

SKIDMORE-TYNAN EL

Campus Improvement Plan

2019/2020

Destination of Choice!



Date Reviewed:

DMAC Solutions ®

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Date Approved:

7/21/2020

SKIDMORE-TYNAN EL

Mission

The mission of the Skidmore-Tynan Independent School District is to develop in all students the knowledge, skills, and work ethic that enable them to become successful and productive members of society.

Vision

Skidmore-Tynan ISD will at all times promote the belief that our school district is the Destination of Choice for students and adults. Our strategies and actions will support this endeavor.

Nondiscrimination Notice

SKIDMORE-TYNAN EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

SKIDMORE-TYNAN EL Site Base

Name	Position
Michael, Amanda	District Representative
Acosta, Celia	Elementary Professional Staff
Swinnea, Jennifer	Parent Representative
Evans, Julie	Parent Representative
Slot, Open	Business Representative
Slot, Open	Community Representative
Garcia, Rosalinda	Parent Representative
Lohse, Jennifer	Teacher
Nelson, Paula	Teacher
Rosales, Melissa	Teacher
Scott, Vickey	Teacher
Robertson, Candice	Teacher
Duis, Carolyn	Teacher
Mann, Laurinda	Teacher
Acosta, Celia	District Dyslexia
Gonzalez, Christine	Elementary Counselor
Lopez, Debbie	District Librarian
Lopez, Ashley	Parent Representative

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Over 62% of our teachers have more than 10 years experience. They are all highly qualified. The average years of experience of teachers is 13.7 years.

Demographics Weaknesses

Our student population is 68.5% economically disadvantaged which is higher than the state average of 60.6%. Our At-Risk population is 45.4%. Our retention rates are lower than state average at kinder-2nd grade, but above state average at 3rd and 4th grade.

Demographics Needs

We need to continue to focus on early identification and intervention at our lower grades (kinder-second grade) to provide supports and accommodations necessary to better support our economically disadvantaged and At-Risk population.

Demographics Summary

Progress monitoring and regular data analysis of TPRI and early intervention will be priority to ensure our students are able to be successful in later grades.

Student Achievement

Student Achievement Strengths

3rd Grade Reading Campus State Change from 2017-18

Approaches 86% 76% +9

Meets 49% 45% +3

Masters 29% 27% +6

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

3rd Grade Math Campus State Change from 2017-18

Approaches 84% 79% +15

4th Grade Reading Campus State Change from 2017-18

Approaches 89% 75% +17

Meets 51% 44% +17

5th Grade Reading Campus State Change from 2017-18

Approaches 96% 86% +4

Meets 62% 54% -7

Masters 29% 29% -12

5th Grade Math Campus State Change from 2017-18

Approaches 90% 90% -6

5th Grade Science Campus State Change from 2017-18

Approaches 90% 75% +0

Meets 49% 49% -8

Masters 24% 24% +6

Student Achievement Weaknesses

3rd Grade Math Campus State Change from 2017-18

Meets 39% 49% +9

Masters 10% 25% +2

4th Grade Writing Campus State Change from 2017-18

Approaches 56% 67% +1

Meets 33% 35% +4

Masters 8% 11% +0

4th Grade Reading Campus State Change from 2017-18

Masters 17% 22% +6

4th Grade Math Campus State Change from 2017-18

Approaches 63% 75% -8

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

Meets 30% 48% +5
Masters 13% 28% +4

5th Grade Math Campus State Change from 2017-18

Meets 40% 58% -21
Masters 18% 36% -4

Student Achievement Needs

We need to better support our students that are already at the approaches level in order to move them into the Meets and Masters level especially in the area of Math. Although our Approaches level is above state average in 3rd grade with an 84% compared to the state average of 79% and tied with the state at 90% in 5th grade, we fall below state average in the Meets and Masters category in all three grade levels.

In the area of writing, we fall below the state average in all three categories. Since currently writing is only tested in the 4th grade, it is critical that effective writing strategies be taught in the lower grades to better support our fourth graders.

Student Achievement Summary

Our focus will be improving teacher craft through maximizing the use of effective high yield strategies in all grades and subject areas and providing enrichment support for our students that are already at the approaches level.

