



Keene High School 2021-2022

Campus Improvement Plan

Keene ISD does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in providing education services, activities, and programs, including vocational program, 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.

Keene High School Campus Improvement Committee 2021-2022

Amy Lowry	Teacher	Joann Menaje	Paraprofessional Staff
Joel Abt	Teacher	Dana Stockton	Counselor
Sally Yow	SPED Teacher	Traci Richard	Elective Teacher
Dena Day	Business Rep.	Angela Armstrong	Parent Representative
Jarrett Morgan	Asst. Principal	Barbara Patterson	Parent Representative
Daniel Larson	Community Rep.	David McCormick	Parent Representative
Chris Taylor	Principal		

Keene High School Needs Assessment

The Campus Improvement Plan for the 2021-2022 school year was developed by the SBDM, Department heads, and campus wide sub-committees. The subcommittees collected data in the following areas: academic achievement, technology, safety and student discipline, faculty and staff, special programs, EOC and other assessments, and CTE programs. Committee members collected information from teachers, PBMAS/RDA reports, counselors, administrators, State Accountability reports, parents, community members and students. Once the information was culminated the committee concluded the following:

Keene High School Comprehensive Needs Analysis 2021-2022

A. Academic Performance

Campus Strengths

- Met campus standards in all areas.
- Distinction Earned in Mathematics, Science and Postsecondary Readiness

Student Performance Needs

- Teachers continue staff development and data analysis regarding EOC/TELPAS to help accelerate the instruction of our at-risk population.
- Teachers continue staff development and data analysis regarding EOC/TELPAS to help accelerate the instruction of our ELL and SPED populations.
- Continue implementation of the three-tiered intervention model to accelerate students that are below grade level and to decrease special education referrals.
- Address areas of weakness with Language Arts EOC testing.
- Address areas of weaknesses by group performance through data analysis – LEP, economically disadvantaged, Asian Pacific Islander, African American and special education.
- Address college readiness including endorsements, dual credit enrollment and TSI/ACT/SAT performance for all subgroups.

Funding Strengths

KHS used local, state, and federal funding to reduce class sizes and provide additional supplemental, research-based instruction to raise student achievement campus-wide in math, science, reading/ELA, and writing.

Funding Needs

- Campus committees will plan and document funding uses and sources in campus improvement plans, especially in SCE, Title, and CTE monies.

B. Attendance

Attendance Needs

- Attendance drives school funding. Our average daily attendance was 93.63% in 2020-2021 as opposed to 95.8% the year before.
- Continue to evaluate the effectiveness of attendance incentives.
- Continue to engage parents as partners in school attendance.
- Continue to use attendance personnel to enforce state attendance laws.
- Every Minute Matters Attendance Program reinstituted
 - Communication via door hangers and letters

Curriculum Strengths

KHS uses a wide variety of research-based programs, structures, and strategies to meet the needs of a diverse student population. The campus continues to participate in RTI initiatives. A campus-wide benchmarking system of common assessments will continue using DMAC software to help teachers disaggregate and adjust curriculum to identified student needs and will implement the Lead4Ward and TEKS Resource assessment tools to create authentic assessment aligned with state standards.

Curriculum Needs

- Continue horizontal and vertical alignment of campus curriculum.
- Address advanced and accelerated curriculum in lesson planning documents to meet the needs of all student groups including at risk, ELL, and gifted and talented.
- Continue full inclusion with special education teachers co-teaching in the content
- Increase the number of Distinguished Foundation Graduation Plans with an endorsement.

C. Technology

Technology Strengths

KHS has a solid infrastructure for technology. In addition, a variety of media is being utilized district-wide to communicate, interact, and collaborate including email, websites, webcasts, social media, Google Suite and curriculum based interactive programs. Creating the Keene Broadcasting Team has allowed for our students to have a voice in the school and allow them hands on experience in the field of technology and creating the Broadcasting Team have allowed our teachers to encourage their peers to try new things and continue the IGNITE vision.

Technology Needs

- Use of DMAC and Lead4Ward to disaggregate testing data, complete personal graduation plans, and create assessments.
- Increase staff development opportunities focused on technology in the classroom.
- Continue striving for new and better forms of communication with stakeholders.
- Student involvement in planning of technology needs

D. Safe environment

Safe and Healthy Environment Strengths

- Teachers and staff, under the leadership of the special programs director, school nurse, and food services supervisor, will continue implementation of the District Wellness Plan through the District's School Health Advisory Council (SHAC).
- Activities and curriculum will be established that will increase student, school staff, parental, and community awareness of nutrition and physical activities to promote lifelong wellness.
- Continue increasing camera security systems on campus.
- Continue drug, alcohol, and tobacco awareness programs.

- Continue programs such as Child Advocacy Center presentation, Next Step, and StopIt.
- Continue monthly fire drills
- Continue emergency drills and SRP drills.

E. Parental/Family & Community Engagement

Parental/Family & Community Engagement Strengths

KHS encourages strong parental/family member engagement. Google Classroom allows for once week communication with parents/family members plus the ability to private message parents-family members and/or teachers. Classroom phone capability with voice mail continues to be a valuable tool for increased communication. KHS continues to use Parent/Student/School Compacts for all students.

Parental/Family & Community Engagement Needs

- Consider ways to increase effective communication to parents-family/community of state accountability standards.
- Consider additional ways to effectively involve parents/family members in the expectations and learning of their children, especially with non-English speaking parents/family members who are not bilingual.
- Continue researching ways to increase communication to parents/family members concerning higher education applications and financial opportunities.

F. Staff development

Staff Development Strengths

KISD teachers are surveyed by the curriculum department yearly for staff development preferences, which indicated a need and emphasis accommodating the needs of LEP students, student centered instruction and student-centered technology. Keene ISD continues to contract with ESC 11 to provide additional staff development for teachers and administrators. In addition, KHS makes every effort to recruit and retain highly effective teachers.

Staff Development Needs

- Continue efforts to ensure that 100% of all core academic subject areas teachers are highly effective.
- Continue to assist teachers in maintaining or attaining certification through alternative programs, GT, ESL, and coursework.
- Continue efforts to provide teacher requested professional development as determined by district staff development needs surveys and program evaluations.
- Continue staff development concerning state accountability requirements.
- Increase staff development concerning strategies to effectively accelerate the learning of all at risk students including English language learners (ELL), special education students, and economically disadvantaged students.

G. Post-Secondary

Post-Secondary Strengths

More students are taking dual credit courses and all students are encouraged to participate in distinguished graduation programs. KHS continues to offer open enrollment for all honors and AP courses. In addition, KHS continues to pay tuition for dual enrollment, vocational and college courses.

