



Skidmore-Tynan Elementary School

Campus Instructional Improvement Plan 2017 – 2018

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 ----- S-T ISD will generate and promote opportunities for high levels of student success

Goal II ----- S-T ISD will be the Destination of Choice for all employees

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

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

Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Skidmore-Tynan Elementary conducted a comprehensive needs assessment for the 2017-18 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 Campus Improvement Plan.

Campus Demographics

The staff at Skidmore-Tynan Junior Elementary includes 24 Teachers, 7 paraprofessionals, and 1 administrator. The student population is 30.5% White, 1.7% African American, 65.8% Hispanic, .3% Pacific Islander, .8% two or more races, and .6% Asian. Additionally, the campus serves 59.9% economically disadvantaged students, 8.2% Special Education students, 5.6% Gifted and Talented, and 2.6% English Language Learners. The campus has 37.3% At Risk Students.

Student Achievement (2017 STAAR Assessment)

The following data were reviewed in relation to student achievement:

Skidmore-Tynan Elementary Passing Percentages:

	ALL STUDENTS	HISPANIC	WHITE	ECONOMICALLY DISADVANTAGED	SPECIAL ED
READING	86%	83%	92%	79%	76%
MATH	83%	78%	92%	78%	82%
WRITING	77%	85%	65%	79%	100%
SCIENCE	83%	79%	94%	79%	50%

STAAR Pass Rate By Grade Level

3rd Grade

Reading --- 72%

Math --- 65%

4th Grade

Reading --- 90%

Math --- 88%

Writing --- 77%

5th Grade

Reading --- 97%

Math --- 95%

Science --- 83%

STAAR Masters Grade Level (former Advanced Level III)

Reading --- 22%

Math --- 21%

Writing --- * %

Science --- 20%

Upon review of test data, several findings were noted:

1. Achievement Gap
 - a. Scores for the student group, Hispanic, is generally lower than the White student group across most tested subjects
 - b. The lowest scores across the campus are noted within the Special Education student group and Economically Disadvantage group, specifically in 3rd grade
3. There is a need for more rigorous and research based instruction in the lower grades curriculum, specifically 2nd grade to assist with the transition between a non-tested grade and the first grade tested.
4. S-T Elementary Campus earned higher Approaches Passing standards (83%) than the State (79%)
5. The percentage of students at Masters Grade Level in All Subjects increased from 14% in 2016 to 20% in 2017 matching the state.
6. 2017 Performance Indexes:
 - All Performance Indexes were above the target score and either remained the same or improved from the year before.
 - The greatest gain was made in Performance in Index 4 – Postsecondary Readiness went from 30 to 41 (Target Score = 12)

Areas of need include:

1. The campus will continue efforts to close the achievement gaps between different student groups
2. The campus will continue to monitor and assess the level/rigor of instruction provided to Special education students in both the general education and resource classrooms.
3. The campus will continue efforts to utilize rigorous and research based instructional strategies in all grade levels.
4. The campus will continue efforts to improve the percentage of students making progress on the STAAR assessment.
5. The campus will continue efforts to increase the number of students earning Masters Grade Level.

Staff Quality, Recruitment, and Retention Needs

1. More rigorous recruitment process seeking the best teachers and staff available for openings.
2. A larger campus professional development budget to select professional development as needed for individual staff.
3. Increase teacher pay to compete with surrounding districts.

Family and Community Involvement

Family and Community Involvement Strengths

1. Parent Teacher Club (PTC)
2. Grandparents' Day Celebration
3. SBDM
4. Multiple Options to Communicate- Email, School Messenger, Calendars, Phone Calls, School Facebook
5. Weekly Grade Level and Principal Newsletters
6. Meet The Teacher/Open House
7. Veterans' Day Ceremony
8. Kindergarten Turkey Parade; Kindergarten 100 days Celebration/Parade
9. Winter/Holiday Program
10. Field Day
11. Fall Festival
12. Teacher Websites, Google Classroom
13. Parent Portal
14. Accelerated Reader Parent Portal
15. Weekly Extended Library Hours until 6:00 p.m. every Thursday
16. Career Day
17. Student-led conferences

Family and Community Involvement Needs

1. Additional Community Partnerships
2. More parent volunteers and involvement in PTC program

Technology

Technology Strengths

1. Integration of Google Platform
2. Three (3) COWS for our campus teachers to utilize in grades 3 – 5.
3. Seventy-five tablets available to grades K-2
4. Three computer labs Room 129, Room 123 and library
5. Twenty-five laptops available to GT students
6. Google training offered to all teachers
7. Addition of another Computer Tech person, allowing for additional support and training for staff

Technology Needs

1. New teacher computers
2. Updated computer technology in the lab – often freeze or turn off
3. Proper furniture (narrower tables) for the lab to accommodate the smaller area in a classroom that was not designed to be a computer lab

SKIDMORE-TYNAN ISD 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.

