

SKIDMORE-TYNAN J H

Campus Improvement Plan

2019/2020

Destination of Choice!



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Date Reviewed:

DMAC Solutions ®

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SKIDMORE-TYNAN J H

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 J H 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 J H Site Base

Name	Position
Michael, Amanda	District Representative
Patel, Patricia	Parent Representative
Younts, Traci	Parent Representative
Gabriel, Paula	Parent Representative
Gonzales, Andre	Business Representative
Statuzenberger, Joan	Community Representative
Seger, Barbara	Community Representative
Thorndike, Patricia	Community Representative
Hardcastle, Michelle	Teacher
Flores, Irma	Teacher
Arellano, Amanda	Parent Representative
Resio, Stella	Principal

Resources

Resource	Source	Amount
Title I	Federal	\$1,000
State Compensatory	State	\$121,973

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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
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
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

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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. (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 grading period for students failing one or more classes. (Target Group: All)	Campus Secretaries, Principal, Teacher(s)	August-May	(O)Appropriate Staff, (O)Campus forms	Copies of progress reports; contact logs
12. Support the continued implementation of the district dyslexia plan including teacher	Counselor(s), Director of Curr., Inst., Assess., Dyslexia	August-May	(F)Title I, (O)Appropriate Staff, (O)Campus forms,	Intervention classroom data; progress monitoring data

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
professional development. (Target Group: Dys)	specialist, Interventionist, Principal, Teacher(s)		(O)Multisensory Teaching Approach (MTA) materials, (S)Local Funds, (S)State Compensatory	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 that the junior high campus meets 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 our campus. (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.		August-May		Number of students enrolled in CTE courses Pathways; Students completing pathways and number of students earning certifications
16. 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.

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
17. Continue to upgrade technology (projectors, chrome books, 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.
18. Utilize All In Learning 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
19. Individual meetings with students to discuss previous STAAR data, semester exams, and benchmarks to create reasonable goals for this year's STAAR exams. (Target Group: All)	Core Subject Teachers, Counselor(s), Principal	August-May		

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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. (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

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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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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. Integrate character development curriculum into weekly scheduled activities in the classroom 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. Monthly counseling grade-level or classroom guidance lessons to assist in early mental health intervention. (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
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. (Target Group: All)	Principal	August-May	(O)Appropriate Staff	Traffic flow arrival and dismissal; number of incidents
6. Utilize Crisis Go electronic app 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.

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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 VIPS on Trunk or Treat, school dance, Fundraisers and other activities that promote parental involvement. (Target Group: All)	Appropriate Staff, Counselor(s), Principal	August-May	(O)Appropriate Staff, (O)Media, (O)Social Media , (O)Technology	Feedback from parents/community members; success of Fall Festival fundraiser
3. Promote school functions such as: Meet the Teacher, Open House, Band Christmas Program, UIL contests, Field Day, school dance and Trunk or Treat. (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 and School Messenger Instant Parent Contact. (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
5. Parents receive 3 week progress reports and a report card at the end of the 9 weeks grading period. Reports are mailed to parents of students who earn grades below 75. (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 Summary

Campus Demographics

The staff at Skidmore-Tynan Junior High includes 15 Teachers, 2 paraprofessionals, 1 counselor and 1 administrator. The student population is 32.5% White, 1.0% African American, 64.9% Hispanic, 1.0% American Indian, and 0.5% Pacific Islander. Additionally the campus serves 63.4% economically disadvantaged students, 8.2% Special Education students, 12.4% section 504 students, 4.6% of students with dyslexia, 7.4% Gifted and Talented, and 1.0% English Language Learner students. The campus has 47.4% At Risk Students.

Student Achievement

Student Achievement Strengths

- Mathematics increased their scores for all sub-populations from last year by 5% or more at the approaches level.
- Reading scores under the masters level either remained the same or increased' with the special education population increasing by 19%.
- Writing scores increased at the meets and masters levels for all students.
- Distinction Designations (4 out of 7) - Academic Achievement in Mathematics, Top 25% Student Progress, Top 25% Closing Performance Gaps, and Post-secondary Readiness.
- Skidmore-Tynan Junior High consistently outpaces the region and the state in areas of student achievement, closing the gaps, and student progress.

Student Achievement Weaknesses

- Scores for the student group, Hispanic, is lower than White student group by more than 20 points in both Science and Social Studies at the Approaches level.
- Scores for the student group, Economically Disadvantaged, is lower than White student group for all tests but there is a greater gap in

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

Science and Social Studies.

- Science scores for 8th grade decreased by 21 percentage points for the previous year's scores at the meets level.
- Special Education students are scoring lower across the board in all areas and at all levels.

Student Achievement Needs

- The campus will continue to close the achievement gaps between different student groups.
- The campus will continue to assess how Special Education students are supported in the inclusion classroom.
- The campus will continue to provide supplemental instruction.
- The campus will find resources to help teachers with students who are labeled Economically Disadvantaged.
- The campus will seek resources and training to improve the science curriculum.