Post-Secondary Needs

- Increase the number of students taking SAT/ACT and earning satisfactory scores.
- Prepare all students entering high school to graduate with a distinguished diploma with an endorsement.
- Continue to provide college/vocational information and informed curriculum choices to grades 9-12 students and parents including financial information to encourage post-secondary education.
- Continue to expand the number of students taking technical classes at Hill College and SWAU.
- Continue Odyssey for credit recovery and accelerated high school graduation.
- Explore methods to help with transportation needs for postsecondary experiences.

H. Retention

KHS continues to offer summer school and Odysseyware during the school year to help students regain lost credits. In addition, tutoring is available in the morning, afternoon and during lunch daily plus mandatory tutoring during lunch as needed.

I. State Accountability

2019 Accountability Summary – Data was not available for 19-20 or 20-21 school year due to Covid

TEA Campus Accountability Rating: B

Overall	84	Met Standard
Student Achievement	87	Met Standard
School Progress	88	Met Standard
Closing the Gaps	74	Met Standard

Distinction Designation

Mathematics
Science
Postsecondary Readiness

Campus Demographics

Campus Size	330
Economic Disadvantaged	68.5%
English Language Learners	15.2%
SPED	8.8%

Dropout Rate 1.8%

Keene High School
2021-2022 Improvement Plan Needs Assessment
Data Sources

Student Performance Analysis:

- Accountability Reports
- EOC and TELPAS Data
- PEIMS Reports
- PBMAS Report
- Program Data (Special Ed., LEP, GT, At Risk)
- Retest Data
- Longitudinal/Cohort Data
- STAAR Data
- Local Benchmarks/Assessments

Attendance Rate

- Attendance Records
- State Accountability Reports

Completion Rate/Dropout Rate/Retention Rate

- State Accountability Reports
- PEIMS Reports
- PBMAS Report

Program Effectiveness

- PBMAS Report
- Percent of AP/Dual Enrollment Classes
- Scores on AP/Dual Enrollment Exams
- TSI/SAT/ACT Scores
- Program Evaluations
- Tutorial/Remediation Data
- Communications to Parents
- Teacher Conference Records
- Tutorial Logs
- Master Schedules
- Special Ed Referrals
- LEP Referrals
- SBDM Minutes

Discipline/Classroom Management

- Discipline Referrals
- PEIMS 425 Record
- Counselor Records

Staff Development Needs

- T-TESS Teacher Self Reports
- District Staff Development Records
- Teacher Needs Survey

Surveys

- Professional Needs Staff Survey
- Student Course Surveys

Additional Areas

- Staff Retention & Turnover Data
- Safety & Fire Inspection Reports
- Personnel Records

Equitable Access and Participation

Special Populations/Programs

In the campus improvement plan, the number notations under “Pops” will refer to the following populations/programs:

- 1 - Title I Program
- 2 - English Language Learners (ELL)
- 3 - Migrant – Emergency Immigrants
- 4 - Special Education
- 5 - Gifted and Talented (Advanced Academic Services)
- 6 - At-risk (*SCE)
- 7 - Pregnancy or Parenting Support
- 8 - Low Socio-economic Status
- 9 - Culturally Diverse
- 10 - All populations

Needs Assessment

In the campus improvement plan, the number notations under “NA” will refer to the following programs:

- A- Test Results
- B- Attendance
- C- Completion/Drop Out Rate
- D- Curriculum
- E- Technology
- F- Safe and Healthy Environment
- G- Parent/Community Involvement
- H- Staff Development
- I- Character Education
- J- Post-Secondary

GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.

NEEDS ASSESSMENT – A, B, C, D, E, G, H, I, J

Objective 1 100% of all students and student groups at KHS will pass the 2022 EOC Algebra I test.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Additional student support will be addressed through: a. Extended day activities b. Before/After school tutorials c. Lunch Study Period d. AIP Tutorials	Local SCE	Principal, Math Department	Aug 04 – June 02	Sign-in sheets Class Roster
2. Vertical teaming within math department will occur across grade levels.	Local	Principal, Math Dept. Chair	Aug. 2021 – June 2022	Agenda, sign-in sheets
3. Continue EOC activities. a. Model released EOC test questions b. Benchmark tests c. Critical thinking activities	Local	Math Dept. Chair Math Teachers	Fall semester exam, Spring benchmark before test	Lesson Plans Benchmark Results
4. Utilize DMAC software in order to disaggregate math EOC data and identify students' needs.	SCE	Principal, Math Dept Chair	After each benchmark	DMAC Reports
5. Use programs such as ALEKS, Get More Math, and TSI study guide computer programs to enhance math instruction.	SCE IMAT	Principal, Math Dept Chair, Math Teachers	Weekly	Lesson Plans Benchmark and EOC Scores

GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.

Objective 2 100% of all students and student groups at KHS will pass the 2022 English I & II EOC tests.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Continue to align ELA benchmark test. Use released EOC's and DMAC for a bank of benchmark questions.	SCE Local	Principal, ELA Dept. Chair	February	EOC assessments will be monitored by the principal and department head
2. Additional student support will be addressed through: a. IXL b. Summer School – Credit Retrieval d. Provide remediation for students not meeting minimum on EOC tests during school year and summer. e. Provide EOC preparation during the extended lunch period for students identified as being at risk	SCE Local	Principal, ELA Dept. Chair, English Department	Each Semester June	Attendance Sign-in sheets
3. Vertical teaming within ELA department will occur both within grade levels and across grade levels.	Local	Principal, ELA Dept. Chair	Each semester	Agenda and Sign in Sheet
4. Utilize DMAC data software in order to disaggregate ELA EOC data and identify students' needs.	SCE	Principal, ELA Dept. Chair, English Department	After spring benchmark	DMAC Reports
5. Provide opportunities for students to integrate technology in the classroom by utilizing the Google Classroom LMS to prepare students for post-secondary opportunities.	Local SCE	Principal, ELA Dept. Chair, English Department	Weekly	Samples of student work
6. Continue to build the library with books and resources to help support English department and the EOC goals.	SCE Local	Library staff	Weekly	New books and reading material in the library.

GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.

Objective 3 100% of all students and student groups at KHS will pass the 2022 EOC Biology test.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Align science TEKS/EOC objectives through curriculum planning.	Local	Principal, Science Dept	Aug 04 – June 02	EOC Results
2. Additional student support will be addressed through: a. Before or After school tutorials b. AIP Tutorial c. Summer School d. EOC Study Materials	Local SCE	Principal, Science Dept	Aug. 04 – June 2022	Sign-in sheets Lesson Plans Attendance Sheets
3. Vertical teaming within science department will occur across grade levels.	Local	Principal, Science Dept. Chair	Aug 04 – June 02	Shared Department document
4. Continue instructional focus activities a. Model released EOC test questions b. Critical thinking activities c. Writing and reading in the content area d. Develop and implement test taking strategies designed specifically for science EOC	Local	Principal, Science Dept	Each semester	Sign-in sheets Lesson Plans Benchmark/TAKS/EOC results
5. Utilize and maintain science lab which includes updating chemicals.	Local CTE SCE	Principal, Science Dept. Chair, Science Teachers	Aug. 2021 – June 2022	Lesson plans showing lab use
6. Utilize DMAC software to disaggregate science EOC data in order to identify students' needs.	SCE	Principal, Science Dept. Chair, Science Dept.	After each benchmark	DMAC Reports

7. Provide opportunities for science based field trips that are TEKS aligned.	Local SCE CTE	Principal, Science Dept.	Each semester	School calendar of events
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GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.

