

**Skidmore-Tynan Independent School District
District Improvement Plan
2016-2017**

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.

Mission Statement

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.

Skidmore-Tynan I.S.D. District Goals

Goal I ST ISD will generate and promote opportunities for high levels of student success

Goal II ST ISD will be the Destination of Choice for all employees

Goal III ST ISD will create a safe and orderly learning environment with facilities that are well-managed

Goal IV ST ISD will promote at all times a strong partnership between parents, staff and the community

SKIDMORE-TYNAN INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the District SBDM at Skidmore-Tynan Independent School District conducted a comprehensive needs assessment for the 2016-17 school year. The needs assessment was conducted to identify gaps in the areas listed below. Data and findings from the comprehensive needs assessment were then used to develop the strategies and action plans in the additional sections of the District Improvement Plan.

District Demographics

The staff at Skidmore-Tynan ISD includes 61 Teachers, 15 paraprofessionals, and 7 administrators. The student population is 32% White, 1% African American, 66% Hispanic, .4% American Indian, and .9% Asian. Additionally, the campus serves 51% economically disadvantaged students, 10.43% Special Education students, 5.33% Gifted and Talented, and 1.1% Limited English Proficient students. The school district has 43.5% At Risk Students.

Student Achievement (2016 STAAR Assessment)

The following data were reviewed in relation to student achievement:

Skidmore-Tynan I.S.D. District Passing Percentages:

	<u>All Students</u>	<u>Hispanic</u>	<u>White</u>	<u>EconomicAlly Disadv</u>	<u>Special Ed</u>
Reading	85%	83%	89%	81%	56%
Math	84%	82%	87%	82%	60%
Writing	86%	83%	93%	80%	73%
Science	84%	80%	89%	77%	50%
Social Studies	79%	73%	89%	69%	30%

SKIDMORE-TYNAN INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

Comprehensive Needs Assessment Summary (continued)

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

1. Achievement Gap
 - a. Scores for the Hispanic student group are lower than White student group
 - b. Scores for the Economically Disadvantaged student group are lower than White student group
2. Results from the Performance Based Monitoring System show:
 - a. The number of Special Education students receiving instruction in a resource classroom exceeds recommended performance level
 - b. Low performance on STAAR tests (Reading, Math, Science, & Social Studies)
 - c. The number of SPED students taking STAAR Alt 2 exceeds 2%
 - d. Overrepresentation of Hispanic students receiving SPED services
3. Skidmore-Tynan ISD consistently outpaces both the region and the state in the area of student achievement

Areas of need include:

1. The District will continue efforts to close the achievement gaps between different student groups
2. The District will assess how much time Special Education children are spending in the resource classroom
3. The District will enhance the inclusion model of instruction as it pertains to Special Education children
4. The District will stay within the 2% Allowance of student testing with STAAR Alt 2

SKIDMORE-TYNAN INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

Comprehensive Needs Assessment Summary (continued)

**Family and Community Involvement
Activities**

- PTC, VIPs
- Campus and District Committees
- Booster clubs
- Parent Information Meetings
- Open Houses
- School Health Advisory Council
- Book Fair
- Veterans' Day Activities
- Extended Library Hours – Literacy Nights
- Grandparents' Day
- Fall Festival

Needs

- Enhance Facebook postings

**Staff Quality, Recruitment, and Retention
Activities**

- Competitive Salaries
- Traditionally have small class sizes
- Large district contribution for TRS Active Care
- Supportive environment

SKIDMORE-TYNAN INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

Comprehensive Needs Assessment Summary (continued)

Needs

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

**Technology
Activities**

- Google Apps and Classroom implementation
- Increase in computer labs (42 computers in Hoff Library)
- New wireless projectors and document cameras
- Enhance infrastructure with new switches and wireless capability
- Increase internet speeds to 500mbs

Needs

- Increase student workstations in classrooms
- Enhanced utilization of Google Classroom
- Enhanced Teacher webpages

SKIDMORE-TYNAN INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

PARENTAL INVOLVEMENT POLICY

STATEMENT OF PURPOSE

Skidmore-Tynan ISD 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.