Family and Community Involvement

Family and Community Involvement Strengths

- Online Grade-book for parents to access
- Update parent email addresses to improve communication
- School-wide and district-wide calendar of events posted on district website
- Teacher and principal written communication to parents via Facebook, paper copy, newsletter, etc.
- Open house
- Grade level orientations and parent nights

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

- Home visits
- Send articles to Beeville Bee-Picayune
- Marque
- 3-week progress reports
- Report cards
- Student Led Conferences
- District and campus Facebook pages
- Presentations that utilize community resources (Volunteer Fire Department, George West Storytellers, State Troopers)
- Phone calls/emails to parents
- PTC
- Campus and district committee
- GT Parent information meeting
- Open Houses
- School Health Advisory Council
- Book Fairs
- Veterans' Day Program and breakfast
- Extended library hours
- Grandparents' Day
- Fall Festival
- Christmas concerts
- Annual Title I Parent Meeting
- Redesigned district website
- Kindergarten parades (Turkey, 100 Day, & Dr. Seuss)
- 9 weeks Awards Assemblies
- Daddy/Daughter Dance
- Mother/Son Event

Family and Community Involvement Weaknesses

- Low participation of community members on committees
- Challenging to recruit parent volunteers

Family and Community Involvement Needs

Comprehensive Needs Assessment

Family and Community Involvement Needs (Continued)

- Increased attendance for parent information meetings
- Increased community participation on committees
- Increased community/school partnered events/festivals
- Recruitment of parent volunteers

Family and Community Involvement Summary

Overall, family and community involvement is a strength at Skidmore-Tynan Elementary. We would like to have more parents participate in our organized committees such as PTC and Campus Site-Based, etc, but we do have a lot of support from our community.

Comprehensive Needs Assessment Data Sources

ACT/SAT Data
Community Demographics
Disaggregated STAAR Data
Discipline Referrals
District Policies
Drop-out Rates
Expulsion/Suspension Records
Failure Lists
Federal Program Guidelines
Highly Qualified Staff
Homeless Students
Parent Participation
Parental Involvement Policy
PBM Risk Levels
PEIMS Reports
Promotion/Retention Rates
Report Card Grades
Safe Schools Checklist
SCE Policy
Semester Exam Grades
Special Programs Evaluations
Special Student Populations
Staff Development
Standardized Tests
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates

SKIDMORE-TYNAN EL

Goal 1. S-TISD will generate and promote opportunities for high levels of student success.

Objective 1. District accountability will reflect an overall grade of A (90-100%) for exemplary performance. Individual campus accountability will reflect a “Met Standard” rating in all domains with an overall grade of an A (90-100%) for exemplary performance, including earning possible Distinction Designations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of DMAC and All In Learning for disaggregation and dissemination of STAAR assessment scores to all teachers. (Target Group: All) (Strategic Priorities: 2,4)	Director of Curr., Inst., Assess., Principal, Teacher(s)	August-May	(S)Local Funds, (S)State Funds	Criteria: Evaluating student growth across the domains: from approaches to meets; meets to masters; and mastery growth Formative - Use printed disaggregated data with ability to identify students in need of intervention; Improved STAAR
2. Align curriculum and instruction to TEKS and STAAR throughout all content areas, utilizing a wide variety of researched-based instructional strategies and resources for higher levels of student success. (Target Group: All) (Strategic Priorities: 1,2,4)	Principal, Teacher(s)	August-June	(O)TEKS Resource System, (S)Local Funds	Formative - Data Meetings; PLC meetings; Vertical Team Meetings; Review of weekly lesson plans; 9 weeks planning calendar; walk-through observations; Results on unit tests and benchmarks, improved STAAR scores
3. Provide tutorials during the school day and after school to all students needing acceleration and intervention. (Target Group: AtRisk) (Strategic Priorities: 2,4)	Counselor(s), Interventionist, Principal, Teacher(s)	September-May	(F)Title I, (O)Appropriate Staff, (O)TEKS Resource System, (S)Local Funds, (S)State Compensatory	Formative - Intervention data classroom teacher/intervention teacher; Progress monitoring (STAR Renaissance data) presented at MTSS (Multi-Tiered Systems of Support aka RTI) meetings; 3/6/9 week grades; Education Galaxy data
4. Provide instructional support to struggling students at Title I campuses. (Target Group: All) (Strategic Priorities: 2,4)	Appropriate Staff, Counselor(s), Interventionist, Principal, Teacher(s)	August-May	(F)Title I, (O)Appropriate Staff, (S)State Compensatory	Criteria: TPRI; STAR Renaissance; grades; teacher observations Formative - Use disaggregated data to identify students and