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.

Campus Instructional Improvement Plan

District Priority - Goal I	STISD 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; Achieve Grade-Level Readiness expectations for Grades Kinder – 2 nd				
Formative Evaluation	Did the Campus attain a “Met Standard” rating in all measures, including all possible distinction designations? Did Grades Kinder – 2 nd obtain Readiness expectations as determined by EOY TPRI & DRA Results?				
Strategies	Special Populations	Responsibility	Timeline	Formative Evaluation	Document
Use of DMAC for disaggregation and dissemination of STAAR assessment summative scores. Also, utilize DMAC for formative TPRI assessment. All in Learning is used for formative assessment scores.	AR, SE, ESL, GT,	Principal Teachers Counselor Superintendent	2017-2018 School Year	Use printed disaggregated data. Ability to identify students in need of intervention	Improved STAAR scores, summative assessment scores, and student growth
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	AR, SE, ESL, GT	Principal Teachers	2017-2018 School Year	Review of Weekly Lesson plans; Nine Weeks planning calendar; Walk-through Observations; All in Learning Data	Results on Unit tests and Benchmarks; Improved STAAR scores; T-TESS
Engage in Guided Reading groups daily, utilizing Best Practices of Guided Reading & Monitoring Student Progress	AR, SE, ESL, GT	Principal Teachers	2017-2018 School Year	Walk-through Observation Progress Monitoring data—Dolch words, fluency, running record; student self-assessment	Progress Monitoring data presented at RTI meetings Student-Led Conferences presenting information to parents
Teachers will plan collaboratively as a	AR, SE, ESL, GT	Principal Teachers	2017-2018	Observation PLC meetings	Weekly Newsletters

grade level at least one day per week to encourage discussion & collaboration among teachers			School Year		
Provide tutorials during the school day and after school to all students needing extra help	AR, SE, ESL, GT	Principal Teachers Counselor	2017-2018 School Year	progress monitoring, All in Learning data, student self-assessment	4/9 week grades Lesson plans
Track daily average attendance in effort to encourage daily attendance	AR, SE, ESL, AR	Principal Teachers Counselor	2017-2018 School Year	Incentives for good attendance, student self-assessment/data binder, Classroom Weekly Attendance Chart	Improved Attendance rate Excessive Absence Report
Identify and accelerate special populations to meet student's full potential for success	AR, SE, ESL, GT	Principal Teachers Counselor Students	2017-2018 School Year	Classroom work samples; Student Data Tracking; Student Led Conferences	4/9 week grades
Identify students requiring additional support and begin Response to Intervention RTI meetings for struggling students at the end of each grading period	AR, SE, ESL, GT,	Principal Teachers Counselor	2017-2018 School Year	Progress Monitoring data discussed at RTI meetings	4/9 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	AR, SE, ESL, GT,	Principal Counselor Teachers Attendance Clerk	2017-2018 School Year	Documentations 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)	AR, SE, ESL, GT	Attendance Clerk Principal	2017-2018 School Year	Copies of letters	Improved Attendance rate

Student attendance will be recognized	AR, SE, ESL, GT	Principal Teachers Counselor	2017-2018 School Year	Classroom spirit sticks, marquee and Face Book recognition, awards assemblies and reward parties for good attendance, weekly newsletters, perfect attendance bulletin board, and extra recess for classrooms meeting weekly goal	Improved Attendance rate
Hold Attendance Committee Meetings on students not meeting the 90% Compulsory Attendance Law	AR, SE, ESL, GT	Principal Teachers Counselor	2017-2018 School Year	Monitor student excessive absence reports	Improved Attendance rate
Gifted and Talented Program will meet in a pull-out program to further foster academic growth and leadership in the students.	GT	GT teacher Classroom teachers Principal	2017-2018 School Year	STEM activities, Technology emphasis, Leadership opportunities, lesson plans/9wk. calendar	GT Fall Fest Booth GT Showcase
Science Fair	AR, SE, ESL, GT	Science teachers Principal Counselor	2017-2018 School Year	Lesson plans Rubric	Student Projects

