

SKIDMORE-TYNAN H S

Campus Improvement Plan 2019/2020

Destination of Choice!



Dana Scott

Principal

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SKIDMORE-TYNAN H S

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 H S 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 H S Site Base

Name	Position
Scott, Dana	Campus Administrator
Patel, Patricia	Business Member
Bennett, Cheryl	Parent Member
Keeton, Pamela	Teacher
Dougherty, Shannon	Parent Member
Benavidez, Eddie	Teacher
Younts, Traci	School Counselor
Koenig, Shannon	Parent Member
Munson, Christie	Teacher

Resources

Resource	Source	Amount
Title I	Federal	\$1,000
Local Funds	State	
State Compensatory	State	\$163,611
State Funds	State	
TEA-IMA Funds	State	

SKIDMORE-TYNAN H S

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)	Director of Curr., Inst., Assess., Principal, Teacher(s)	August 2019 - May 2020	(S)Local Funds, (S)State Funds	Use printed disaggregated data with ability to identify students in need of intervention; Improved STAAR/EOC scores
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)	Principal, Teacher(s)	August-June	(O)TEKS Resource System, (S)Local Funds	Review of weekly lesson plans 9 weeks planning calendar walk-through observations; Results on unit tests and benchmarks, improved STAAR/EOC scores
3. Provide tutorials during the school day and after school to all students needing acceleration and intervention. (Target Group: AtRisk)	Counselor(s), Interventionist, Principal, Teacher(s)	September-May	(F)Title I, (O)Appropriate Staff, (O)TEKS Resource System, (S)Local Funds, (S)State Compensatory	Intervention classroom data, Progress monitoring data presented at RTI; 3/6/9 week grades
4. Implement and monitor strategies for improving the dropout rate to less than 1%. (Target Group: AtRisk)	Attendance Clerks, Counselor(s), Principal, Teacher(s)	August-May	(F)Title I, (S)Local Funds, (S)State Compensatory	Six-Weeks attendance rates and after-school tutorials participation; Dropout rates
5. Provide instructional support to identified students at Title I campuses. (Target Group: All)	Counselor(s), Interventionist, Principal, Teacher(s)	August-May	(F)Title I, (O)Appropriate Staff, (S)State Compensatory	Use printed disaggregated data to identify students and provide intervention; Improved STAAR/EOC scores

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. 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
7. Identify students requiring additional support and begin Response to Intervention (RTI) for struggling students. (Target Group: All)	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 meetings; 3/6/9 week grades
8. Provide support for students identified at-risk through accelerated instruction in math, science, social studies, and reading including credit recovery. (Target Group: AtRisk)	Counselor(s), Director of Curr., Inst., Assess., Principal, Superintendent(s), Teacher(s)	August-May	(O)Appropriate Staff, (O)Interventionist, (O)Program Materials, (O)Technology, (S)State Compensatory	Data and transcripts for identification of at-risk students in need of intervention; Improved STAAR/EOC scores and credit accrual
9. 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. (Target Group: LEP)	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	Number of teachers adding ESL certification, lesson plans, evidence of student success; unit and chapter tests, Improved STAAR/EOC scores and TELPAS proficiency
10. Special Education students will receive support to achieve academic proficiency through the use of appropriate assessments based on instructional levels and ARD committee recommendations for additional tiers of interventions with appropriate accommodations. (Target Group: SPED)	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	Intervention classroom data, progress monitoring data; STAAR/EOC performance, STAAR participation rates, Graduation rates
11. Home visits or phone calls are made on students who are failing. Progress reports will be sent home at 3 and 6 weeks during the	Campus Secretaries, Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Campus forms	Copies of progress reports; contact logs