SKIDMORE-TYNAN INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

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

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 INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

District Priority-Goal I	S-T ISD will generate and promote opportunities for high levels of student success						
Performance Objectives	District and Campus accountability will reflect “Met Standard” performance status in all measures, including distinction designations						
Formative Evaluation:	Did the District and All Campuses attain a “Met Standard” rating in All measures, including all possible distinction designations						
Strategies	Needs Assessment	Special Populations	Responsibility	Timeline	Resources	Formative Evaluation	Summative
Use of DMAC for disaggregation and dissemination of STAAR assessment scores to all teachers.	Improve STAAR scores	All	Principal Teachers Counselors Asst. Supt. Superintendent	Aug 2016 Apr 2017	Local and State Funds	Use printed disaggregated data with ability to identify students in need of intervention	Improved STAAR scores
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.	Improve Instruction	All	Principal Teachers	Aug 2016 May 2017	TEKS RESOURCE SYSTEM - components -- Vertical Alignment Documents, Instructional Focus Document, Year-at-A-Glance, TEKS Verification Documents; Training for teachers	Review of Weekly Lesson plans; Six Weeks planning calendar; Walk-through Observations	Results on Unit tests and Benchmarks, Improved STAAR scores
Provide tutorials during the school day and after school to all students needing acceleration and intervention.	Provide acceleration	At-Risk	Principal Teachers Counselor Interventionist	Aug 2016 May 2017	Teachers, Intervention teacher, SPED teachers; Title I – after-school - \$12,800	Intervention classroom data; Progress monitoring data presented at RtI	3/6 week grades
Implement and monitor strategies for improving the dropout rate to less than 1%.	Graduation Rate of 100%	At-Risk	Principals Counselors Teachers Attend. Clerks	Aug 2016 May 2017	Local and State funds Title 1, SCE	6 Weeks attendance rates and after school tutorials participation	Dropout rates
Provide PD on building relationships with students to foster a positive learning environment in effort to encourage daily attendance.	Positive Environment	All	Principal Teachers Counselor	Aug 2016 May 2017	Staff, ESC 2 personnel	Monitor attendance records, failure lists, discipline referrals	Improved Attendance rate
Provide instructional support to identified students at Title I Campuses.	Increase Support	All	Principal Teachers Counselor	Aug 2016 May 2017	Teachers, Paraprofessionals Elem – 1 FTE - \$25,831 Para Instruc. Technology; JH 1 FTE - \$58,831– Reading; HS 1 FTE - \$25,398 Para Behavior Sup.	Use printed disaggregated data to identify students and provide intervention	Improved STAAR scores

SKIDMORE-TYNAN INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

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Performance Objectives	District and Campus accountability will reflect “Met Standard” performance status in All measures, including distinction designations						
Formative Evaluation:	Did the District and All Campuses attain a “Met Standard” rating in all measures, including All possible distinction designations						
Strategies	Needs Assessment	Special Populations	Responsibility	Timeline	Resources	Formative Evaluation	Summative
Identify and accelerate special populations to meet student’s full potential for success.	STAAR Performance	All	Principal Teachers Counselor	Aug 2016 May 2017	Regular classroom teacher; G-T training workshops to differentiate instruction	Classroom work samples;	3/6 week grades
Identify students requiring additional support and begin Response to Intervention (RtI) struggling students.	Acceleration	All	Principal Teachers Counselor	Aug 2016 May 2017	RtI materials: Meeting forms, Intervention Resource Manuals	Progress Monitoring data discussed at RtI meetings	3/6 week grades
Home visits or phone calls are made on students who are absent or failing by the classroom teacher or office staff each day.	Improve performance	All	Campus Secretary Teachers Counselor Principal Paras	Aug 2016 May 2017	Phone calls, letters sent home, conferences, home visits, and involvement with law enforcement- truancy charges.	Document evaluations of contacts	Improved Attendance rate TAPR reports
Warning letters mailed to parents of students who fail to meet attendance guidelines: After 3.5 absences and 10 days absent (unexcused).	Improve attendance	All	Attendance Committee Counselor Principal Secretary	Aug 2016 May 2017	Letter mailed home	Copies of letters	Improved Attendance rate
Student attendance will be recognized each grading period.	Improve attendance	All	Principal Teachers Counselor	Aug 2016 May 2017	Certificates, ribbons, pencils, announcement over the intercom.	Recognition plan/ Document evaluation of recognition	Improved Attendance rate
Hold Attendance Committee Meetings on students not meeting the 90% Compulsory Attendance Law.	Improve attendance	All	Principal Teachers Counselor	Aug 2016 May 2017	Attendance Committee Forms; Postage for letters; Attendance Committee	Monitor student attendance reports	Improved Attendance rate
Monitor and Improve PBMAS Indicators-Utilize TAIS to determine root causes to create initiatives to address SPED Indicators (setting, Alt 2, Hispanic rep.).	Improve PBMAS Missed Safeguard – STAAR Alt 2 participation	SPED	Principals Teachers Administrators	Aug 2016 May 2017	District SBDM	Analysis of Student Groups by Program and RtI process	% of SPED students by subpopulations