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
- Home visits
- Send articles to Beeville Bee-Picayune
- Marquees
- 3-week progress reports

Comprehensive Needs Assessment

Family and Community Involvement Strengths (Continued)

- Report cards mailed out to every students' parent/guardian
- Regularly scheduled School Health Advisory Council and district Site-Based Decision Making committee meetings
- District and campus Facebook pages
- Field trips that utilize community resources (Goliad Missions)
- Phone calls/emails to parents
- VIPs
- Campus and district committees
- Booster clubs
- Parent information meetings
- Open Houses
- School Health Advisory Council
- Book Fairs
- Veterans' Day activities
- Extended library hours – literacy nights
- Grandparents' Day
- Fall Festival
- Band Christmas and Spring concerts
- Annual Title I Parent Meeting
- Community clean-up and Spirit Day
- Redesigned district website
- Trunk or Treat

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

Technology

Technology Strengths

- 25 new chrome books for our campus teachers to utilize
- 2 computer labs for teachers to utilize
- Utilization of virtual and augmented reality
- Cameras at entry points of our buildings
- Raptor System
- 2 new Promethean boards at our campus

Technology Weaknesses

- Computer to Student Ratio is about 1:3
- One phone in the lounge for teachers
- Older computers in the classrooms
- Older intercom system that does not work in each class appropriately

Technology Needs

- Continue to increase student to computer ratio

Comprehensive Needs Assessment

Technology Needs (Continued)

- Phones in each classroom
- Updated intercom system

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

Student Achievement (2018 to 2019 STAAR Assessment Comparison)

The following data were reviewed in relation to student achievement:

Skidmore-Tynan Junior High Passing Percentages:

Approaches Grade Level or Above

2018	ALL STUDENTS	HISPANIC	WHITE	ECONOMICALLY DISADVANTAGED	SPECIAL EDUCATION
READING	84%	80%	94%	81%	63%
MATH	82%	79%	92%	75%	50%
WRITING	82%	80%	85%	70%	40%
SCIENCE	81%	77%	92%	74%	38%
SOCIAL STUDIES	69%	64%	83%	62%	38%

2019	ALL STUDENTS	HISPANIC	WHITE	ECONOMICALLY DISADVANTAGED	SPECIAL EDUCATION
READING	88%	85%	93%	85%	63%
MATH	90%	87%	97%	89%	75%
WRITING	81%	79%	85%	78%	*
SCIENCE	79%	71%	100%	70%	33%
SOCIAL STUDIES	66%	56%	89%	52%	33%

Meets Grade Level or Above

2018	ALL STUDENTS	HISPANIC	WHITE	ECONOMICALLY DISADVANTAGED	SPECIAL EDUCATION
READING	51%	47%	65%	44%	31%
MATH	55%	48%	71%	45%	40%
WRITING	53%	53%	55%	46%	30%
SCIENCE	60%	53%	83%	49%	25%
SOCIAL STUDIES	36%	28%	67%	26%	25%

2019	ALL STUDENTS	HISPANIC	WHITE	ECONOMICALLY DISADVANTAGED	SPECIAL EDUCATION
READING	53%	48%	64%	45%	38%
MATH	56%	52%	64%	45%	38%
WRITING	54%	45%	70%	50%	*
SCIENCE	39%	29%	67%	34%	22%
SOCIAL STUDIES	33%	25%	50%	25%	22%

Masters Grade Level or Above

2018	ALL STUDENTS	HISPANIC	WHITE	ECONOMICALLY DISADVANTAGED	SPECIAL EDUCATION
READING	25%	21%	39%	18%	6%
MATH	22%	16%	37%	15%	5%
WRITING	9%	4%	20%	3%	10%
SCIENCE	30%	25%	50%	23%	13%
SOCIAL STUDIES	19%	15%	42%	11%	0%

2019	ALL STUDENTS	HISPANIC	WHITE	ECONOMICALLY DISADVANTAGED	SPECIAL EDUCATION
READING	30%	27%	39%	22%	25%
MATH	20%	18%	26%	15%	19%
WRITING	13%	9%	25%	5%	*
SCIENCE	15%	13%	22%	14%	22%
SOCIAL STUDIES	15%	6%	33%	7%	11%

**indicates results are masked due to small numbers to protect student confidentiality.*

SKIDMORE-TYNAN ISD PARENT AND FAMILY ENGAGEMENT POLICY

STATEMENT OF PURPOSE

Skidmore-Tynan ISD welcomes the participation of parents and family members 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 parent and family engagement 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 parent and family engagement 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.

PARENT AND FAMILY ENGAGEMENT 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, VIP
- Campus Committees
- District Committees
- Booster clubs
- Parent Information Meetings
- Meet the Teacher
- Public School Week Activities
- Conferences
- School Health Advisory Council
- Career Days
- Extended Library
- Community and Campus Events
- District Wide Events (Fall Fest, Veteran's Day, Health Workshops)

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 parent and family engagement 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 Site-Based Decision Making Committee will use the findings of the evaluations to design strategies for more effective parental involvement, and to revise, if necessary its parent and family engagement policies.

This district Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs.

This policy was adopted by Skidmore-Tynan ISD and will be evaluated yearly. Each school will distribute this policy to all parents of participating Title I, Part A children at the beginning of each year.

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