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
grading period for students failing one or more classes. (Target Group: All)				
12. 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 presented at RTI; 3/6/9 week grades
13. Provide coordinated school health program through the School Health Advisory Council (SHAC). This includes development of nutrition guidelines, wellness guidelines/goals, and conducting the FitnessGram. Ensure 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	SHAC ongoing evaluation of coordinated school health program; FitnessGram results
14. Test and identify students for the GT program. Provide enrichment at Elementary/JH and Pre-AP/AP/Dual Credit at the HS. (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, AP scores, Dual Credit course completion
15. Plan and implement programs that promote college, career, and workforce readiness including career days, college fairs, providing info regarding higher education options (admission requirements, automatic college admission, parent information nights, and financial aid). (Target Group: All)	Counselor(s), Diagnostician, Director of Curr., Inst., Assess., Principal, Teacher(s)	August-April	(O)Appropriate Staff, (O)ARD Committee, (O)Program Materials, (S)Local Funds, (S)State Compensatory	Number of Career Days, Del Mar College Days, college fairs, and Higher Ed. Coordinating Board College enrollment data
16. Continue to support students in Career and Technical Education through: providing students in grades 9-12 pathways of courses, certifications, and offering multiple endorsements. (Target Group: CTE)	Counselor(s), Director of Curr., Inst., Assess., Principal, Teacher(s)	August-May	(F)Perkins V, (O)Appropriate Staff, (O)ESC Services, (S)Local Funds, (S)State Funds	Number of students enrolled in CTE courses Pathways; Students completing pathways and number of students earning certifications
17. Provide supplemental services to identified	Counselor(s), Director of Curr.,	August-May	(F)Title I, (O)Appropriate Staff,	Documentation of identified

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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)	Inst., Assess., Principal, Teacher(s)		(S)Local Funds	homeless students; evaluation of services provided.
18. Continue to upgrade technology in the district (projectors, web cameras, student response systems, additional workstations). (Target Group: All)	Principal, Technology Director	August-April	(O)Appropriate Staff, (O)Technology, (O)Technology Director, (S)Local Funds, (S)State Funds, (S)TEA-IMA Funds	Ongoing evaluation by District SBDM committee; documentation of upgraded tech devices.
19. Utilize All In Learning and TEKScore (High School) for formative and summative data assessments to inform instruction by developing early warning systems in order to increased student achievement and close the performance gap. (Target Group: All)	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; STAAR/EOC performance
20. Identify and accelerate special populations to student’s full potential for success; provide credit recovery and recover all dropouts. (Target Group: AtRisk)	Counselor(s), Principal, Teacher(s)	Aug-June	(S)Local Funds, (S)State Funds	Criteria: Data collection and analysis

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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, 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, Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Campus forms, (S)Local Funds	Copies of letters; Improved attendance rates
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	Recognition plan/Document evaluation of recognition; Improved attendance rates
4. Hold attendance committee meetings on students not meeting the 90% compulsory attendance laws and issue an Attendance Intervention Contract. (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
5. Students are given the opportunity to make-up after school and at Saturday Schools. (Target Group: All)	Attendance Clerks, Attendance Committee, Principal		(S)Local Funds	Criteria: Attendance Reports; attendance documentation; improved attendance rates

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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)	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. (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
3. Collaborative grade-level meetings with the principal will be held to provide feedback to the teachers. (Target Group: All)	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; Increased student performance;
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., 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
6. Provide professional development to staff members on building relationships with students to foster a positive learning environment. (Target Group: All)	Counselor(s), Principal, Teacher(s)	August-May	(F)Title II Principal and Teacher Improvement, (O)Appropriate Staff, (O)ESC Services, (S)Local Funds	Monitor attendance records, failure lists, discipline referrals; improved attendance rate
7. Provide GT annual update, and maintain documentation of core content teachers 30 hours of GT training. (Target Group: GT)	Director of Curr., Inst., Assess., Principal	August-May	(F)Title II Principal and Teacher Improvement, (O)Appropriate Staff, (O)ESC Services, (S)Local Funds	Teacher feedback documentation of meetings and walkthrough observations; increased STAAR Masters level, AP scores, Dual Credit course completion
8. Provide quality professional development to	Principal, Special Ed Teachers	August-May	(O)Brush Country Cooperative	Sign-in sheets, agendas, teacher

