Scurry Rosser Independent School District

Scurry-Rosser Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B

Board Approval Date: November 17, 2025

Mission Statement

SRES will foster a love of learning and provide an exemplary education for all learners while preparing the whole child for their chosen future.

Vision

SRES will develop leaders who are passionate, empowered, and prepared for the future.

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Achievement 6
- School Culture and Climate 15
- Staff Quality, Recruitment, and Retention 16
- Curriculum, Instruction, and Assessment 18
- Family and Community Engagement 19
- School Organization 20
- Technology 22

Comprehensive Needs Assessment Data Documentation 23

Goals 25
- Goal 1: Scurry-Rosser Elementary will maintain a positive and productive student learning environment. 25
- Goal 2: Scurry-Rosser Elementary will maintain a positive and productive work environment. 37
- Goal 3: Scurry-Rosser Elementary will maintain efficient and effective district operations. 43
- Goal 4: Scurry-Rosser Elementary will enhance public relations and communication throughout the district and community. 47

Title I 52

Title I Personnel 53

Campus Improvement Committee 54

Site-Based Decision Making Committee 55

Campus Funding Summary 56

Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment Numbers: We currently serve 301 students. We began the school year with 295. 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.

***Last day of school 2024: 291
***Last day of school 2023: 297

Ethnicity/Gender Breakdown 2024:

	His/Lat	Multi	White	Black/AA	Asian	Amer. Ind/ AK Native	Haw/ Pac Isl	Total
EE	3 M	0	2M, 0F	0	0	0	0	5
PK	5M, 8F	1F	12M, 2F	1F	0	1M	0	30
KG	13M, 8F	2M, 1F	15M, 18F	0	1M	1M	0	59
1ST	12M,11F	1M, 2F	33M, 19F	0	0	0	0	78
2ND	10M, 11F	0M, 1F	17M, 19F	1M	0	0	0	59
3RD	13M,13F	1M, 1F	26M, 14F	0	0	0	2M	70

	His/Lat	Multi	White	Black/AA	Asian	Amer. Ind/ AK Native	Haw/ Pac Isl	Total
Totals %	107 35.5%	10 3.3%	177 58.8	2 0.7	1 0.3	2 0.7	2 0.7	301

No major changes in Ethnicity populations the past two years

Special Programs:
SPED - 65 (42% minority)
504 - 10 (20% minority)
Dyslexia - 17 (41% minority)
Immigrant - 2 (Philippines, Vietnam)
GT - 29 (24%)
BIL/ESL - 46

At Risk: 101 Students, 49 Emergent Bilingual

Staff Demographics:
45 staff members (admin, teachers, paras, office staff, police)
2 males
3 Hispanic ethnicity

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 301 students at the end of 2025. In PreK/EE we had 35 students, Kindergarten we had 59 students, first grade had 78 students, second grade had 59 students, and in third grade we had 70 students. Ethnically, our student distribution is comprised of .7% African American, 35.5% Hispanic, 58.8% White, .07% Hawaiian/Pacific Island, .7% American Indian, .3% Asian, and 3.3% 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 64% economically disadvantaged. Among our student population, 15% are English Learners, and 51% of our students are considered At-Risk. At Scurry-Rosser Elementary 22% of our students are in Special Education and 10% are identified as Gifted and Talented. Our average attendance rate was 95.19% for the year, which is down from 96.54% the prior year.

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

Student Achievement Summary

Data was studied using Amplify/mCLASS, CLI, MAP and STAAR data by grade levels. It appeared 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.

2025 Accountability Rating Overall Summary for SRES

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**85**	**B**	
Student Achievement		**82**	**B**	**0%**
STAAR Performance	54	82		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**84**	**B**	**70%**
Academic Growth			Not Rated	
Relative Performance (Eco Dis: 59.1%)		84	B	
Closing the Gaps	**69**	**86**	**B**	**30%**

2025 SRES STAAR Results

	Did Not Meet	Approaches	Meets	Masters
RLA	**10%**	**90%**	**60%**	**12%**
Math	**9%**	**91%**	**50%**	**22%**

Quick Phonics Screener 1st Grade 2024-2025

	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
	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
90% accurac	23/26	18/26	9/10	16/20	9/10	9/10	9/10	9/10	9/10	9/10	9/10	9/10	27/30	27/30	IND/ INS
BOY	25%		47%		18%		5%		3%		2%		0%		0%
	25%		65%				10%								
MOY	0%		7%		7%		40%		20%		8%		11%		7%
	14%						60%				26%				
EOY	0%		1%		7%		18%		15%		9%		37%		13%
	8%						79%								13%