Objective 4 100% of all students and student groups at KHS will pass the 2022 U.S. History EOC test.

1. Student support will be addressed through: a. Tutorials b. EOC Study Materials c. Summer school d. AIP Tutorials	Local SCE	Principal, Social Studies Department	Weekly Summer School	Sign-in sheets Attendance Benchmark Scores EOC Scores
2. Vertical teaming within the social studies department will occur both within grade levels and across grade levels.	Local	Principal, SS Dept. Chair, SS Teachers	Each semester	Sign-in sheets Agenda
3. Implement EOC instructional strategies. a. Model release EOC test questions b. Critical thinking activities c. Writing in content area d. Analyzing and interpreting texts, maps, and charts e. Build EOC social studies vocabulary throughout daily lessons	Local SCE	Principal Department Chair, SS Teachers	Aug 04 – June 02	Lesson Plans Benchmark Results EOC Scores Samples of Accommodations Nystrom Atlas of World History Jarrett books: MASTERING THE TEKS IN UNITED STATES HISTORY SINCE 1877
4. Utilize DMAC or other software to disaggregate Social Studies EOC data in order to identify students' needs.	SCE	Principal, SS Dept. Chair	After each benchmark	DMAC Reports

GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.

Objective 5 KHS will increase the existing attendance rate from 93.63% to 95%

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Follow district wide attendance referral procedure that ensures enforcement of state-mandated attendance laws.	Local	Principal, Assistant Principal	Aug 04 – June 02	Improved attendance rate
2. Periodically provide incentives for students with perfect attendance as well as the annual student awards program.	Local Principal Activity Fund	Principal, Assistant Principal	Each Semester	Improved attendance rate
3. Utilize Parent Portal and School Messenger in order to contact parents/guardians of students' absences.	Local	Principal, Assistant Principal	Weekly	Improved attendance rate
4. Attendance Officer will continue to develop, improve and implement attendance procedures which are fair and consistent among students. a. Mail home letters when a student is in jeopardy of violating the 90% attendance rule. b. Hold parent, family member, teacher, ARD, 504 or other committees relevant in order to provide assistance to students with attendance issues. c. Conduct home visits when all other attempts to contact the parent/guardian and student have failed.	Local	Principal, Assistant Principal, Police Chief	Weekly	Improved attendance rate
5. Faculty and staff will collaborate with students as mentors in order to establish positive relationships.	Local	Principal, Assistant Principal, Staff of KHS	Weekly	Improved attendance rate

GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.

Objective 6 KHS will use feedback from community members, parents, and staff to create plans for meeting state standards.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. The Title I, Part A, schoolwide program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.	Title 1 Local	Principal, SBDM	Aug 04 – June 02	CIP Document
2. The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local education agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.	Title 1 Local	Principal, SBDM	Dec. 2021 Ongoing	CIP Document Sign in Sheet
3. The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards	Title 1 Local	Principal, SBDM	Aug. 2021 – June 2022	CIP Document Sign in Sheet

4. The Title I, Part A Schoolwide plan is available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	Title 1 Local	Principal, SBDM	Aug. 2021 – June 2022	CIP Document Posted on Website
5. Schoolwide Reform Strategies that will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.	Title 1 Local	Principal, Assistant Principal, SBDM, Campus Teachers	Aug. 2021 – June 2022	CIP Document Mandatory Tutorials Benchmarks
6. Schoolwide Reform Strategies that will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners to meet the challenging State academic standards.	Title 1 Local	Principal, Assistant Principal, SBDM, Campus Teachers	Aug. 2021 – June 2022	CIP Document Mandatory Tutorials Benchmarks
7. Schoolwide Reform Strategies that will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.	Title 1 Local	Principal, SBDM	Aug. 2021 – June 2022	Mandatory Tutorials Master Schedule

GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.

Objective 7 KHS will increase the percentage of students and student groups that are taking advanced classes and tests, such as Advanced Placement (AP), Dual Credit, SAT, ACT, and TSI to meet or exceed the state level of performance for college readiness.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Communicate with parents and students about the importance of students taking advanced courses through the high school course catalog and parent registration meetings.	Local	Principal, Counselor	April 2022	Class attendance
2. Implement additional honors, AP and concurrent (dual) credit courses.	Regular Programs Allotment CTE Local	Principal	Each Semester	Master Schedule
3. Pay students' tuition and textbook costs for Hill College dual credit courses.	Regular Programs Allotment CTE Local	Principal	Each Semester	Class attendance
4. Provide PSAT testing for all 10 th & 11 th graders at district cost. <ul style="list-style-type: none"> Add on campus SAT Testing days 	Local	Principal, Counselor	October	Test Rosters
5. Inform students about the importance of taking college entrance tests, and encourage students to register and take the tests.	Local	Principal, Senior Counselor, Counselor	Each Semester	Increased participation
6. Campus will track CCMR data and make sure all students are prepared for post-secondary opportunities	Local	Principal, Senior Counselor, Counselor	Each Semester	Increased % of graduates w/ CCMR checked

GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.

Objective 8 100% of special program students (students with disabilities, “at risk”, GT and limited English proficiency, etc.) will pass the Math, ELA, Science and Social Studies portion of the 2022 EOC Tests.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Monitor all students in special programs.	Local	Principal, Coordinators for each special program	Each nine weeks	Report Cards, EOC Results
2. Expand advanced course offerings for GT students.	Regular Programs Allotment Local	Principal	Yearly	Class Attendance
3. Continue to screen and provide modifications for students with dyslexia and 504.	Local SCE	Principal, Counselor, Teachers	Each Semester	Referral papers 504 Accommodation sheets
4. Provide support for all students in special programs. Special Programs Include: a. 504/Dyslexia b. Special Education c. Advanced Placement/Honors d. CTE e. ESL/Bilingual f. Summer School/Credit Retrieval g. Dual Credit/Concurrent Credit h. Odyssey for Acceleration i. Credit by Exams for Acceleration and credit recovery j. Gifted and Talented	Local SCE CTE ESL State Funds	Principal, Coordinators for each special program, Teachers	Each nine weeks	Referral papers Student Folders Class Attendance TELPAS Scores Pre/Post Test College Transcripts CBE Results
5. Provide professional development opportunities for ESL/GT/SPED/AP/Dyslexia strategies and techniques for all teachers.	Local SCE	Principal, Curriculum Dept.	Aug. 2021 – June 2022	Agendas; sign-in sheets
6. Provide parent/student input on special programs through surveys.	Local	Principal	Spring 2022	Parent surveys
7. Provide training for ESL. (TELPAS, LPAC & SIOP)	SCE Local	Principal, Campus Testing Coordinator, ESL Coordinator	Aug. 2021 – June 2022	Agendas; sign-in sheets

GOAL 2 Keene ISD will provide effective, timely assistance to help students be successful starting at early childhood and continuing through post-secondary education and/or entering into the workforce.