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
				provide intense intervention; Improved STAAR scores
5. Accelerate students in the Gifted and Talented program to meet full potential for success. (Target Group: GT)	Counselor(s), Principal, Teacher(s)	August-May	(O)Appropriate Staff, (S)Local Funds	Classroom work samples; TPSP project; 3/6/9 week grades
6. Identify students requiring additional support and begin MTSS (Multi-tiered systems of support) for struggling students. (Target Group: All) (Strategic Priorities: 2,4)	Counselor(s), Dyslexia specialist, Interventionist, Principal, Teacher(s)	August-May	(F)Title I, (O)Appropriate Staff, (O)Campus forms, (O)Program Materials, (S)Local Funds, (S)State Compensatory	Progress monitoring data discussed at RTI/MTSS meetings; 3/6/9 week grades; STAR Renaissance data; TPRI
7. Provide support for students identified at-risk through accelerated instruction in math, science, social studies, and reading including credit recovery.		August-May		Data and transcripts for identification of at-risk students in need of intervention; Improved STAAR/EOC scores and credit accrual
8. Ensure all LEP students receive support services to achieve academic proficiency through testing, use of the LPAC committee. Continue to support teachers adding the ESL supplemental certification and continuing professional development. (Target Group: LEP) (Strategic Priorities: 2)	Counselor(s), Director of Curr., Inst., Assess., Principal, Teacher(s)	August-May	(F)Title II Principal and Teacher Improvement, (F)Title III Bilingual / ESL, (O)Appropriate Staff, (O)Technology, (S)Local Funds	Formative - Number of teachers adding ESL certification, lesson plans, evidence of student success; unit and chapter tests, Improved STAAR scores and TELPAS proficiency, certificates of professional development
9. Special Education students will receive support to achieve academic proficiency through the use of appropriate assessments based on instructional levels and ARD	Counselor(s), Diagnostician, Principal, Special Ed Teachers, Teacher(s)	August-May	(O)Appropriate Staff, (O)ARD Committee, (O)Brush Country Cooperative, (S)Local Funds, (S)State Compensatory	Formative - Intervention classroom data, progress monitoring data; STAAR performance, STAAR participation

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Goal 1. S-TISD will generate and promote opportunities for high levels of student success.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
committee recommendations for additional tiers of interventions with appropriate accommodations. (Target Group: SPED) (Strategic Priorities: 2,4)				rates
10. Parent conferences/phone contact is made on students who are failing. Progress reports will be sent home at 3 and 6 weeks during the grading period for all students. (Target Group: All) (Strategic Priorities: 4)	Campus Secretaries, Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Campus forms	9 week parent contact logs
11. Support the continued implementation of the district dyslexia plan including teacher professional development. (Target Group: Dys)	Counselor(s), Director of Curr., Inst., Assess., Dyslexia specialist, Interventionist, Principal, Teacher(s)	August-May	(F)Title I, (O)Appropriate Staff, (O)Campus forms, (O)Multisensory Teaching Approach (MTA) materials, (S)Local Funds, (S)State Compensatory	Intervention classroom data; progress monitoring data (TPRI/STAR Reading/Math Renaissance; presented at MTSS aka RTI; 3/6/9 week grades; teacher observation; writing samples
12. Provide coordinated school health program through the School Health Advisory Council (SHAC). This includes development of nutrition and wellness guidelines supported by Organ Wise Guys curriculum provided to kinder-5th grade from a partnership with Coastal Bend Food Bank Nutrition Education Program. Also, conducting the FitnessGram ensures all campuses meet physical activity requirements for students. (Target Group: All)	Counselor(s), Director of Curr., Inst., Assess., Principal, School Nurse, Superintendent(s), Teacher(s)	August-May	(O)Appropriate Staff, (O)ESC Services, (O)School Nurse, (S)Local Funds	Formative - SHAC ongoing evaluation of coordinated school health program; FitnessGram results
13. Test and identify students for the GT program. Provide enrichment. (Target Group: GT)	Counselor(s), Director of Curr., Inst., Assess., Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)College Board, (O)Del Mar College, (O)District forms, (O)ESC Services, (O)Program Materials	Master schedules; GT Showcase participation; project completion; UIL
14. Plan and implement programs that promote college, career, and workforce	Counselor(s), Diagnostician, Director of Curr., Inst., Assess.,	August-April	(O)Appropriate Staff, (O)ARD Committee, (O)Program	Career Days and Kids n Careers

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Goal 1. S-TISD will generate and promote opportunities for high levels of student success.