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District Improvement Plan
2016-2017

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Performance Objectives	District and Campus accountability will reflect “Met Standard” performance status in all measures, including distinction designations						
Formative Evaluation:	Did the District and All Campuses attain a “Met Standard” rating in all measures, including all possible distinction designations						
Strategies	Needs Assessment	Special Populations	Responsibility	Timeline	Resources	Formative Evaluation	Summative
Provide support for At-Risk Students using state criteria through accelerated instruction in math, science, social studies, and reading including credit recovery.	Improve STAAR scores and credit accrual	All	Principal Teachers Counselor Asst. Supt. Superintendent	Aug 2016 June 2017	State Compensatory Funds allocation: Total \$391,938 Edmentum Plato \$3,828	Use printed disaggregated data and transcripts to identify students in need of intervention	Improved STAAR scores and credit accrual
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.	Improve language proficiency	LEP, ELL	Principal Counselors Teachers Asst. Supt.	Aug 2016 May 2017	Title I, III – ESC 2 SSA	Unit and Chapter Tests	Improved STAAR scores, TELPAS
Support the continued implementation of the district dyslexia plan through teacher professional development.	Support reading improvement	Dyslexic Students	Principal Teachers Counselor Intervention	Aug 2016 May 2017	Regular classroom teacher, Intervention/Dyslexia teacher, Title II, ESC 2	Intervention classroom data, Progress monitoring data presented at RtI	3/6 week grades
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 with emphasis on Reading and Science	Improve passing rates, Lower STAAR Alt 2 participation Missed System Safeguard (Reading and Science)	SPED	Principals Counselors Teachers Diagnostician	Aug 2016 May 2017	Local and State funds, SCE, ARD Committee, Brush Country Co-Op	Intervention classroom data, Progress monitoring data	STAAR performance, STAAR participation rates, Graduation rate

SKIDMORE-TYNAN INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

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Performance Objectives	District and Campus accountability will reflect “Met Standard” performance status in all measures, including distinction designations						
Formative Evaluation:	Did the District and All Campuses attain a “Met Standard” rating in all measures, including all possible distinction designations						
Strategies	Needs Assessment	Special Populations	Responsibility	Timeline	Resources	Formative Evaluation	Summative
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.	Student Health and Wellness	All	Principal Teachers Counselor Asst. Supt. Superintendent Nurse	Aug 2016 June 2017	Cooper Institute, ESC 2, School Nurse, PE teachers	SHAC ongoing evaluation of coordinated school health program	Fitnessgram results
Continue to identify and test students for the GT program. Provide enrichment at Elem/JH and Pre-AP/AP/ Dual Credit at the HS.	Enhance the GT program	GT	Principal, Teachers Asst. Supt.	Aug 2016 May 2017	ESC 2, College Board, CBC	Review Master Schedule for Enrichment times	Project completion, AP scores, Dual Credit Course completion
Support the continued implementation of the district dyslexia plan through teacher professional development.	Support reading improvement	Dyslexic Students	Principal Teachers Counselor Intervention	Aug 2016 May 2017	Regular classroom teacher, Intervention/Dyslexia teacher, Title II, ESC 2	Intervention classroom data; Progress monitoring data presented at RtI	3/6 week grades
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, & financial aid).	Post-high school ready	All	Principals Counselors Teachers Diagnostician Asst. Supt.	Aug 2016 May 2017	Local and State funds, SCE, ARD Committee	# of Career Days, CBC College Night, and College Fairs	Higher Ed. Coordinating Board College Enrollment data