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	Special Pop.	Persons Responsible	Timeline Start/End	Formative Evaluation	Document
Hire candidates that meet the required Highly Qualified Status	AR, SE, ESL, GT	Principal Teachers Parents SBDM	June 2017 May 2018	Proof of certification	SBDM recommendation to school board
Evaluate individual teacher needs and schedule Professional Development through ESC2/ESC3 or STCC or Texas Gateway	AR, SE, ESL, GT	Principal Teachers	Sept 2017 May 2018	Certificate from ESC2/ESC3 or STCC T-TESS Goal Setting	Increased STAAR scores T-TESS
Collaborative PLC meetings with principal to provide feedback to the teachers.	AR, SE,ESL, GT	Principal Teacher	Aug 2017 May 2018	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	AR, SE,ESL, GT,	Teacher Principal	Aug 2017 May 2018	List of mentors	Increased STAAR scores
Provide Professional Staff Development focused on improving instruction	AR, SE, ESL, GT,	Principal Teachers Counselor	Aug. 2017 May 2018	Classroom walk-through observation; T-TESS; All in Learning; student feedback	4/9 week grades
Skidmore-Tynan ISD becoming a District of Innovation offers more flexibility with the calendar to offer greater opportunity for professional development and increased opportunity to provide remediation/enrichment for students.	AR, SE, ESL, GT	Principal Teachers Counselor	Aug. 2017-May 2018	Professional Development Plan Accelerated Instruction Plan	2017-2018 School Calendar

District Priority - Goal III	STISD will create a safe and orderly learning environment with facilities that are well-managed				
Performance Objectives	STISD 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	Special Pop.	Persons Responsible	Timeline Start/End	Formative Evaluation	Document
Utilize District-Wide Safety/Crisis Response Plan & hold monthly emergency drills: Lockdown, Fire Drill, Tornado/Disaster	All Populations	Principal Teachers Paraprofessionals Counselor	Aug 2017 May 2018	Monthly emergency drills: lockdown, fire drill, tornado/disaster	Emergency Drill reports/data
Integrate Character Development curriculum into weekly scheduled activities in the classroom	All Populations	Principal Teachers Counselor	Aug. 2017 May 2018	Weekly activities incorporated in lesson plans, discipline record, attendance record, Bucket Filler	Monitor Lesson Plans; Walk-through observations
Group/Individual Counseling to provide support to students in need.	All Populations	Principal Teacher Counselor	Aug 2017 May 2018	discipline record, attendance record, teacher referrals	Number of discipline referrals Counseling Data
Form a Crisis Prevention Intervention (CPI) Team (Campus Team)	All Populations	Counselor Principal Teachers	Aug. 2017 May 2018	discipline referrals, incident reports	Staff development records
Provide activities for Programs such as: Red Ribbon Week; Fire /Safety Prevention; Bully Awareness Week	All populations	Principal Counselor Teachers	Aug 2017 May 2018	Check Lesson Plans, Classroom observations	Number of discipline referrals, calendar of activities for Red Ribbon Week, Fire department visit
Develop Campus-Wide Rules to encourage consistency	All populations	Principal Counselor Teachers	Aug 2017 May 2018	Posted Student Expectations for common areas	Number of discipline referrals
Designated Bus-Riding and Car-Riding areas for arrival & dismissal	All populations	Principal Counselor Teachers	Aug 2017 May 2018	Traffic flow upon arrival & dismissal Safety of students/injuries	Number of injuries reported, Traffic flow
Implement Raptor System to improve the safety and efficiency of the check in process	All populations	Principal Counselor Secretary	February 2018	Picture and Name ID with background check	Raptor system reports of visitors with background flags