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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
special education teachers through Brush Country Cooperative. (Target Group: SPED)				certificates; improved student performance
9. Continue to provide math, science, and SPED supplemental stipends. (Target Group: All)	Business Manager, Principal, Superintendent(s)	June-May	(S)Local Funds, (S)State Funds	Proof of teacher certification; teacher retention rates
10. Provide sign-on bonus to newly hired teachers. (Target Group: All)	Principal, Superintendent(s)	June-May	(F)Title II Principal and Teacher Improvement, (S)Local Funds	Teachers retention rates
11. Provide retention stipend to returning staff. (Target Group: All)	Business Manager, Superintendent(s)	September	(O)District forms, (S)Local Funds, (S)State Funds	Returning teacher list
12. 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
13. Annually review the district's salary to attract and retain staff within limits of available funding while being competitive with local districts. (Target Group: All)	Business Manager, Superintendent(s)	August-May	(F)Title I, (O)District forms, (S)Local Funds, (S)State Funds	Feedback from district SBDM committee; Retention rates and salary schedule comparison to local districts
14. Maintain and improve all district facilities. (Target Group: All)	Maintenance Director, Operations Director, Superintendent(s)	August-May	(O)Maintenance Staff, (O)Technology, (S)State Funds	Staff feedback; projects completed
15. Continue with Superintendent Advisory Council to solicit input from teachers from all campuses. (Target Group: All)	Superintendent(s), Teacher(s)	August-May Quarterly meetings	(O)Appropriate Staff	Staff feedback; initiatives completed
16. Each campus will have a Crisis Prevention Intervention (CPI) team. (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

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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

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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. Monthly counseling grade-level or classroom guidance lessons to assist in early mental health intervention during Advisory period. (Target Group: All)	Counselor(s), Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Program Materials	Lesson plans, discipline and attendance records; number of discipline referrals
3. 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
4. Designated bus riding and car riding areas for arrival and dismissal. (Target Group: All)	Principal	August-May	(O)Appropriate Staff	Traffic flow arrival and dismissal; number of incidents
5. 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
6. 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.
7. Utilize random canine searches with Canine Contraband Detection (Target Group: All)	Counselor(s), Operations Director, Principal	Aug-May	(O)Appropriate Staff, (S)Local Funds	Criteria: Random searches; reduced rate of confiscation

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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, six-weeks newsletters, flyers, Facebook, email, district website, and articles in the Bee Pic. (Target Group: All)	Appropriate Staff, Counselor(s), Principal, Superintendent(s)	August-May	(O)Social Media , (O)Technology	Feedback from community; newsletters, flyers, media advertisement
2. Work collaboratively with high school clubs and organizations on Fall Fundraiser, Fall Festival and other activities that promote parental involvement. (Target Group: All)	Appropriate Staff, Principal, Teacher(s)	August-May	(S)Local Funds	Feedback from parents/community members; success of Fall Festival fundraiser and other community events and presentations
2. Promote school functions such as: Class Parent Meetings, Open House, FAFSA Nights, All Extracurricular Activities, UIL Activities, College Career Days, 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
3. Parents will be provided information on Parent Portal to access their child(ren)'s grades online and ENote Parent Contact System. (Target Group: All)	Counselor(s), Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Parent Portal, (O)Technology	Note improvement of student behavior and/or academic behavior; 3/6/9 week grades
4. Parents receive 3 week progress reports and a report card at the end of the 9 weeks grading period. For failing students, each report is accompanied by an IPR and Intervention Report Reports which are mailed to parents. (Target Group: All)	Counselor(s), Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Campus forms	Parent-teacher contact logs; progress reports, report cards

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Disaggregated STAAR Data

Demographics Strengths

- Algebra 1 has seen an improvement trend across all groups
- Skidmore-Tynan High School consistently outpaces both the region and the state in the area of student achievement across most groups

Demographics Weaknesses

- Scores for the Hispanic student group are lower than White student group
- Scores for the Economically Disadvantaged student group are lower than White student group

Demographics Needs

Continue data disaggregation of all local and state assessment both formal and informal to track student progress and plan individualized instruction and interventions. Use All In Learning and TEKScores as tool. Hold periodic PLC's to discuss student learning and success.