SKIDMORE-TYNAN INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

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Performance Objectives	District and Campus accountability will reflect “Met Standard” performance status in all measures, including distinction designations						
Formative Evaluation:	Did the District and All Campuses attain a “Met Standard” rating in all measures, including all possible distinction designations						
Strategies	Needs Assessment	Special Populations	Responsibility	Timeline	Resources	Formative Evaluation	Summative
Continue to support students in Career and Technical Education through: providing students in grades 9-12 pathways of coherent sequence of courses, certifications, and offering multiple endorsements.	Post-Secondary Readiness	All	Principal Teachers Counselor Asst. Supt. Superintendent	Aug 2016 June 2017	Local, State, Carl Perkins, SSA w/ESC 2	Number of students enrolled in CTE courses	Students completing coherent sequence pathways and students certifications
Provide supplemental services to identified homeless students including maintaining students in school of origin to the extent feasible, school supplies, breakfast/lunch, and tutorials.	Access to instruction	Homeless	Principal, Teachers Counselors Asst. Supt.	Aug 2016 May 2017	Local , Title I	Documentation of identified homeless students	Evaluation of services provided
Continue to upgrade technology in the district (projectors, web cameras, student response systems, additional workstations)	Improve Instruction	Dyslexic Students	Principal Tech Director Asst. Supt. Superintendent	Aug 2016 May 2017	Technology Director, local and state funds, TEA-IMAT funds	Ongoing evaluation by District SBDM	Documentation of upgraded tech devices
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.	Close performance gap	All	Principals Counselors Teachers Asst. Supt.	Aug 2016 May 2017	TEA-IMAT funds, All in Learning Rep	Daily data collection and analysis	STAAR performance

SKIDMORE-TYNAN INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

District Priority-Goal II	S-T ISD will be the Destination of Choice for all employees						
Performance Objectives	S-T ISD will hire and retain teachers and staff of Highly Qualified Status						
Formative Evaluation	100% of teachers and staff will meet Highly Qualified status						
Strategies	Needs Assess.	Special Pop.	Persons Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Summative
Hire candidates that meet the required SBEC standards.	Staff Dev.	All	Principal Teachers SBDM	June 2016 May 2017	District pay scale, Stipends for critical positions (Science, Math, Special Education) Title II - \$26,000 Math & Science)	Proof of certification	SBDM recommendation to school board
Evaluate individual teacher needs and schedule Professional Development through ESC 2.	Staff Dev.	All	Principal Teachers	Sept 2016 May 2017	Costs of professional development	Certificate from ESC 2	Increased STAAR scores
Collaborative grade-level meetings with principal to provide feedback to the teachers.	Staff Dev.	All	Principal Teacher	Aug 2016 May 2017	Document areas of strength and area for improvement	Documentation of meetings & walk through observation	Increased STAAR scores
Mentors will be assigned by the principal at beginning of school year for All new teachers.	Staff Dev.	All	Teacher Principal	Aug 2016 May 2017	Teachers meet periodically	List of mentors	Increased STAAR scores
Provide Professional Development focused on improving instruction focusing on STAAR tested subjects and early intervention.	Staff Dev.	All	Principal Teachers Counselor	Aug. 2016 May 2017	ESC 2 personnel, Title II - \$4,740 Allocation	Classroom walk-through observation;	3/6 week grades
Provide Professional Development to staff members on building relationships with students to foster a positive learning environment.	Staff Dev.	All	Principal Teachers Counselor	Jan 2016	Staff, ESC 2 personnel	Monitor attendance records, failure lists, discipline referrals	Improved Attendance rate
Provide GT Annual Update, and maintain documentation of core content teachers 30 hours of GT Training.	Staff Dev.	GT	Teachers, Principals Asst. Supt.	Oct. 2016	ESC 2 - Lynn Dodge	Teacher Feedback Documentation of meetings & walk through observation	STAAR Level III, AP scores, DC course completion