Bobcat Student Leaders and Teacher Monitors to assist with the safety of arrival and dismissal procedures	All populations	Principal Counselor Teachers Students	Aug. 2017- May 2018	Safety vests, signs for slow traffic	Number of injuries reported, traffic flow
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District Priority - Goal IV	S-T District 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	Special Pop.	Persons Responsible	Timeline Start/End	Formative Evaluation	Document
Communication with parents via, grade level weekly email newsletters, flyers sent home, teacher web pages, email, school marquee and school Facebook	All Populations	Principal Counselor Staff	Aug 2017 May 2018	Feedback from community	Newsletters, flyers, media advertisement
Work collaboratively with PTC on Fall Fundraiser, Fall Festival and other activities that promote parental involvement	All Populations	Principal Counselor Staff	Aug 2017 May 2018	Feedback from parents and community members	Success of Fundraiser, Fall Festival
Observe and promote different school functions such as: Meet the Teacher, Open House, Grandparents' Day, Veterans' Day, Turkey Parade, Holiday Program, Academic UIL Meet, Field Day, Fun Day, Career Day, Seussabration, Book fair, extended library hours	All Populations	Principal Teachers Counselor Librarian	Aug 2017 May 2018	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; School Messenger - Instant Parent Contact, Teacher Web Pages, Home Connect for Accelerated Reader, Remind App, Class Dojo	All Populations	Principal Teachers Counselor	Aug 2017 May 2018	Note improvement of student behavior and/or academic success Student-Led Conferences	4/9 week grades Leadership Notebooks

Parents receive 4 Week Progress Reports and a Report Card at the end of the 9 Weeks grading period to inform them of their child's grades.	All Populations	Principal Teachers Counselor	Aug 2017 May 2018	Check Parent-Teacher Contact Log	Parent Contact Log
Parent contact/conferences are scheduled with parents of students who earn grades below 75 at the 4/9 week period.	All Populations	Principal Teachers Counselor	Aug 2017 May 2018	Student's improved academic performance	Parent Contact Log
Award Assemblies will be held each 9 weeks	All Populations	Principal Teachers Counselor	Aug 2017 May 2018	Improved student behavior and/or Academic performance	Sign in sheet for parents and Awards spreadsheet for teachers
Weekly Informational Folders: Weekly Grade Level Newsletter; Notes from the teacher; Informational Flyers from school, Daily Behavior Chart	All Populations	Principal Teachers Counselor	Aug 2017 May 2018	Feedback and Involvement from parents	Parent contact and information and feedback.

**Skidmore-Tynan ISD Campus Compensatory Education Allotment
2017-2018
Supplemental FTEs and Services**

Compensatory Budget: **\$ 680,000**
 52% of Compensatory Budget: **\$ 353,600**
 Amount Allocated to Campuses exceeds required 52%: **\$ 374,895**

High School:

Alternative Education Program (DAEP services for district) to provide continued academic services for students placed in DAEP: .5 FTE	\$ 24,782
Improvement Services STAAR/EOC: 0.5 FTE	\$ 19,522
Counselor Serve At-Risk Students: 0.35 FTE	\$ 23,739
Reading, Math, Science, Social Studies Improvement Services for students at-risk due to identified deficiencies: 0.98 FTE	\$ 46,347
High School Total: 2.33 FTE	\$ 114,421
Instructional Materials serving identified at-risk students:	\$ 9,446
TOTAL HIGH SCHOOL:	\$ 123,867

Junior High:

Reading, Math, Science, Social Studies Improvement Services for STAAR non-masters and students at-risk due to identified deficiencies: 1.61 FTE	\$ 84, 552
Counselor Serve At-Risk Students: 0.35 FTE	\$ 24,439

Junior High Total: 1.96 FTE **\$ 108,991**

Instructional Materials serving identified at-risk students: **\$ 9,186**

TOTAL JUNIOR HIGH: **\$ 118,177**

Elementary:

Reading, Math, Science, Social Studies Improvement Services for STAAR non-masters and students at-risk due to identified deficiencies: 1.52 FTE **\$ 81,036**

Counselor Serve At-Risk Students: 0.35 FTE **\$ 22,642**

Elementary: 2.06 FTE **\$ 103,678**

Instructional Materials serving identified at-risk students: **\$ 12,046**

TOTAL ELEMENTARY: **\$ 115,724**

District

Supplemental services to serve At-risk students: 0.20 FTE **\$ 17,127**

Title I Part A-School Wide Educational Program

Personnel
Elementary
\$63,786

Junior High
\$53,338