Demographics Summary

Upon review of the test data, several findings were noted.

1. Achievement Gap

- Scores for the Hispanic student group are lower than White student group
- Scores for the Economically Disadvantaged student group are lower than White student group

Comprehensive Needs Assessment

Demographics Summary (Continued)

2. Achievement Trends

- Algebra 1 has seen an improvement trend across all groups
- Skidmore-Tynan High School consistently outpaces both the region and the state in the area of student achievement
- Increase in Academic Growth Score from 43% to 71% in Algebra 1 over past two years
- Decrease in Academic Growth Score from 70% to 62% in ELA over past two years

District Demographics

The staff at Skidmore-Tynan HS includes 24.7 teachers, 2.0 paraprofessionals, 1 counselor, and 1 administrator. The student population is 26.7% White, .4% African American, 69.6% Hispanic, .4% American Indian, 1.5% Asian, .4 % Pacific Islander, and 1.1% two or more races. Additionally, the campus serves 60.1 % economically disadvantaged students, and .7% Limited English Proficient students. The high school has 41.8% At Risk Students.

Student Achievement (2019 STAAR Assessment)

The following data were reviewed in relation to student achievement:

Skidmore-Tynan High School Approaches Percentages:

GROUP	<i>All Students</i>			<i>Hispanic</i>			<i>White</i>			<i>Eco. Dis.</i>		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
English 1	72%	69%	71%	70%	63%	67%	74%	89%	87%	71%	64%	69%
English 2	68%	78%	68%	78%	75%	65%	78%	86%	74%	57%	76%	65%
Biology	91%	84%	86%	89%	84%	86%	95%	93%	93%	85%	77%	82%
Algebra 1	75%	77%	84%	72%	74%	81%	80%	89%	100%	74%	74%	82%
US History	88%	92%	91%	85%	91%	90%	96%	94%	94%	84%	86%	85%

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Disaggregated STAAR Data

Student Achievement Strengths

- Algebra 1 has seen an improvement trend across all groups
- Skidmore-Tynan High School consistently outpaces both the region and the state in the area of student achievement
- Increase in Academic Growth Score from 43% to 71% in Algebra 1 over past two years
- STHS received 5 out of 7 Distinction Designations from TEA in ELA, Mathematics, Science, Closing the Gaps, and Post Secondary Readiness. Closing the Gaps and Post Secondary Readiness were newly achieved distinctions for the campus.

Student Achievement Weaknesses

- Scores for the Hispanic student group are lower than White student group
- Scores for the Economically Disadvantaged student group are lower than White student group
- Decrease in Academic Growth Score from 70% to 62% in ELA over past two years

Student Achievement Needs

Continue data disaggregation of all local and state assessment both formal and informal to track student progress and plan individualized instruction and interventions. Use All In Learning and TEKScores as tool. Hold periodic PLC's to discuss student learning and success.

Student Achievement Summary

Upon review of the test data, several findings were noted.