Objective 1. District accountability will reflect an overall grade of A (90-100%) for exemplary performance. Individual campus accountability will reflect a “Met Standard” rating in all domains with an overall grade of an A (90-100%) for exemplary performance, including earning possible Distinction Designations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
readiness including career days and Kids n Careers. (Target Group: All)	Principal, Teacher(s)		Materials, (S)Local Funds, (S)State Compensatory	
15. Provide supplemental services to identified homeless students including maintaining students in school of origin to the extent feasible, school supplies, breakfast/lunch, and tutorials. (Title I SW Elements: 2.6) (Target Group: AtRisk)	Counselor(s), Director of Curr., Inst., Assess., Principal, Teacher(s)	August-May	(F)Title I, (O)Appropriate Staff, (S)Local Funds	Documentation of identified homeless students; evaluation of services provided.
16. Continue to upgrade technology in the district (projectors, web cameras, student response systems, additional workstations).		August-April		Ongoing evaluation by District SBDM committee; documentation of upgraded tech devices.
17. Utilize All In Learning, TPRI, Renaissance Reading/Math and progress monitoring information for formative and summative data assessments to inform instruction by developing early warning systems in order to increase student achievement and close the performance gap. (Target Group: All) (Strategic Priorities: 2,4)	Counselor(s), Director of Curr., Inst., Assess., Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Technology, (S)Local Funds, (S)State Funds, (S)TEA-IMA Funds	Data collection and analysis at RTI meetings; STAAR results and EOY grade equivalent results from STAR Renaissance Reading/Math
18. Continue to support students in Career and Technical Education through: providing students in grades 9-12 pathways of courses, certifications, and offering multiple endorsements.		August-May		Number of students enrolled in CTE courses Pathways; Students completing pathways and number of students earning certifications
19. Participate in regional science fair. (Target Group: GT,5th)	Principal, Teacher(s)	November-February		Criteria: Lesson plans, rubric, student projects
20. Providing a strong phonics program, Saxon (K-3). (Target Group: K,1st,2nd,3rd) (Strategic Priorities: 2)	Interventionist, Teacher(s)	August-May		Criteria: Lesson plans, observations by principal, TPRI data, Reading Renaissance data, progress monitoring

SKIDMORE-TYNAN EL

Goal 1. S-TISD will generate and promote opportunities for high levels of student success.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation

SKIDMORE-TYNAN EL

Goal 1. S-TISD will generate and promote opportunities for high levels of student success.

Objective 2. S-TISD will maintain an attendance rate of 97% or higher.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Home visits or phone calls are made on students who are absent. (Target Group: All)	Attendance Clerks, Campus Secretaries, Counselor(s), Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Campus forms, (S)Local Funds	Contact logs; Improved attendance rate by student and campus every 9 weeks
2. Warning letters mailed to parents of students who do not meet attendance guidelines: 3.5 and 10 days unexcused absences. (Target Group: All)	Attendance Clerks, Campus Secretaries, Counselor(s), Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Campus forms, (S)Local Funds	Copies of letters; Improved attendance rates; attendance contracts
3. Student attendance will be recognized each grading period. (Target Group: All)	Counselor(s), Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Campus forms, (O)Prizes, (S)Local Funds	Perfect attendance awards each 9 weeks; Party with the Principal for class with highest average attendance; Mid-year and end of the year incentive parties for good attendance; Improved attendance rates
4. Hold attendance committee meetings on students not meeting the 90% compulsory attendance laws. (Target Group: All)	Attendance Clerks, Attendance Committee, Counselor(s), Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Campus forms, (S)Local Funds	Student Attendance Reports; Attendance committee decision documentation; Improved attendance rate

SKIDMORE-TYNAN EL

Goal 2. S-TISD will be the Destination of Choice for all employees.