SKIDMORE-TYNAN INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

District Priority-Goal II	S-T ISD will be the Destination of Choice for all employees						
Performance Objectives	S-T ISD will hire and retain teachers and staff of Highly Qualified Status						
Formative Evaluation	100% of teachers and staff will meet Highly Qualified status						
Strategies	Needs Assess.	Special Pop.	Persons Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Summative
Continue to provide Math, Science, and SPED supplemental stipends.	Hiring Area of Need	All	Principal Teachers SBDM	June 2016 May 2017	District pay scale, Stipends for critical positions (Science, Math, Special Education) Title II - \$26,000 Math & Science	Proof of certification	Teachers Retention Rates
Currently all paraprofessionals meet NCLB requirements. Analyze data from para's files to ensure All instructional aides are highly qualified and require any instructional aide not HQ to attend training.	Certification	All	Principal Para-professionals Asst. Supt.	Sept 2016 May 2017 (when hired)	Costs of professional development – Title II	Certificate of Completion from ESC 2	SBEC certification
Continually review the district's salary to attract and retain staff within limits of available funding while being competitive with local districts.	Recruit and retain staff	All	Principal Business Mgr. Asst. Supt. Superintendent	Aug 2016 May 2017	Local, State, Title I and Title II	Feedback from District SBDM	Retention rates and Salary schedule comparison to local districts
Maintain and improve all district facilities.	Improve Facilities	All	Asst. Supt. Dir. Operations Maint. Director Superintendent	Aug 2016 May 2017	Maintenance Staff, Online work order system	Staff feedback	Projects completed
Continue with Superintendent Advisory Council to solicit input from teachers from all three campuses.	Teacher Feedback	All	Superintendent Teachers	Aug 2016 May 2017 Quarterly meetings	Superintendent Leadership Activities	Staff feedback	Initiatives completed

SKIDMORE-TYNAN INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

District Priority-Goal III	S-T ISD will create a safe and orderly learning environment with facilities that are well-managed						
Performance Objectives	S-T ISD will create a safe and orderly learning environment with facilities that are well-managed						
Formative Evaluation	Decreased disciplinary referrals, data on monthly Emergency Drills, & Counseling Guidance records						
Strategies	Needs Assess.	Special Pop.	Persons Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Summative
Utilize District-Wide Safety/Crisis Response Plan & hold monthly emergency drills: Lockdown, Fire Drill, Tornado/Disaster.	Safety Report	All	Principal Teachers Paraprofessionals Counselor	Aug 2016 May 2017	Crisis Response Plan pamphlet Monthly Emergency Drills	Monthly emergency drills: lockdown, fire drill, tornado/disaster	Emergency Drill reports/data
Integrate Character Development curriculum into weekly scheduled activities in the classroom (Elem.), to assist in Bullying and Violence Prevention.	Campus Climate	All	Principal Teachers Counselor	Aug. 2016 May 2017	Keystone Curriculum	Weekly activities incorporated in lesson plans, discipline record, & attendance records	Monitor Lesson Plans, Walk-through observations
Monthly Counseling Grade-level or classroom guidance lessons to assist in early mental health intervention.	Campus Climate	All	Principal Teacher Counselor	Aug 2016 May 2017	Counselor, Keystone Curriculum/topics	Lesson plans, discipline record, & attendance records	# of discipline referrals
Form a Crisis Prevention Intervention (CPI) Team (Campus Team).	Campus Climate	All	Counselor Principal Teachers	Aug. 2016 May 2017	Staff Development by Brush Country on CPI – Crisis Prevention Intervention.	Attendance records, failure lists, discipline referrals	Staff development records
Provide activities for Programs such as: Safety Week, Red Ribbon Week, Fire Prevention, & Bully Prevention Week.	Campus Climate	All	Principal Counselor Teachers	Aug 2016 May 2017	Materials & Prizes to recognize students who participate in the different activities	Check Lesson Plans, Sign-In Sheet, Classroom observations	# of discipline referrals
Designated Bus-Riding and Car Riding areas for arrival and dismissal.	Safety	All	Principal	Aug 2016 May 2016	Signs and Painted Crosswalks	Traffic Flow arrival and dismissal	# of incidents
Online Suicide Prevention and Ethics Training for all teachers.	Staff Dev.	Teachers	Teachers	Oct. 2016	Kognito and TEA Ethics Videos	Teacher use of suicide prevention strategies	# of incidents

