



Skidmore – Tynan Junior High

CAMPUS COMPREHENSIVE NEEDS ASSESSMENT 2016-2017
CAMPUS INSTRUCTIONAL 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

Comprehensive Needs Assessment Summary

In accordance with state and federal legislative requirements, the staff at Skidmore-Tynan Junior High 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 Campus Improvement Plan.

Campus Demographics

The staff at Skidmore-Tynan Junior High includes 17 Teachers, 5 paraprofessionals, and 1 administrators. The student population is 30% White, 1% African American, 66% Hispanic, .5% Pacific Islander, 1% two or more races, and 2 % Asian. Additionally, the campus serves 50% economically disadvantaged students, 11.3% Special Education students, 8.3% Gifted and Talented, and 1% Limited English Proficient students. The campus has 44.1% At Risk Students.

Student Achievement (2016 STAAR Assessment)

The following data were reviewed in relation to student achievement:

Skidmore-Tynan Junior High Passing Percentages:

	ALL STUDENTS	HISPANIC	WHITE	ECONOMICALLY DISADVANTAGED	SPECIAL EDUCATION
READING	90%	87%	98%	86%	40%
MATH	90%	88%	100%	87%	60%
WRITING	83%	80%	85%	77%	40%
SCIENCE	85%	83%	93%	83%	33%
SOCIAL STUDIES	73%	70%	77%	62%	50%

STAAR Grades Tested By Level

6th Grade

Reading- 89%

Math- 87%

7th Grade

Reading- 85%

Math- 85%

Writing- 83%

8th Grade

Reading- 94%

Math- 93%

Algebra 1- 100%

Science- 85%

Social Studies- 73%

STAAR Level III Advanced

Reading- 27%

Math- 31%

Writing- 9%

Science- 26%

Social Studies- 19%

Distinction Designations (7 out of 7)

Academic Achievement in ELA/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25% Student Progress
Top 25% Closing Performance Gaps
Postsecondary Readiness

Upon review of test data, several findings were noted:

1. Achievement Gap
 - a. Scores for the student group, Hispanic, is lower than White student group across all tested subjects
 - b. System Safeguard for Social Studies was not met due to lower scores of Hispanic group when compared to white student group
 - c. Scores for the student group, Economically Disadvantaged, is lower than White student group
2. The lowest scores across the campus are noted within the Special Education student group
3. There is a need for a more rigor in the Social Studies curriculum
4. Skidmore-Tynan Junior High consistently outpaces both the region and the state in the areas of student achievement, closing achievement gaps, and student progress.
5. Performance in Indexes 2, 3, and 4 increased from previous year. Performance in Index 1 remained steady.
6. Campus received seven out of seven distinction designations.

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 assess how Special education students are supported in the inclusion classroom.
3. The campus will continue to implement the inclusion model of instruction as it pertains to Special Education children

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. VIPS
2. Reward Nights
3. SBDM
4. Multiple Options to Communicate- Email, SchoolMessenger, Calendars, Phone Calls
5. Newsletters
6. Boosters Clubs
7. Teacher Websites, Google Classroom
8. Parent Portal
9. Accelerated Reader Parent Portal

Family and Community Involvement Needs

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

Technology

Technology Strengths

1. Integration of Google Platform
2. 2 COWS for our campus teachers to utilize
3. Added computer lab in Room 22
4. New projectors and document cameras were bought to replace old projectors and document cameras
5. Google training offered to all teachers

Technology Needs

1. Faster internet speed
2. White boards
3. Projectors mounted on ceilings
4. Student computers that hold a charge

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 Goal 1	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 designations				
Formative Evaluation	Did the Campus attain a “Met Standard” rating in all measures, including all possible distinction designations				
Strategies	Special Populations	Responsibility	Timeline	Formative Evaluation	Document
Use of DMAC for disaggregation and dissemination of STAAR assessment scores and summative assessment scores	AR, SE, ESL, GT,	Principal Teachers Counselor Superintendent	2016-2017 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	2016-2017 School Year	Review of Weekly Lesson plans; Nine Weeks planning calendar; Walk-through Observations	Results on Unit tests and Benchmarks; Improved STAAR scores; T-TESS
Provide tutorials during the school day and after school to all students needing extra help	AR, SE, ESL, GT	Principal Teachers Counselor	2016-2017 School Year	Intervention classroom data; Progress monitoring data presented at RtI	3/6/9 week grades
Provide PD on building relationships with students to foster a positive learning environment in effort to encourage daily attendance	AR, SE, ESL, AR	Principal Teachers Counselor	2016-2017 School Year	Monitor attendance records, failure lists, discipline referrals	Improved Attendance rate
Identify and accelerate special populations to meet student’s full potential for success	AR, SE, ESC, GT	Principal Teachers	2016-2017	Classroom work samples;	3/6/9 week grades