Objective 1. S-TISD will hire and retain highly qualified teachers and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hire candidates that meet the required SBEC standards. (Target Group: All) (Strategic Priorities: 1)	Director of Curr., Inst., Assess., Principal, Superintendent(s)	June-May	(O)Appropriate Staff, (O)District forms	Proof of certification; Superintendent recommendation to school board.
2. Evaluate individual teacher needs and schedule professional development through ESC2, STCC, Brush Country Coop, Texas Gateway and additional online resources. (Target Group: All) (Strategic Priorities: 1)	Director of Curr., Inst., Assess., Principal, Teacher(s)	September-May	(F)Title II Principal and Teacher Improvement, (O)Appropriate Staff, (O)District forms, (S)Local Funds	Certificates of training; Increased STAAR scores, TPRI, and Renaissance Reading/Math scores
3. Collaborative grade-level meetings (PLCs and RTI) with the principal will be held to provide feedback and support to the teachers. (Target Group: All) (Strategic Priorities: 1,2)	Counselor(s), Dyslexia specialist, Interventionist, Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Campus forms	Documentation of meeting and walkthrough observation data; increased STAAR scores
4. Mentors will be assigned by the principal at the beginning of the school year for all new teachers. (Target Group: All)	Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Campus forms	List of Mentors; survey of support and needs
5. Provide professional development to improve instruction focusing on STAAR tested subjects and early intervention. (Target Group: All) (Strategic Priorities: 2)	Counselor(s), Director of Curr., Inst., Assess., Interventionist, Principal, Teacher(s)	August-May	(F)Title II Principal and Teacher Improvement, (O)Appropriate Staff, (O)ESC Services	Classroom walkthrough observations; 3/6/9 week grades; All in Learning
6. Provide professional development to staff members on building relationships with students to foster a positive learning environment.		August-May		Monitor attendance records, failure lists, discipline referrals; improved attendance rate
6. Provide GT annual update, and maintain documentation of core content teachers 30 hours of GT training.		August-May		Teacher feedback documentation of meetings and walkthrough observations; increased STAAR Masters level, AP scores, Dual Credit course completion

SKIDMORE-TYNAN EL

Goal 2. S-TISD will be the Destination of Choice for all employees.

Objective 1. S-TISD will hire and retain highly qualified teachers and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Provide quality professional development to special education teachers through Brush Country Cooperative.		August-May		Sign-in sheets, agendas, teacher certificates; improved student performance
6. Continue to provide math, science, and SPED supplemental stipends.		June-May		Proof of teacher certification; teacher retention rates
6. Provide sign-on bonus to newly hired teachers. (Target Group: All) (Strategic Priorities: 1)	Principal, Superintendent(s)	June-May	(F)Title II Principal and Teacher Improvement, (S)Local Funds	Teachers retention rates
7. Provide retention stipend to returning staff. (Target Group: All) (Strategic Priorities: 1)	Business Manager, Superintendent(s)	September	(O)District forms, (S)Local Funds, (S)State Funds	Returning teacher list
8. Analyze data from paraprofessional staff files to ensure all instructional aides are highly qualified and require any instructional aide not certified to attend training. (Target Group: All)	Director of Curr., Inst., Assess., Paraprofessional Staff, Principal	August-May (When hired)	(F)Title II Principal and Teacher Improvement	Certificate of training completion; SBEC certification
9. Have a Crisis Prevention Intervention (CPI) team and systems in place to maintain care, welfare, safety and security for students and staff. (Target Group: All)	Counselor(s), Principal, Teacher(s)	August-May	(O)Brush Country Cooperative, (O)Campus forms, (S)Local Funds	sign-in sheets; agenda; CPI cards of trained staff; staff development records
10. Annually review the district's salary to attract and retain staff within limits of available funding while being competitive with local districts.		August-May		Feedback from district SBDM committee; Retention rates and salary schedule comparison to local districts
10. Maintain and improve all district facilities.		August-May		Staff feedback; projects completed

SKIDMORE-TYNAN EL

Goal 2. S-TISD will be the Destination of Choice for all employees.

Objective 1. S-TISD will hire and retain highly qualified teachers and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Continue with Superintendent Advisory Council to solicit input from teachers from all campuses.		August-May Quarterly meetings		Staff feedback; initiatives completed

SKIDMORE-TYNAN EL

Goal 3. S-TISD will create a safe and orderly learning environment with facilities that are well-managed.