Below Grade Level	SPED 10 students
On Grade Level	ESL 11 students
Above Grade Level	RTI 21 students
	Low SE 37 students

Kindergarten Letter/Sound Data 24-25

Month	Quarter	Mastery of Letter Names	Mastery of Letter Sounds
Aug	BOY	1/54 students	0/54 students
Oct	Q1	7/56 students	6/56 students
Dec	Q2	37/58 students	34/58 students
Feb	Q3	49/59 students	51/59 students
Apr	Q4	52/59 students	52/59 students

ESL 14	
SPED/ Speech 11	
RTI 8	

Kindergarten Letter/Sound Data 24-25	
Low SE 28	
New Students: 2	

2024-2025 ESL TELPAS Results

Kinder = 13 students

Advanced High 15.38%
Advanced 38.47%
Intermediate 30.77%
Beginning 15.38%

1st grade = 9 students
Advanced High 44.45%Advanced 33.33%Intermediate 22.22%Beginning 0.00%
** 2 students early exited**

2nd grade = 9 students
Advanced High 11.12%Advanced 44.44%Intermediate 44.44%Beginning 0.00%
1 student early exited

3rd grade = 10 students
Advanced High 10%Advanced 70%Intermediate 20%Beginning 0.00%
1 student exited

Amplify K-2
2024-2025

Kindergarten	Beginning of Year	End of Year
Well Below Benchmark	**67%**	**10%**
Below Benchmark	**21%**	**10%**

Kindergarten	Beginning of Year	End of Year
At Benchmark	10%	25%
Above Benchmark	2%	56%

EOY: At or Above Benchmark 81%

First Grade	Beginning of Year	End of Year
Well Below Benchmark	6%	5%
Below Benchmark	31%	23%
At Benchmark	34%	35%
Above Benchmark	19%	36%

EOY: At or Above Benchmark 71%

Second Grade	Beginning of Year	End of Year
Well Below Benchmark	20%	15%
Below Benchmark	29%	21%
At Benchmark	27%	32%
Above Benchmark	24%	32%

EOY: At or Above Benchmark 64%

MAP Growth Fall 2024-Spring 2025

3rd Grade	Low	Low Avg.	Avg.	High Avg.	High
Fall-math	6%	9%	23%	32%	30%
Spring-Math	9%	7%	21%	47%	16%
Fall- Rdg	9%	13%	17%	38%	23%
Spring-Rdg	7%	7%	23%	35%	28%

EOY: Math 84% Avg-High
EOY: Rdg 86% Avg-High

2nd grade	Low	Low Avg.	Avg.	High Avg.	High
Fall-Reading	2%	16%	35%	25%	22%
Spring- Reading	4%	13%	15%	42%	27%
Fall-Math	0%	7%	27%	27%	38%
Spring-Math	4%	2%	9%	25%	60%

EOY: Reading 84% Avg-High
EOY: Math 94% Avg-High

PreK CLI Data 2024-2025

Name of Skill	Wave 1 (BOY)	Wave 3 (EOY)
Rapid Letter Naming	On Track 18% Needs Improvement 82%	On Track 87% Needs Improvement 13%
Rapid Vocabulary	On Track 45% Needs Improvement 55%	On Track 59% Needs Improvement 41%
Phonological Awareness	On Track 54% Needs Improvement 46%	On Track 87% Needs Improvement 13%

Name of Skill	Wave 1 (BOY)	Wave 3 (EOY)
Math	On Track 82% Needs Improvement 18%	On Track 90% Needs Improvement 10%

School Culture and Climate

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
- Award assemblies at the end of each nine weeks
- Award ceremonies at the end of the year
- Highlighted leaders each month
- Positive Office Referrals
- 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.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At the end of the 2024-2025 school year, Scurry-Rosser Elementary School had 2 PreK teacher 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). The campus had one teacher who did not return due to pursuing another position in the education field. We had to hire 2 teachers for the 2025-2026 school year. We also hired a PreK teacher because the former PreK teacher took the position as assistant principal at SRES. This teacher was an aide for our campus and is currently finishing her teaching degree. The other hire was for our PE position. She is currently not a certified teacher and is currently under the alternative cert program. Current teachers help recruit highly qualified teachers based on experiences and references. (ESF 2.1)

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 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 2024-2025 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 area 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 first time during the 2025-2026 school year. The last three years we have been working hard as a campus 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 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, not necessarily student data. Teachers' plans for small group instruction tends to be data driven. The principal reviews plans and gives feedback to teachers periodically. (ESF 5.1)

Currently our campus does not have instructional leaders to support teachers. Grade level teams meet weekly 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) Since our campus does not have instructional coaches, the principal is who 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 2025-2026 school year is on our weekly PLC planning meetings. The principals are meeting with grade levels weekly to help support teachers with team planning. Our campus master schedule does include a weekly block of time for teacher teams to meet to discuss student data, effective instructional strategies, and possible adjustments to instructional delivery. (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

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. There is not necessarily a process in place to assure instructional materials include resources intentionally designed to meet the needs of specific student groups. 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.