NEEDS ASSESSMENT – A, C, D, E, G, I, J

Objective 1 - KHS will reduce the student and student group dropout rate based on current AEIS data. KHS will have a 95% or higher completion rate of students and student groups for those students who entered ninth grade at KHS.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Implement and expand more opportunities for academic success, and address high school completion rate by: a. Research successful programs in other school districts b. Remedial or flexible day programs. c. Summer school d. AIP Tutorials e. OdysseyWare	SCE Local	Principal	Aug. 2021 – June 2022	Sign in sheets Student records
2. Credit Retrieval lab will provide students an opportunity to regain course credits.	SCE Local	Principal, Credit Retrieval Teacher	Aug. 2021 – June 2022	Student Log
3. Utilize Student Council to influence positive change in Campus morale. (Principal Advisory Committee)	Local Principal Activity Fund	Principal	Each semester	Agendas, sign -in sheets
4. Provide opportunities for students to participate in UIL, AP, other local learning opportunities and competitions.	Local Principal Activity Fund	Principal,	Each semester	Competitive success
5. Promote utilization of on-staff licensed counselor		principal	Aug. 2021 – June 2022	Student usage data

GOAL 2 Keene ISD will provide effective, timely assistance to help students be successful starting at early childhood and continuing through post-secondary education and/or entering into the workforce.

Objective 2 KHS will meet or exceed the state percentage of students or student groups graduating with a Distinguished Achievement Plan with an endorsement.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Provide information to parents, family members and students regarding endorsements via announcements, course catalog, parent meetings, and postings on the campus website.	Local	Counselor	Yearly	Agendas; sign in sheets Website
2. Encourage and recruit enrollment in advanced (recommended and distinguished) graduation programs.	Local	Principal, Counselor	Each semester	Class Roll Student Transcripts
3. Provide information through our high school website, parent meetings, and announcements regarding college/university policies on graduation plans.	Local	Counselor	Each semester	Website, Sign in Agendas – (8 th Grade)
4. Compile a list of alternate measures to ensure that students are aware of possibilities for the distinguished graduation plan.	Local	Principal	Aug 2021 April 2022	Student Handbook

GOAL 2 Keene ISD will provide effective, timely assistance to help students be successful starting at early childhood and continuing through post-secondary education and/or entering into the workforce.

Objective 3 KHS will provide all students with opportunities to participate in an academically rigorous curriculum that enables them to achieve their potential and participate fully in CTE opportunities.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. CTE teachers will provide opportunities for all students to understand employer expectations and citizenship skills.	CTE	Principal, CTE Teachers, CTE Coordinator	Aug. 04 – June 02	Lesson Plans
2. Provide a dynamic curriculum that is engaging, rigorous, relevant and emphasizes current and emerging technologies.	CTE	Principal, CTE Teachers, CTE Coordinator	Aug. 04 – June 02	Lesson Plans
3. Provide CTE student organizations.	CTE	Principal, CTE Teachers, CTE Coordinator	Aug. 04 – June 02	Club Roster
4. Conduct student surveys for student input on class offerings.	CTE	Principal, CTE Teachers, CTE Coordinator	Yearly	Surveys
5. Increase the number of students receiving certifications/additional content areas to receive certifications. (ServSafe, Welding, Auto Mechanics & Cosmetology, Microsoft Office)	CTE	Principal, CTE Teachers, CTE Coordinator, Hill College	Yearly	Completed certifications
6. Continue to evaluate and update Consumer Science facilities.	CTE	Principal, CTE Teacher	As Needed	New equipment
7. Communicate with all stakeholders the non-discrimination requirements to participate in all CTE courses.	CTE	Principal, CTE Coordinator	August	Cleburne Times Review Announcement, Website
8. Provide PD for Certification Training (ServSafe, Office Suite, etc)	CTE	Principal, CTE Coordinator	As Needed	Certification

GOAL 3 The district will provide opportunities for teachers to grow professionally so that 100% of the teaching staff will remain highly effective in academic core subject area classes.

NEEDS ASSESSMENT – A, C, D, E, G, H

Objective 1 All KHS teachers and paraprofessionals will meet the state’s standards of highly effective.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Assist teachers in maintaining or attaining certification through alternative programs, coursework, professional development and TExES testing in order to assure all staff is highly effective.	Title I	Principal	Each Semester	Teacher Certification
2. Implement an effective teacher mentoring system in order to retain highly effective teachers.	Local	Principal, New Teacher Mentor	Yearly	Agenda; Sign in sheets
3. Administrators will provide new teacher in-service.	Local	Principal, Curriculum Dept.	Yearly	Agenda; Sign in sheets
6. 4. Pay retention bonuses to returning staff each fall	ESSR	District	Annually	Retention Data
5. Principal will hire certified teachers and highly effective paraprofessionals.	Local	Principal	Yearly	Teacher certifications
6. Notify parents of teachers who lack certification to meet highly effective requirements with the exception of teachers who qualify under district of innovation.	Local	Principal	As required	Letter to parent

GOAL 3 The district will provide opportunities for teachers to grow professionally so that 100% of the teaching staff will remain highly effective in academic core subject area classes.

Objective 2 KHS will provide meaningful and quality professional growth opportunities for all staff.

1. In order to educate all students by highly effective teachers and paraprofessional, staff will: a. Provide planned content-based, professional development for STAAR/EOC Math, ELA, Science, and Social Studies curriculum. b. Implement classroom management strategies and activities in order to address students with discipline problems. c. Follow district referral process (special programs, etc.) for students and train new staff members on the process. d. Participate in training utilized to meet the needs of students with disabilities. e. Attend campus staff development on ESSA, overrepresentation on ethnic groups receiving special education services LEP students' referrals, and conflict resolution.	CTE Local Title I SCE	Principal, Assistant Principal, KHS Staff	Yearly	Agendas, sign -in sheets Teachers posted classroom procedures Referral papers
2. Department aligned conference periods and teacher work days will provide time for teachers to collaborate and grow professionally.	Local	Principal	Each six weeks	Agendas, sign- in sheets

GOAL 5 Keene ISD is committed to promoting engagement between educators, parents, family members and community to promote academic success.