1. Achievement Gap

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

- Scores for the Hispanic student group are lower than White student group
- Scores for the Economically Disadvantaged student group are lower than White student group

2. Achievement Trends

- Algebra 1 has seen an improvement trend across all groups
- Skidmore-Tynan High School consistently outpaces both the region and the state in the area of student achievement
- Increase in Academic Growth Score from 43% to 71% in Algebra 1 over past two years
- Decrease in Academic Growth Score from 70% to 62% in ELA over past two years

	2018		2019	
Student Achievement	82	B	90	A
	<ul style="list-style-type: none"> • STAAR-77 • CCMR-81 • Grad Rate-95 		<ul style="list-style-type: none"> • STAAR-78 • CCMR-95 • Grad Rate-100 	
School Progress	78	C	90	A
	<ul style="list-style-type: none"> • Academic Growth-66 • Relative Performance -78 		<ul style="list-style-type: none"> • Academic Growth-75 • Relative Performance -90 	
Closing the Gaps	77	C	90	A

District Demographics

The staff at Skidmore-Tynan HS includes 20.8 Teachers, 1.5 paraprofessionals, 1 counselor, and 1 administrator. The student population is 26.7% White, .4% African American, 69.6% Hispanic, .4% American Indian, 1.5% Asian, .4 % Pacific Islander, and 1.1% two or more races. Additionally, the campus serves 60.1 % economically disadvantaged students, and .7% Limited English Proficient students. The high school has 41.8% At Risk Students.

Student Achievement (2019 STAAR Assessment)

The following data were reviewed in relation to student achievement:

Skidmore-Tynan High School Approaches Percentages:

GROUP	<i>All Students</i>			<i>Hispanic</i>			<i>White</i>			<i>Eco. Dis.</i>		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
English 1	72%	69%	71%	70%	63%	67%	74%	89%	87%	71%	64%	69%
English 2	68%	78%	68%	78%	75%	65%	78%	86%	74%	57%	76%	65%
Biology	91%	84%	86%	89%	84%	86%	95%	93%	93%	85%	77%	82%
Algebra 1	75%	77%	84%	72%	74%	81%	80%	89%	100%	74%	74%	82%
US History	88%	92%	91%	85%	91%	90%	96%	94%	94%	84%	86%	85%

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

- Competitive Salaries
- Traditionally have small class sizes
- Large district contribution for TRS Active Care
- Supportive environment
- Increase in stipends
- Signing bonus
- Teacher Choice
- Great kids

Staff Quality, Recruitment and Retention Weaknesses

- Increase retention rate
- More rigorous recruitment process
- Adjust staffing to account for large classes by grade level

Staff Quality, Recruitment and Retention Needs

- Advertise to a wider audience when recruiting
- Teacher contracts offered earlier

Family and Community Involvement

Comprehensive Needs Assessment

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
- Home visits
- Send articles to Beeville Bee-Picayune
- Marquees
- 3-week progress reports
- Report cards
- Regularly scheduled School Health Advisory Council and district Site-Based Decision Making committee meetings
- District and campus Facebook pages
- Phone calls/emails to parents
- Parent information nights (High School by grade level, FAFSA, College Night)
- Campus and district committees
- Booster clubs
- Open Houses
- School Health Advisory Council
- Book Fairs
- Veterans' Day activities
- Extended library hours – literacy nights
- Fall Festival
- Band and Elementary Christmas concerts
- Annual Title I Parent Meeting
- Redesigned district website

Family and Community Involvement Weaknesses

- Low parent attendance at parent information meetings
- Low participation of community members on committees
- Low commitment for community/school partnered events/festivals
- Challenging to recruit parent volunteers

Family and Community Involvement Needs

Comprehensive Needs Assessment

- Increased attendance for parent information meetings
- Increased community participation on committees
- Increased community/school partnered events/festivals
- Recruitment of parent volunteers
- Clubs reaching out into community
- Community gatherings at the school such as a Thanksgiving dinner or a Dinner/Theater Event.

Technology

Technology Strengths

- Google Apps and Classroom implementation
- Use of All In Learning and DMAC
- Increase in computer labs
- New wireless projectors and IPEVO cameras
- Increase in purchase of Chromebooks
- Two Promethean boards added

Technology Weaknesses

- Slow internet
- Need more Chromebooks
- Connectivity issues

Technology Needs

- More Broadband width
- More Chromebooks for classrooms
- More Promethean Boards

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