Family and Community Engagement

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

School Organization

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.

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.

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.

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, ESL classes, 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 their 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

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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- 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 Sources: Increase student achievement across all content areas, specific to each grade level
TAPR Report
Federal Report Card
Teacher Progress Monitoring & Assessments

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide identified students with individualized small group (pull-out and in-class) learning sessions based on ongoing assessments. This will include small group instruction using the "Leveled Literacy Intervention" resources, Guided Reading, small group instruction with Really Great Reading (decodables), and use of Bluebonnet Learning resources. **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 9 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: Strong School Leadership and Planning, Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Continue to challenge students and expose students to new knowledge and skills through various methods of instruction. This can be accomplished by utilizing IXL and teachers differentiated their whole group and small group instruction.. **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. **Staff Responsible for Monitoring:** Administrator **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 - Title I, Part A				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: PreK-3rd grade teachers will participate in a yearlong book study using the book The Fundamental Five: The Formula for Quality Instruction. **Strategy's Expected Result/Impact:** 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 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: The third-grade "meets grade level" score on the Reading STAAR test will increase from 60 to 65 by 2028. "Masters grade level" will increase from 11% to 20% in 2028.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 also during weekly PLC meetings.				
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 "all student" subgroups. Teachers will use the "Reading Data" from for third grade (forms are included in addendum section of CIP). 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. Teachers will be utilizing P.A.s in the classroom on a consistent basis. These are located in TRS materials. **Staff Responsible for Monitoring:** Administrator Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Collaborate across grade levels (Vertical Teaming) in order to discuss school-wide strategies to help students succeed at higher levels. *Using similar academic vocabulary *Getting students to monitor comprehension and thinking while reading *Utilizing all parts of TRS in order to know specifics about TEKS *Utilizing strategies from 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: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy**				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: The third-grade "meets grade level" score on the Math STAAR test will increase from 50 to 60 by 2028. "Masters grade level" will increase from 22% to 30% in 2028.

High Priority

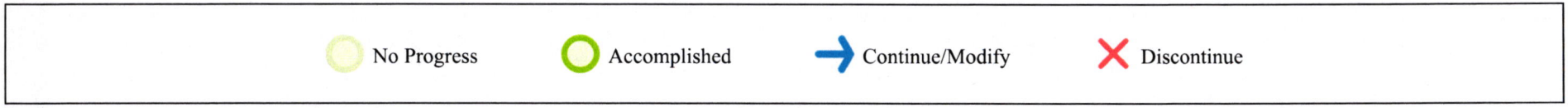
HB3 Goal

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Grades K-3rd will implement the Bluebonnet Learning curriculum for math in order to provide students with high quality, TEKS aligned learning. **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 "all student" 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. **Staff Responsible for Monitoring:** Classroom Teachers Administrator **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Improve basic math facts skills (addition, subtraction, multiplication and division) through Bluebonnet Learning by utilizing the daily fluency sprints. **Strategy's Expected Result/Impact:** Students will learn facts with automaticity. STAAR results will improve Daily Work Observations Improvement in math concepts, which is documented through data (classroom grades, state/local assessment, teacher observations, etc.) **Staff Responsible for Monitoring:** Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 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 at the end of each nine weeks. 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 **Title I:** 2.52 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				


No Progress
Accomplished
Continue/Modify
Discontinue

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

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 Sources: Expose students to different jobs, including industry, career, and military opportunities.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 **- TEA Priorities:** Connect high school to career and college				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	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				

No Progress Accomplished Continue/Modify Discontinue

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: The counselor will implement a school wide SEL program to promote emotional regulation and respectful behaviors. **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 **- ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	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: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Reward student behaviors and academics with monthly Star Student Luncheon, Student of the Month, Positive Office Referrals, 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:** 2.53 - **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will participate in a yearlong book study using 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. 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:** 2.51 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	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: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	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. **Strategy's Expected Result/Impact:** Teachers will utilize Wildcat 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 **Title I:** 2.51, 2.53 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Strategic Staffing				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	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 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: SRES will create a culture of belonging and teachers will feel valued and confident with teacher compensation and rewards.