NEEDS ASSESSMENT – G, J

Objective 1 100% of KHS stakeholders will be provided various options for meaningful engagement.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Provide ongoing support to parent and family engagement activities such as college night, FAFSA night, and academic showcases.	Local	Principal, High School Staff	Aug. 04 – June 02	Agendas, sign -in sheets
2. Provide clear communication to parents and family members by the following: a. Student Handbook b. Code of Conduct c. Campus website d. SBDM Committee e. Progress Reports f. Report Cards g. Parent Portal Grade book h. Open House i. Fish Camp j. FAFSA Parent Night k. Parent/Teacher Conferences l. E-Mail m. District Marquee n. Local newspaper o. Flyers p. Teacher websites q. School Messenger r. Social Media	Local	Principal, High School Staff, SBDM	Aug. 04 – June 02	Agendas, sign- in sheets Website Participation Log
3. Provide information regarding higher education admissions and financial aid opportunities.	Regular Programs Allotment Local	Principal, Counselor, Senior Counselor	Each semester	Agendas, sign- in sheets Website
4. Participation in college day activities with nearby school districts and colleges.	Local	Principal, Counselor	Aug. 2021 – June 2022	Agendas Student absence request
5. Provide 2 excused absences for juniors and seniors to visit a university or college of their choice.	Local	Principal, Assistant Principal	Yearly	Student absence request

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
6. Each Title I, Part A campus convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.	Title Local	Federal Programs Director	October 2021	Open House / Hot Dog Supper
7. Each school served shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parent and the school.	Title Local	Federal Programs Director	Aug. 2021 – June 2022	Student Handbook
8. The LEA has School-Parent compacts at each Title I, Part A campus that outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.	Title Local	Federal Programs Director	Yearly	Student Handbook
9. The LEA shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.	Title Local	Superintendent, Curriculum Department, Federal Programs Director	Aug. 2021 – June 2022	Sing in Sheets, Agendas

10. Each Title I, Part A campus provides to parents information that shows how the school's student's achievement on the State's academic assessments compared to students served by the local educational agency and the State.	Title Local	Principal, Counselor	Yearly	Website, School Board Meeting, Student Report provided by the state
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GOAL 6 The District will maintain a safe, disciplined environment conducive to student learning.

NEEDS ASSESSMENT – F, G, I

Objective 1 KSH faculty and staff will ensure and improve campus safety by reducing the number of criminal and noncriminal incidents by 10% for the 2021-2022 school year as well as investigate and establish programs to reduce discipline incidents.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Provide a Crisis Management Plan with the following procedures to inform faculty and staff on emergency drills, consisting of the following: a. Tornado, fire and Active Threat lockdown procedures b. Evacuation c. Crisis Management d. CPR/AED/First Aid/Blood Pathogen Training e. Yearly Safety Audit	Local School Safety Allotment	Principal, School Nurse, Campus Safety Team, Police Chief	Yearly	Agendas, sign- in sheets Crisis Management Plan Safety Audit Report
2. Perform practice drills and make modifications based on student and staff safety.	Local School Safety Allotment	Principal, Assistant Principal, Chief of Police	Monthly	Calendar, Drill Logs
3. Faculty, Staff and district Police will supervise students before, during and after school.	Local School Safety Allotment	Principal, KHS Staff, Police Chief	Daily	Staff Expectations T-TESS
4. SBDM will review campus safety procedures.	Local School Safety Allotment	Principal, Assistant Principal, SBDM	Yearly	Agendas, sign- in sheets
5. Campus evacuation routes and emergency procedures are posted in each classroom, exits and office areas.	Local School Safety Allotment	Principal, Assistant Principal, Safety Team	Yearly	Posted signs
6. Staff will report facility needs by submitting timely work orders.	Local School Safety Allotment	Principal, Assistant Principal, KHS Staff	As needed	Completed task
7. Continue to use visitor ID check with Raptor System.	Local School Safety Allotment	Principal, Secretary	Daily	Visitor Log
8. Summary reports and student disciplinary incidents will be reviewed by administrators.	Local School Safety Allotment	Principal, Assistant Principal	Each six weeks	TxEIS discipline reports
9. Utilize video surveillance system	Local School Safety Allotment	Principal, Assistant Principal, Police Chief	Daily as needed	Reduction in incidents
10. Counseling, community and support services will be provided to	Local School Safety	Principal Counselor	Daily	Pamphlets Website

students	Allotment			Announcements, Counselor Visitor Log
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11. Continue to implement drug free activities during Red Ribbon Week	Local School Safety Allotment	Principal, Counselor, Student Council	October 2021	Calendar
12. Continue student trainings to address peer pressure, drug free lifestyles, abstinence, Bullying and character development such as Aim for Success.	Local School Safety Allotment	Principal, Assistant Principal, Counselor,	Yearly	Agenda Survey results from program
13. Continue to monitor facilities and furniture for needed replacements	Local School Safety Allotment	Principal, KHS Staff	Daily as needed	Work Orders Purchase Orders of replacement equipment
14. Utilize megaphone for portable public communication	Local School Safety Allotment	Principal	As needed	Crisis Management Plan
15. Utilize installed safety buttons and intercom systems for communicating during crises.	School Safety Allotment	Principal	As needed	Crisis Management Plan

Objective 2 KHS faculty will make sure the campus is safe health-wise by putting in place protocols to address Covid-19 and other viral / bacterial risks.

1. Implement screening checkpoints	Local School Safety Allotment	Principal, KHS Staff	As needed	Agendas, sign- in sheets Crisis Management Plan
2. Install hand sanitation stations	Local School Safety Allotment	Principal, maintenance department	Yearly	Work Orders Purchase Orders of replacement equipment
3. Disinfect surfaces after every class period	Local School Safety Allotment	KHS Staff	Daily	Reduction in incidents
4. Hire additional cleaning staff	Local School Safety Allotment	Central office Principal	Yearly	Crisis Management Plan
5. Electrostatic Sprayer	Local School Safety Allotment	Principal KHS Staff	Daily as needed	Crisis Management Plan
6. Institute Return to School Protocol for Positive Covid Cases	Local School Safety Allotment	Central Office Principal	Yearly	Crisis Management Plan

KEENE INDEPENDENT SCHOOL DISTRICT



STATE COMPENSATORY EDUCATION: AN ADDENDUM TO THE DISTRICT AND CAMPUS IMPROVEMENT PLANS SCHOOL YEAR 2019-2020

KEENE ISD

COUNTY-DISTRICT NO: 126-906

TITLE I SCHOOLWIDE PROGRAM: KEENE ELEMENTARY, KEENE
JUNIOR HIGH, KEENE HIGH SCHOOL

SINGLE ATTENDANCE

DISTRICT GRADES: PK -

12

KEENE ISD

2019-2020 TEA SCE ALLOTMENT (Summary of Finances Preliminary Legislative Planning Estimate as of 5/7/2020): \$1,261,799.00

2019-2020 DISTRICT ENROLLMENT (2019-2020 PEIMS Student Program and Special Populations Reports): 1,100

2019-2020 ECONOMICALLY DISADVANTAGED STUDENTS (2019-2020 PEIMS Student Program and Special Populations Reports): 828

2019-2020 STUDENTS AT-RISK (2019-2020 PEIMS Student Program and Special Populations Reports): 476

2019-2020 AT-RISK CRITERIA IDENTIFIED AMONG ENROLLED STUDENTS (based on data

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ORGANIZATION OF THE STATE COMPENSATORY EDUCATION REPORT

This report fulfills Texas State Compensatory Education requirements that an LEA analyze student academic performance, implement programs to meet the needs of students at-risk of failing the state's challenging academic standards or of dropping out of school, and evaluate the effectiveness of those programs.