Objective 1. S-TISD will create a safe and orderly learning environment with facilities that are well-managed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize district-wide Safety/Crisis Response Plan and hold monthly emergency drills: lockdown, fire drill, and tornado/disaster using Standard Response Protocol. (Target Group: All)	Counselor(s), Paraprofessional Staff, Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Campus forms	Monthly emergency drills; emergency drill reports/data
2. Integrate character development curriculum into weekly scheduled activities in the classroom (Elementary and Junior High), to assist in bullying and violence prevention. (Target Group: All)	Counselor(s), Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)SEL Curriculum	Weekly activities incorporated in lesson plans, discipline records, and attendance records;
3. Establish a partnership with Project Turnaround to provide classroom lessons focusing on positive self-esteem, caring for your body and personal responsibility. (Target Group: K,1st,2nd)	Counselor(s), Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Program Materials	Lesson frame and schedule of visits
4. Provide activities for programs such as: Red Ribbon Week, fire prevention, bully prevention and safety. (Target Group: All)	Counselor(s), Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Program Materials	Lesson plans, sign-in sheets, classroom observations; number of discipline referrals
5. Designated bus riding and car riding areas for arrival and dismissal. Systems and monitors in place for safe arrival and dismissal. (Target Group: All)	Paraprofessional Staff, Principal, Teacher(s)	August-May	(O)Appropriate Staff	Traffic flow arrival and dismissal; number of incidents
6. Utilize Crisis Go electronic app district-wide for lockdowns, fire drills, and crisis situations. (Target Group: All)	Counselor(s), Operations Director, Principal, Teacher(s)	August-May	(O)Technology	Usage reports and response time data
7. Implement the School Guardian Program district-wide. (Target Group: All)	District Appointed School Guardians	August-May	(O)Appropriate Staff	Feedback from community and staff; response time data and number of incidents.
8. Use of the Raptor system to improve the safety and efficiency of the check in process.	Campus Secretaries, Counselor(s), Principal	August-May		Criteria: Raptor system reports of visitors with background flags.

SKIDMORE-TYNAN EL

Goal 3. S-TISD will create a safe and orderly learning environment with facilities that are well-managed.

Objective 1. S-TISD will create a safe and orderly learning environment with facilities that are well-managed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Target Group: All)				
9. Utilizing video monitoring to improve student/staff safety. (Target Group: All)	Campus Secretaries, Counselor(s), Principal	August-May		Criteria: Review of recorded incidents in order to prevent similar future incidents. Reduction of incidents

SKIDMORE-TYNAN EL

Goal 4. S-TISD will promote at all times a strong partnership between parents, staff, and the community.

Objective 1. Maintain positive parent/school communication to encourage support of school functions, policies, and procedures, thus promoting student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Communication with parents via weekly newsletters, email, text, flyers, Facebook, school marquee, district website, and articles in the Bee Pic. (Target Group: All)	Appropriate Staff, Campus Secretaries, Counselor(s), Principal, School Nurse, Superintendent(s)	August-May	(O)Social Media , (O)Technology	Feedback from community; newsletters, flyers, media advertisement
2. Work collaboratively with PTC on Fall Fundraiser, Fall Festival, Daddy and Daughter Dance, Mother and Son Event and other activities that promote parental involvement. (Target Group: All)	Counselor(s), Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Media, (O)Social Media , (O)Technology	Feedback from parents/community members; success of Fall fundraiser
3. Promote school functions such as: Meet the Teacher, Open House, Grandparents' Day, Winter Program, Veteran's Day, Turkey Parade, 100 day celebration, UIL contest, Field Day, Career Day, Seuss-a-bration, extended library hours, volunteer appreciation reception and Fall Festival. (Target Group: All)	Counselor(s), Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Campus forms	Sign-in sheets and advertisements for the different functions; increased number of parents and community members participating
4. Parents will be provided information on Parent Portal to access their child(ren)'s grades online, Enotes and Home Connect (AR), and Student-Led conferences. (Target Group: All)	Counselor(s), Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Parent Portal, (O)Technology	3/6/9 week grades; Leadership Notebooks
5. Parents receive 3 week progress reports and a report card at the end of the 9 weeks grading period. (Target Group: All)	Counselor(s), Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Campus forms	Parent-teacher contact logs; progress reports, report cards

Resources

Resource	Source	Amount
Title I	Federal	\$2,000
Local Funds	State	
State Compensatory	State	\$181,055
State Funds	State	
TEA-IMA Funds	State	

2019-2020 Skidmore-Tynan ISD State Compensatory Education Program Evaluation/Needs Assessment

STAAR	Math % Met Standard			Reading % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Students At-Risk	71%	66%	72%	62%	62%	71%	54%	53%	45%	68%	74%	74%	55%	62%	67%
Students Not At-Risk	94%	91%	94%	95%	94%	97%	91%	85%	86%	94%	99%	98%	90%	98%	89%