SKIDMORE-TYNAN INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

District Priority-Goal IV	S-T ISD will promote at all times a strong partnership between parents, staff, and the community						
Performance Objectives	Maintain positive parent/school communication to encourage support of school functions, policies, and procedures, thus promoting student success						
Formative Evaluation	Participation of parents and Community members at the different school functions throughout the school year						
Strategies	Needs Assessment	Special Pop.	Persons Responsible	Timeline Start/End	Resources Human/Material/Fiscal	Formative Evaluation	Summative
Communication with parents via Weekly Newsletters, Six Weeks Newsletters, Flyers sent home, Twitter, Face Book, Email.	Parental Involvement	All	Principal Counselor Staff	Aug 2016 May 2017	Displays on media, articles, face book, Website, twitter, Newsletters	Feedback from community	Newsletters, flyers, media advertisement
Work collaboratively with PTC on Fall Fundraiser, Fall Festival and other activities that promote parental involvement.	Parental Involvement	All	Principal Counselor Staff	Aug 2016 May 2017	News articles, PTC agendas, website and face book; PTC officers and members	Feedback from parents/community members; Success of Fall Festival	Fundraiser – Success of Fall Festival
Promote school functions such as: Meet the Teacher, Open House, Grandparents’ Day, Turkey Parade, Veterans’ Day, Christmas Program, UIL Meets, Field Day, and Fall Festival.	Parental Involvement	All	Principal Teachers Counselor	Aug 2016 May 2017	Sign-In Sheets and advertisement for the different functions: Meet the Teacher, Open House, Grandparents’ Celebration, Veterans’ Day, Christmas Program, UIL Meet, Field Day	Increase number of parent and community members participating	Sign-in sheets for different functions
Parents will be provided information on Parent Portal to access their child(ren)’s grades on-line and School Messenger Instant Parent Contact.	Parental Involvement	All	Principal Teachers Counselor	Aug 2016 May 2017	Parent Portal ID’s for parents Sign-up for School Messenger Instant Parent Contact capability	Note improvement of student behavior and/or academic behavior.	3/6 week grades
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.	Parental Involvement	All	Principal Teachers Counselor	Aug 2016 May 2017	Campus Administrative Assistant	Check Parent-Teacher Contact Log	Parent Contact Log
“Positive Post Cards” (Elem) are mailed home to students to positively recognize behavior, academic achievement, etc. Student of the week Student of the month-Board meetings.	Parent Comm.	All	Principal Teachers Counselor	Aug 2016 May 2017	Positive Post Cards, Postage stamps	Note improvement of student behavior and/or academic behavior	Positive postcards

SKIDMORE-TYNAN INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

Campus Compensatory Education Allotment
Supplemental FTEs and Services

Compensatory Budget: **\$ 663,520**
52% of Compensatory Budget: **\$ 345,030**
Amount Allocated to Campuses exceeds required 52%: **\$ 391,938**

High School:

Alternative Education Program (DAEP services for district) to provide continued academic services for students placed in DAEP:

1.0 FTE:	\$ 44,264
Writing Supplemental Improvement Services for STAAR non masters: 0.125 FTE	\$ 6,571
Counselor to Serve At-Risk Students: 0.35 FTE	\$ 21,131

High School Total: 1.47 FTE **\$ 73,966**

PLATO Credit Recovery and Supplemental Software for EOC Intervention **\$ 3,828**

Instructional Materials serving identified at-risk students: **\$ 1,600**

TOTAL HIGH SCHOOL: **\$ 77,394**

Junior High:

Reading, Math, Science, & Social Studies Improvement Services for STAAR non-masters and other students at-risk due to identified deficiencies in Reading in K-2. 1.75 FTE	\$96,722
Counselor to Serve At-Risk Students: 0.35 FTE	\$25,150

Junior High Total: 2.10 FTE **\$121,872**

Instructional Materials serving identified at-risk students: **\$4,290**

TOTAL JUNIOR HIGH: **\$126,162**

SKIDMORE-TYNAN INDEPENDENT SCHOOL DISTRICT
District Improvement Plan
2016-2017

Elementary:

Reading, Math, Science, & Social Studies Improvement Services for STAAR non-masters and other students at-risk due to identified deficiencies in Reading in K-2: 2.71 FTE **\$155,930**

Counselor Serve At-Risk Students: 0.35 FTE **\$23,352**

Elementary: 2.06 FTE **\$179,274**

Instructional Materials serving identified at-risk students: **\$9,100**

TOTAL ELEMENTARY: **\$188,374**

***Title I Part A - School Wide
Educational Program***

Personnel

Elementary

Technology- \$25,831

Junior High

Reading - \$58,831

High School

Instructional Aide - \$25,398