		Counselor	School Year		
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	2016-2017 School Year	Progress Monitoring data discussed at RtI meetings	3/6/9 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	2016-2017 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, ESC, GT MIGRANT	Attendance Clerk Principal	2016-2017 School Year	Copies of letters	Improved Attendance rate
Student Attendance will be recognized each grading period	AR, SE, ESC, GT	Principal Teachers Counselor	2016-2017 School Year	Recognition plan/ documentation of recognition	Improved Attendance rate
Hold Attendance Committee Meetings on students not meeting the 90% Compulsory Attendance Law		Principal Teachers Counselor	2016-2017 School Year	Monitor student attendance reports	Improved Attendance rate

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 2016 May 2017	Proof of certification	SBDM recommendation to school board
Evaluate individual teacher needs and schedule Professional Development through ESC2 or ESC3	AR, SE,ESL, GT,	Principal Teachers	Sept 2016 May 2017	Certificate from ESC2/ESC3	Increased STAAR scores
Collaborative grade-level meetings with principal to provide feedback to the teachers.	AR, SE,ESL, GT,	Principal Teacher	Aug 2016 May 2017	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 2016 May 2017	List of mentors	Increased STAAR scores
Provide Professional Staff Development focused on improving instruction	AR, SE, ESL, GT,	Principal Teachers Counselor	Aug. 2016 May 2017	Classroom walk-through observation;	3/6 week grades

District Priority-Goal 111	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 2016 May 2017	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. 2016 May 2017	Weekly activities incorporated in lesson plans; discipline record; attendance record	Monitor Lesson Plans; Walk-through observations;
Monthly Counseling Grade-level or classroom guidance lessons	All Populations	Principal Teacher Counselor	Aug 2016 May 2017	Lesson plans; discipline record; attendance record	# of discipline referrals
Form a Crisis Prevention Intervention (CPI) Team (Campus Team)	All Populations	Counselor Principal Teachers	Aug. 2016 May 2017	Attendance records, failure lists, discipline referrals	Staff development records
Provide activities for Programs such as: Red Ribbon Week; Fire Prevention; Bully Prevention Week; Rachels's Challenge	All populations	Principal Counselor Teachers	Aug 2016 May 2017	Check Lesson Plans, Sign-In Sheet; Classroom observations	# of discipline referrals
Develop Campus-Wide Rules to encourage consistency	All populations	Principal Counselor Teachers	Aug 2016 May 2017	Student behavior in the common areas	# of discipline referrals

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, Nine Week Weeks Newsletters, Flyers sent home, Teacher Web Pages, Email	All Populations	Principal Counselor Staff	Aug 2016 May 2017	Feedback from community	Newsletters, flyers, media advertisement
Work collaboratively with VIPS on Dances, Reward Night and other activities that promote parental involvement	All Populations	Principal Counselor Staff	Aug 2016 May 2017	Feedback from parents and community members;	Success of dances, Reward Night, NJHS Ceremony, 8 th Grade Certification
Observe and promote different school functions such as: Meet the Teacher, Open House, Dances, Veterans' Day, Christmas Program, Academic UIL Meet, Field Day, Fun Day, Athletics, Band, Orientation	All Populations	Principal Teachers Counselor	Aug 2016 May 2017	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 SchoolMessenger Instant Parent Contact and lesson plans on Teacher Web Pages	All Populations	Principal Teachers Counselor	Aug 2016 May 2017	Note improvement of student behavior and/or academic behavior.	3/6/9 week grades
Parents receive 3 Week Progress Reports and a Report Card at the end of the 9 Weeks grading period to inform them of their child's grades. Reports are mailed to parents of students who earn grades below 70	All Populations	Principal Teachers Counselor	Aug 2016 May 2017	Check Parent-Teacher Contact Log	Parent Contact Log

**Skidmore-Tynan ISD Campus Compensatory Education Allotment
2016-2017
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 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 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
<u>Elementary:</u>	
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