The three components of the report are:

1. Evaluation of prior-year State Compensatory Education programs;
2. Needs assessment through the analysis of the criteria by which at-risk students are identified, and the performance of those students, compared to all other students, on the STAAR and STAAR End-of-Course exams; and
3. Program implementation, as documented by the current-year State Compensatory Education programs and budget.

EVALUATION OF KEENE ISD 2018-2019 STATE COMPENSATORY EDUCATION PROGRAMS

Texas Education Code, Section 29.081 (b-3) directs LEAs to evaluate the effectiveness of accelerated instruction programs annually. Section 11.252 of the education code mandates the LEA to:

- Set measureable LEA performance objectives for all appropriate achievement indicators for all student populations, including students served by special programs;
- Include instructional methods for addressing the needs of student groups not achieving their full potential;
- Address dropout reduction; and
- Provide professional development.

COMPARISON OF THE PERCENT OF STUDENTS AT-RISK (GRADES 3-8) STAAR
APPROACHING GRADE LEVEL: 2018 AND 2019

A comparison of the percent of students at-risk Approaching Grade-Level Standard on STAAR and STAAR EOC is one measure that can be used to evaluate programs for students needing accelerated instruction or interventions.

Assessment	2019	2018	% Change
3 rd Grade Reading	52%	38%	37%
3 rd Grade Math	62%	48%	29%
4 th Grade Reading	46%	44%	5%
4 th Grade Math	31%	56%	-44%
5 th Grade Reading	54%	60%	-10%
5 th Grade Math	69%	80%	-13%
6 th Grade Reading	53%	38%	39%
6 th Grade Math	73%	66%	11%
7 th Grade Reading	49%	56%	-12%
7 th Grade Math	61%	69%	-12%
8 th Grade Reading	47%	61%	-23%
8 th Grade Math	76%	78%	-2%

COMPARISON OF THE PERCENT OF STUDENTS AT-RISK APPROACHING STAAR
EOC GRADE LEVEL: 2018 AND 2019

Assessment	2019	2018	% Change
English 1	54%	31%	74%
Algebra I	60%	51%	18%
Biology I	80%	66%	21%
US History	92%	71%	30%

The needs assessment section of this report focuses on the number of students at-risk and the performance of students at-risk and not-at-risk on the STAAR and STAAR End-of-Course assessments.

Texas Education Code Section 11.252 (a)(1) requires LEAs to conduct a Comprehensive Needs Assessment focused on district student performance on achievement indicators and other appropriate measures of performance, disaggregated by all student groups served by the LEA, including populations served by special programs, such as State Compensatory Education.

KEENE ISD STUDENTS AND AT-RISK BY CAMPUS: 2019-2020

Campus	Total Enrollment	Number At-Risk	% of Campus Enrollment	Number of Incidences of At-Risk
Elementary	503	228	45%	236
Junior High	261	125	48%	190
High School	326	113	35%	204
Alternative Campus	10	10	100%	16

There may be a higher number of incidences of at-risk criteria on a campus or in a district than there are at-risk students. This is due to the fact that a single student may have been identified with more than one at-risk criteria. For example, a student may fail STAAR and be identified as being limited English-proficient.

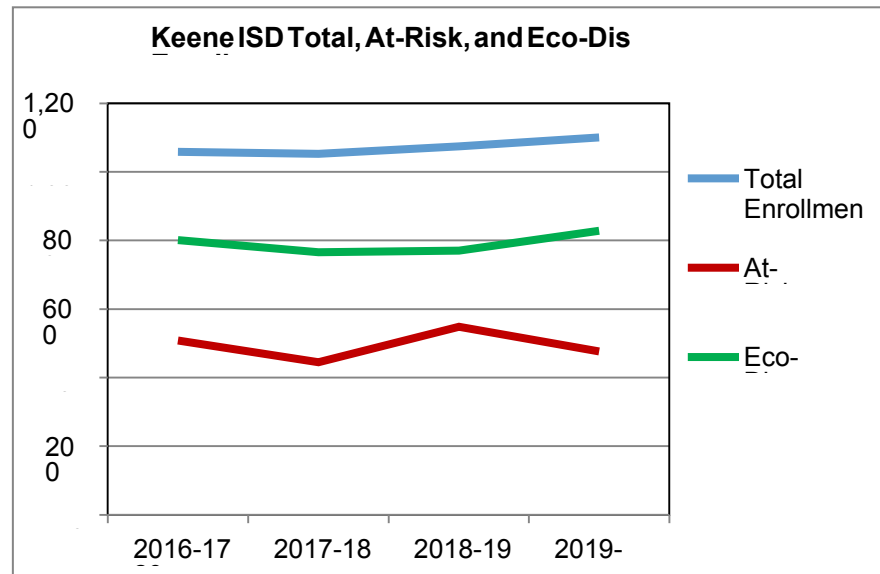
KEENE ISD STUDENTS AND AT-RISK CRITERIA IDENTIFICATIONS: 2019-2020

Grade	# of Students	Not Promoted		Below 70 Avg		Failed STAAR		Failed Readiness (PK-3)		Pregnant/ Parenting		AEP	
		#	%	#	%	#	%	#	%	#	%	#	%
PK	28	0	0%					29	104%	0	0%	0	0%
K	77	0	0%					43	56%	0	0%	0	0%
1	72	1	1%					15	21%	0	0%	0	0%
2	69	0	0%					33	48%	0	0%	0	0%
3	87	1	1%			0	0%	0	0%	0	0%	0	0%
4	81	3	4%			0	0%			0	0%	0	0%
5	84	1	1%			0	0%			0	0%	0	0%
6	88	6	7%			30	34%			0	0%	1	1%
7	92	5	5%	1	1%	23	25%			0	0%	2	2%
8	81	7	9%	9	11%	36	44%			0	0%	3	4%
9	93	11	12%	26	28%	21	23%			0	0%	3	3%
10	92	10	11%	14	15%	14	15%			1	1%	2	2%
11	77	10	13%	15	19%	18	23%			1	1%	0	0%
12	79	8	10%	12	15%	6	8%			0	0%	3	4%
Total	1,100	63	6%	77	7%	148	13%	120	0	2	0	14	1%
Incidences of Risk	672												