Evaluation Data Sources: Budget
Data on teacher recognition

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will be recognized for their accomplishments. 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: Strong School Leadership and Planning				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: SRES will provide curriculum and instruction support for all teachers, based on best practices.

Evaluation Data Sources: 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 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: K-3 grade math teachers will receive support from a math instructional coach once a week 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 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	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. **Staff Responsible for Monitoring:** Administrators Direction of Curriculum and Instruction **Title I:** 2.52 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction				


No Progress
Accomplished
Continue/Modify
Discontinue

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 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Instructional staff will continue to be trained and updated in supplemental electronic programs such as Ascender, Eduphoria, Cambium, TEKS Resource System, OnDataSuites, 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 - **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	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: Strong School Leadership and Planning				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	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: High-Quality Instructional Materials and Assessments				

No Progress Accomplished Continue/Modify Discontinue

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

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 Sources: Reduced/eliminated violent incidents
Surveys
Staff developments/Trainings

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	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				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	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				

No Progress Accomplished Continue/Modify Discontinue

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 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Communicate to parents and community members that we provide a Pre-K program for 4 year old children. (more information on qualifications of program). 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 **- TEA Priorities:** Build a foundation of reading and math				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	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: Positive School Culture				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	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: Positive School Culture				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	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 **- ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Provide numerous opportunities and involvement of family and community in the success of students.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
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 - **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	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 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: Positive School Culture				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Big Paws is a program that will be implemented at SRES in order to provide positive role models for students. **Strategy's Expected Result/Impact:** Fathers being present will demonstrate to students that education is important. Fathers will provide extra sets of eyes and ears to enhance school security. There will be a reduction in bullying. There will be a greater sense of campus safety allowing students and teachers to focus on learning and instruction. **Staff Responsible for Monitoring:** Counselor Administrators - **ESF Levers:** Lever 3: Positive School Culture				

No Progress Accomplished Continue/Modify Discontinue

Title I

Title I Personnel

Name	Position	Program	FTE
Grace Eggleston	Classroom Teacher		1.0
Kimberly Baggett	Paraprofessional		1.0
Wanda Hood	Paraprofessional		1.0

Campus Improvement Committee

Committee Role	Name	Position
Technology Committee	Rachel Garrow	SPED Teacher
School Context and Organization Committee	Nancy Muncrief	2nd Grade Teacher
Parent,Family & Community Engagement Committee	Christina Congleton	Counselor
School Culture and Climate Committee	Seth Farmer	Dean of Students
School Achievement Committee	Denise Wagner	Dyslexia Committee
Demographics Committee	Cassie Willis	PEIMS Coordinator
Curr, Instruction, & Assessment Committee	Christiane Shehan	Third Grade Teacher
Staff Quality, Recruitment, Retention Committee	Debbie Gray	Kindergarten Teacher
Administrator	Kandy Shirey	Principal

Site-Based Decision Making Committee

Committee Role	Name	Position
3rd Grade Parent Rep	Abbey Hass	Parent
Admin	Holly Kirby	AP
Kindergarten Parent Rep	Ashley Snell	Parent
Kindergarten Parent Rep	Ivy Shirey	Parent
1st Grade Parent Rep	Haley Stewart	Parent
Teacher	Whitney Ferguson	3rd Grade Teacher
Teacher	Adrienne McIver	2nd Grade Teacher
Business Representative	Tierra Jones	Country Mud Coffee
PreK Parent Rep	Melissa Jones	Parent Rep
SBDM	Karen Hatcher	Paraprofessional
School Achievement	Denise Wagner	Dyslexia Teacher
Curriculum, Instruction, and Assessment	Tabitha Owens	First Grade Teacher
School Achievement	Kelley Jones	Kindergarten Teacher
School Achievement	Nikki Chisholm	PreK Teacher
Parent, Family, and Community Engagement	Christina Congleton	Counselor
Administrator	Kandy Shirey	Principal

Campus Funding Summary

211 - Title I, Part A					
Goal	**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	**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	**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	**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	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00

263 - Title III, LEP					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$2,705.00
				+/- Difference	$2,705.00

289 - Title IV, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$3,167.00
				+/- Difference	$3,167.00

SSA - Perkins					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

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

429- School Safety					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$60,000.00
				+/- Difference	$60,000.00
				Grand Total Budgeted	$441,308.00
				Grand Total Spent	$0.00
				+/- Difference	$441,308.00