Drop Out Data			4- Year Completion Rate		
2016	2017	2018	2016	2017	2018
0.3%	1.0%	1.4%	93.5%	96.7%	100%

The purpose of the State Compensatory Education (SCE) allotment is to provide supplemental programs and services designed to eliminate any disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students and all other students and at-risk students and all other students. The comprehensive, intensive, accelerated instruction program consists of during and after school tutorials for at-risk and/or educationally disadvantaged students, an intervention program to provide formal, intensive intervention for students identified as at-risk and/or educationally disadvantaged, and a comprehensive and specific curriculum used in the intervention program to accelerate learning for at-risk and/or educationally disadvantaged students.

High School

- Credit recovery program (PLATO) for at-risk students in need of academic credits
- In school intervention period
- After school intervention
- EOC English classes

Junior High

- After school intervention
- 6th Period STAAR Intervention
- Response to Intervention (RTI) implemented
- Inclusion
- Character Education

Elementary

- Response to Intervention (RTI) implemented
- Tier II with teachers, Tier III pull-out by interventionist
- After school intervention

Skidmore-Tynan ISD Campus Compensatory Education Allotment

2019-2020

Supplemental FTEs and Services

Compensatory budget: \$823,900.00
55% of Compensatory budget: \$453,145.00
Amount allocated to campuses exceeds required 55%: \$483,272.63

DISTRICT	FTE	SCE Portion
Supplemental support to serve at-risk students:	0.2	\$16,634.50

HIGH SCHOOL Supplemental FTEs	FTE	SCE Portion
Alternative Education Program (DAEP services for district) to provide continued academic services for students placed in DAEP:	0.75	\$42,522.00
Improvement services STAAR/EOC:	0.53	\$25,698.81
Counselor serve at-risk students:	0.35	\$23,390.22
Reading, Math, Science, Social Studies improvement services for students at-risk due to identified deficiencies:	1.2	\$55,099.70
High School Total FTE:	2.83	FTE Subtotal \$146,710.73

HIGH SCHOOL Services	FTE	SCE Portion
Instructional materials serving identified at-risk students:		\$2,500.00
Extended day services for STAAR non-masters and credit recovery needs:		\$2,500.00
Extended year services for STAAR non-masters and credit recovery needs:		\$4,000.00
Credit Recovery Programs		\$4,700.00
Student Success Coordinator		\$3,000.00
Counselor SCE Supplies		\$200.00
Services Subtotal		\$16,900.00
HIGH SCHOOL GRAND TOTAL:		\$163,610.73

JUNIOR HIGH Supplemental FTEs	FTE	SCE Portion
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Reading, Math, Science, Social Studies improvement services for students at-risk due to identified deficiencies:	1.62		\$82,682.16
Counselor serve at-risk students:	0.35		\$24,090.22
Junior High Total FTE:	1.97	Subtotal	\$106,772.38

JUNIOR HIGH Services

Instructional materials serving identified at-risk students:			\$5,000.00
Extended day services for STAAR non-masters (SSI and those needing credit recovery):			\$5,000.00
Extended year services for STAAR non-masters (SSI and those needing credit recovery):			\$2,000.00
Online Intervention Programs			\$3,000.00
Counselor SCE Supplies			\$200.00
		Subtotal	\$15,200.00

JUNIOR HIGH GRAND TOTAL: \$121,972.38

ELEMENTARY Supplemental FTEs

	FTE		SCE Portion
Reading, Math, Science, Social Studies improvement services for students at-risk due to identified deficiencies:	3.45		\$131,108.42
Counselor serve at-risk students:	0.35		\$22,496.60
Elementary Total FTE:	3.8	Subtotal	\$153,605.02

ELEMENTARY Services

Instructional materials serving identified at-risk students:			\$8,000.00
Extended day services for students in the areas of reading, math, writing, and science			\$8,000.00
Extended year services for students in the areas of reading, math, writing, and science			\$8,250.00
Online Intervention Programs			\$3,000.00
Counselor SCE Supplies			\$200.00
		Subtotal	\$27,450.00

ELEMENTARY GRAND TOTAL \$181,055.02

SKIDMORE-TYNAN ELEMENTARY PARENTAL INVOLVEMENT POLICY

STATEMENT OF PURPOSE

Skidmore-Tynan Elementary welcomes the participation of parents and recognizes that parental involvement increases the opportunities for student success. A positive link between home and school is vital to the academic success of each child. Skidmore-Tynan ISD is dedicated to developing and maintaining partnerships with parents and community members by keeping an open line of communication with all stakeholders. Skidmore-Tynan ISD will continue to foster and maintain ongoing communications with parents concerning their opportunities for involvement, their children's education progress, and their children's eligibility for special programs.

