027, SRMS will reduce overall Office Discipline Referrals by 10% compared to the prior year baseline, resulting in a 5% increase in student perception of campus safety as measured by annual student and bi-annual staff safety surveys and monthly PEIMS discipline reports.

Evaluation Data Source: PEIMS discipline reports
Parent annual safety survey data
Student annual safety survey data
Staff by-annual safety survey data

Strategy 1

Assign and monitor designated staff duty during high-traffic transition periods (hallways, cafeteria, drop-off, and pick up locations) to maintain visual presence and proximity control.

Strategy's Expected Result/Impact: Discipline reports

Staff Responsible for Monitoring: Principal
Assistant Principal
Counselor

Formative Reviews

November	January	March	June

Strategy 2

Utilize weekly FOCUS Family sessions and daily morning meetings to explicitly teach, review, and reinforce campus-wide behavior expectations and digital citizenship protocols.

Strategy's Expected Result/Impact: Decreased discipline reports

Staff Responsible for Monitoring: FOCUS family leaders
Administrators
Counselors

Formative Reviews

November	January	March	June

Strategy 3

Analyze PEIMS discipline data every six weeks during Campus Leadership Team meetings to identify behavior trends (times/locations) and refine practices to be more proactive.

Strategy's Expected Result/Impact: Decreased Discipline Data

Formative Reviews

November	January	March	June

Performance Objective 3 ✅ High Priority

SRMS will strategically allocate and expend 100% of funds in accordance with federal, state, and district requirements, ensuring funds are used to address identified student needs and support evidence based strategies that improve academic achievement for all students.

Evaluation Data Source: Budget and purchasing records

Strategy 1

Establish a systematic process for reviewing allocations and funds monthly to ensure funds are appropriately aligned with identified student needs, campus improvement goals, and allowable activities.

Strategy's Expected Result/Impact: Funds will be spent strategically and within required timelines with expenditures directly supporting identified student needs and contributing to improved academic outcomes.

Staff Responsible for Monitoring: Principal

Title I: 2.5.1

TEA Priorities: Improve low-performing schools

ESF Levers: Lever 6: Campus Finance and Operations

Formative Reviews

November	January	March	June

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

Performance Objective 1

By May 2027, SRMS will increase family engagement and communication satisfaction by 20%, as evidenced by annual parent survey feedback, and promoting 90% Participation rate in the district approved communication system, and issuing monthly campus newsletters.

Evaluation Data Source: 90% Active parent participation on communication app
Event sign in sheet

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
Developing a campus 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 training will be offered throughout the year.

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

Staff Responsible for Monitoring: Administrators
Counselor

Formative Reviews

November	January	March	June

Strategy 2

Publish a monthly newsletter that is provided to parents through email and social media.

Strategy's Expected Result/Impact: Increased parent involvement

Staff Responsible for Monitoring: Principal

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Strategy 3

Increase the frequency and effectiveness of campus social media communication by regularly highlighting student achievements, upcoming events, important information, and opportunities for family involvement to strengthen communication and increase parent engagement.

Strategy's Expected Result/Impact: increased parent involvement

Staff Responsible for Monitoring: Principal
Director of Communications

Title I: 2.5.1

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	January	March	June

Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Heather Jestis	12/16/2025	Lori Blaylock	12/16/2025
Child Abuse and Neglect	Heather Jestis	12/16/2025	Lori Blaylock	12/16/2025
Coordinated Health Program	Heather Jestis	12/16/2025	Lori Blaylock	12/16/2025
Decision-Making and Planning Policy Evaluation	Lori Blaylock	12/16/2025	Lori Blaylock	12/16/2025
Disciplinary Alternative Education Program (DAEP)	See State Comp	--	Lori Blaylock	12/16/2025
Dropout Prevention	See State Comp	--	Lori Blaylock	12/16/2025
Post-Secondary Preparedness	High School Counselor	12/16/2025	Lori Blaylock	12/16/2025
Recruiting Teachers and Paraprofessionals	Heather Jestis	12/16/2025	Lori Blaylock	12/16/2025
Student Welfare: Crisis Intervention Programs and Training	Lori Blaylock	12/16/2025	Lori Blaylock	12/16/2025
Student Welfare: Discipline/Conflict/ Violence Management	Lori Blaylock	12/16/2025	Lori Blaylock	12/16/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Dr. Lori Blaylock	10/13/2025	Lori Blaylock	12/16/2025
Dating Policy		--	Lori Blaylock	1/16/2026
State Compensatory Documentation	Lori Blaylock	12/16/2025	Lori Blaylock	12/16/2025