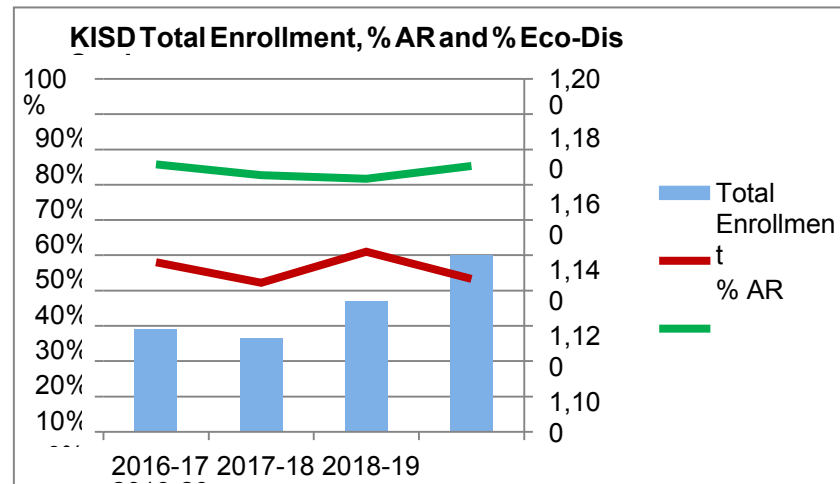
Grade	# of Students	Parole		Dropped Out		LEP		Care of CPS		Homeless		Residential Facility	
		#	%	#	%	#	%	#	%	#	%	#	%
PK	28	0	0%	0	0%	8	29%	0	0%	1	4%	0	0%
K	77	0	0%	0	0%	9	12%	0	0%	0	0%	0	0%
1	72	0	0%	0	0%	12	17%	0	0%	1	1%	0	0%
2	69	0	0%	0	0%	13	19%	1	1%	0	0%	0	0%
3	87	0	0%	0	0%	22	25%	0	0%	2	2%	1	1%
4	81	0	0%	0	0%	19	23%	1	1%	0	0%	1	1%
5	84	0	0%	0	0%	19	23%	0	0%	0	0%	0	0%
6	88	0	0%	0	0%	16	18%	1	1%	0	0%	0	0%
7	92	0	0%	0	0%	31	34%	0	0%	0	0%	0	0%
8	81	0	0%	0	0%	20	25%	1	1%	0	0%	1	1%
9	93	1	1%	1	1%	17	18%	0	0%	0	0%	6	6%
10	92	0	0%	0	0%	15	16%	1	1%	1	1%	2	2%
11	77	0	0%	2	3%	16	21%	0	0%	0	0%	0	0%
12	79	0	0%	0	0%	6	8%	0	0%	0	0%	0	0%
Total	1,100	1	0%	3	0	223	20%	5	0%	5	0%	11	1%
Incidences of Risk		672											

NUMBER AND PERCENT CHANGE: KEENE ISD AT-RISK, DISADVANTAGED, AND TOTAL

Keene ISD	Total Enrollment	At-Risk	% AR	Eco-Dis	% Eco-Dis	Title I	% Title I
2016-17	1,058	508	48%	801	76%	1,058	100%
2017-18	1,053	444	42%	765	73%	1,053	100%
2018-19	1,074	548	51%	770	72%	1,074	100%
2019-20	1,100	476	43%	828	75%	1,100	100%



Keene ISD	Total Enrollment	% AR	% Eco-Dis
2016-17	1,058	48%	76%
2017-18	1,053	42%	73%
2018-19	1,074	51%	72%
2019-20	1,100	43%	75%



KEENE ISD 2018 AND 2019 STAAR AND STAAR EOC RESULTS

State Compensatory Education Program										
At-Risk Students Academic Comparison Grades 3-8 State Assessment										
Results										
Keene ISD										
STAAR	Math % Approaches Standard		Reading/ELA % Approaches Standard		Writing % Approaches Standard		Science % Approaches Standard		Social Studies % Approaches Standard	
Third Grade	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Students At-Risk	48	62	38	52						
Students Not At-Risk	56	90	61	87						
Fourth Grade	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Students At-Risk	56	31	44	46	53	36				
Students Not At-Risk	85	42	72	75	63	58				
Fifth Grade	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Students At-Risk	80	69	60	54			68	61		
Students Not At-Risk	90	91	86	95			88	93		
Sixth Grade	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Students At-Risk	66	73	38	53						
Students Not At-Risk	80	96	72	94						
Seventh Grade	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Students At-Risk	69	61	56	49	41	35				
Students Not At-Risk	97	97	95	89	90	89				
Eighth Grade	2018	2019	2018	2019	2018	2019	2018	2019	2018	2019
Students At-Risk	78	76	61	47			63	61	80	64
Students Not At-Risk	98	95	94	96			88	93	98	96