PARENT INVOLVEMENT IN DEVELOPING THE POLICY

The District Improvement Committee is comprised of parents, teachers, administrators, and community members. One of the responsibilities of this committee is to address the design, implementation, and review of the district's parental involvement policy.

ANNUAL TITLE I MEETING

An Annual Title I public meeting will be held in the Fall to review the Title I, part A services provided for students. Parents will be informed of their right to be involved and opportunities for parental participation will be explained. Parents will be advised that the effectiveness of the Parental Involvement Program will be evaluated annually and continually revised to meet the needs of the students, school, parents, and community.

SCHOOL-PARENT COMPACTS

In accordance with Title I regulations, each campus has a school-parent compact that outlines the roles and responsibilities for the teacher, parent, and student in the education for each child. The compact, written in both English and Spanish, is provided annually to all parents, to explain how students, parents, and staff will share responsibility for student performance and success. Members of the campus advisory committee will be consulted in the design, implementation, and revision of the compact.

STAFF-PARENT COMMUNICATION

Skidmore-Tynan ISD will make every effort to communicate with parents information about programs, curriculum, academic assessments used to measure student progress, proficiency levels students are expected to meet, and student progress and performance. Important information will also be provided in the student handbook and on the district website. In so far as possible all communication will be provided in a language and format the parents can understand.

PARENTAL INVOLVEMENT OPPORTUNITIES

Skidmore-Tynan ISD is committed to assisting each school in planning and implementing effective parent involvement through technical assistance and coordination of funding to coordinate, to the extent possible, with other parent involvement activities in programs such as Gifted and Talented, Special Education, ESL, and Career and Technical Education.

Parents are encouraged to become school volunteers and participate in numerous district and campus activities/organizations, such as

- PTC
- Campus Site Based Committees
- District Committees
- Student Led Conferences
- Parent Information Meetings
- Meet the Teacher
- Awards Assemblies
- Conferences
- School Health Advisory Council

COMMUNITY INVOLVEMENT

Community members are encouraged to provide input into the district's educational programs. They are offered opportunities to participate in activities such as

- Serving on campus and district committees
- Advisory committees
- Addressing the Board of Trustees

Based on the input of community members, parents, and district staff members, programs are tailored to meet the unique needs for students, parents, and community members.

EVALUATION

Parents will be encouraged to provide input regarding the Parental Involvement Program. The evaluation procedure will include an assessment of the policy as well as recommendations for improvement. They will consider:

- Increasing parent involvement
- Identifying barriers that limit parent participation
- Identifying ways to overcome barriers which may limit participation by parents

The District Improvement Committee will use the findings of the evaluations to design strategies for more effective parental involvement, and to revise, if necessary its parental involvement policies.

Skidmore-Tynan Elementary
2018-19 STAAR Data

3rd Grade Reading	Campus	State	Change from 2017-18
Approaches	86%	76%	+9
Meets	49%	45%	+3
Masters	29%	27%	+6
4th Grade Reading	Campus	State	Change from 2017-18
Approaches	89%	75%	+17
Meets	51%	44%	+17
Masters	17%	22%	+6
5th Grade Reading	Campus	State	Change from 2017-18
Approaches	96%	86%	+4
Meets	62%	54%	-7
Masters	29%	29%	-12

3rd Grade Math	Campus	State	Change from 2017-18
Approaches	84%	79%	+15
Meets	39%	49%	+9
Masters	10%	25%	+2
4th Grade Math	Campus	State	Change from 2017-18
Approaches	63%	75%	-8
Meets	30%	48%	+5
Masters	13%	28%	+4
5th Grade Math	Campus	State	Change from 2017-18
Approaches	90%	90%	-6
Meets	40%	58%	-21
Masters	18%	36%	-4

4th Grade Writing	Campus	State	Change from 2017-18
Approaches	56%	67%	+1
Meets	33%	35%	+4
Masters	8%	11%	+0

5th Grade Science	Campus	State	Change from 2017-18
Approaches	90%	75%	+0
Meets	49%	49%	-8
Masters	24%	24%	+6