State Compensatory Education Program

At-Risk Students Academic Comparison – End of Course Assessments

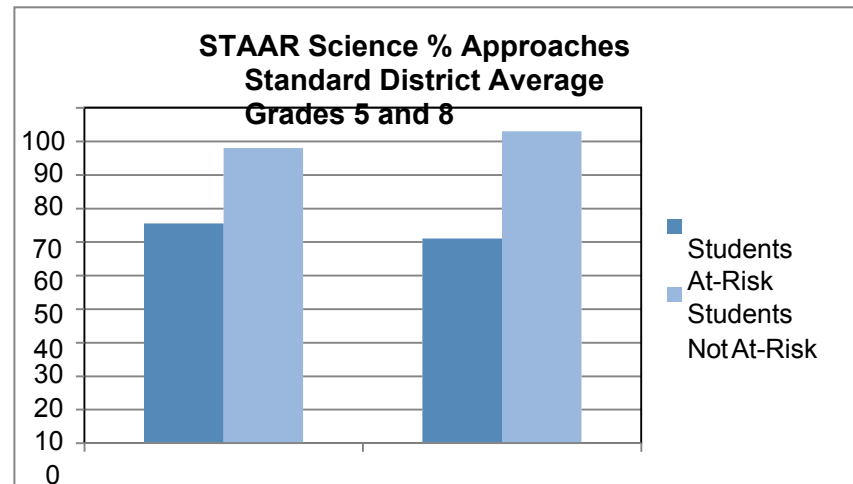
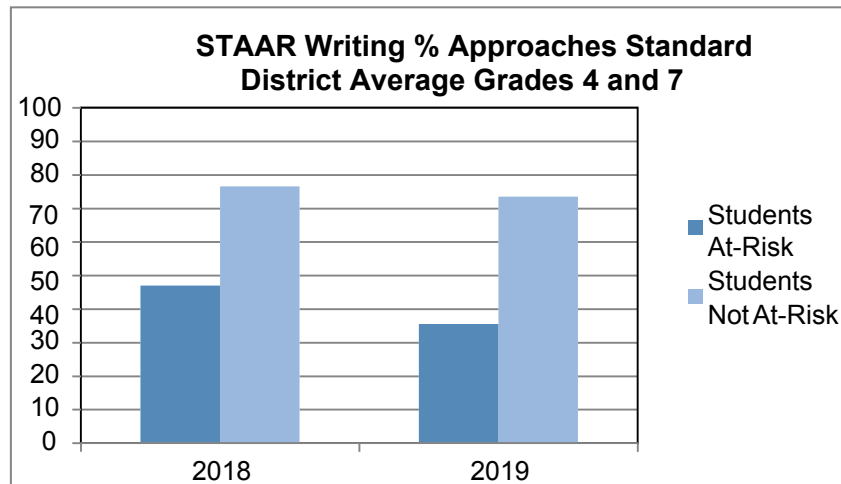
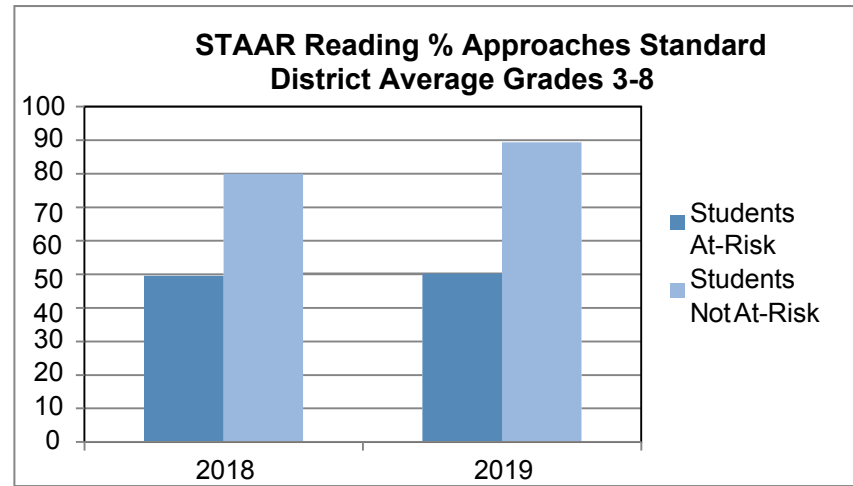
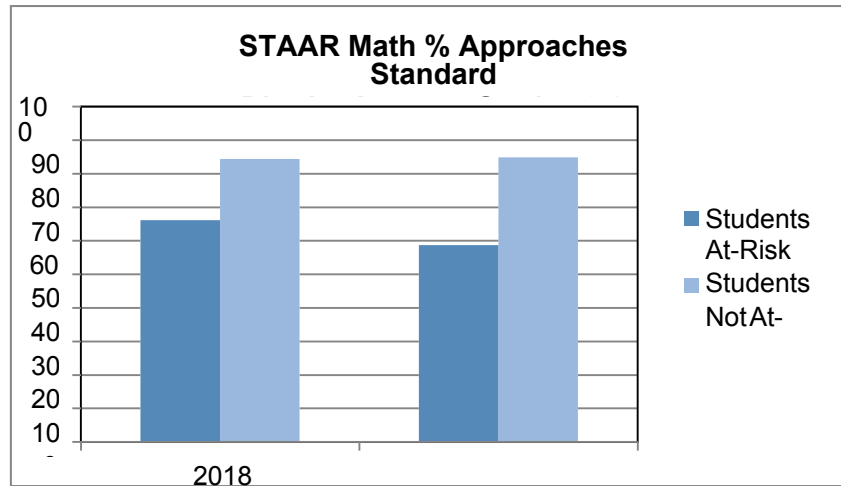
End of Course Math (9-12)	Algebra I % Approaches Standard	
	Algebra I 2018	Algebra I 2019
Students At-Risk	51	60
Students Not At-Risk	88	88

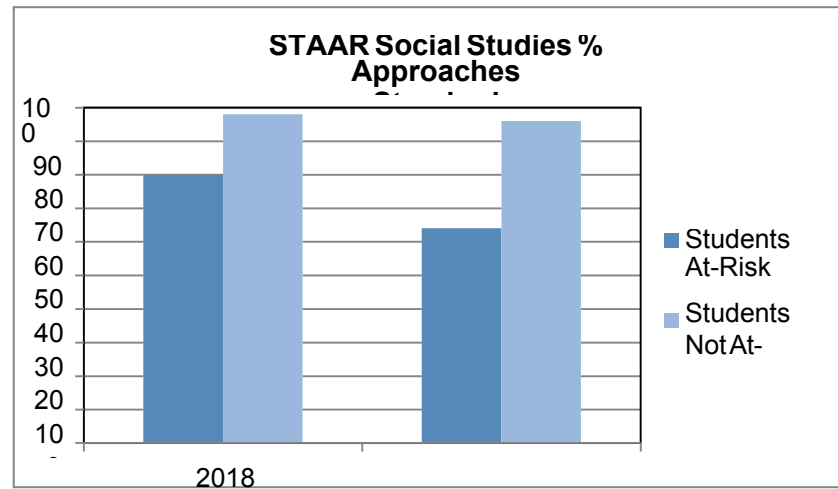
End of Course ELA (9-12)	English I % Approaches Standard	
	English I 2018	English I 2019
Students At-Risk	31	54
Students Not At-Risk	88	88

End of Course Science (9-12)	Biology % Approaches Standard	
	Biology 2018	Biology 2019
Students At-Risk	66	80
Students Not At-Risk	88	88

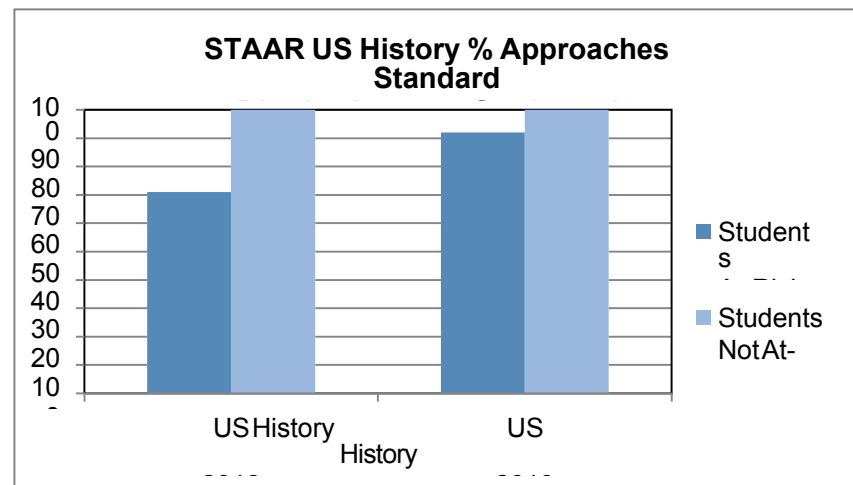
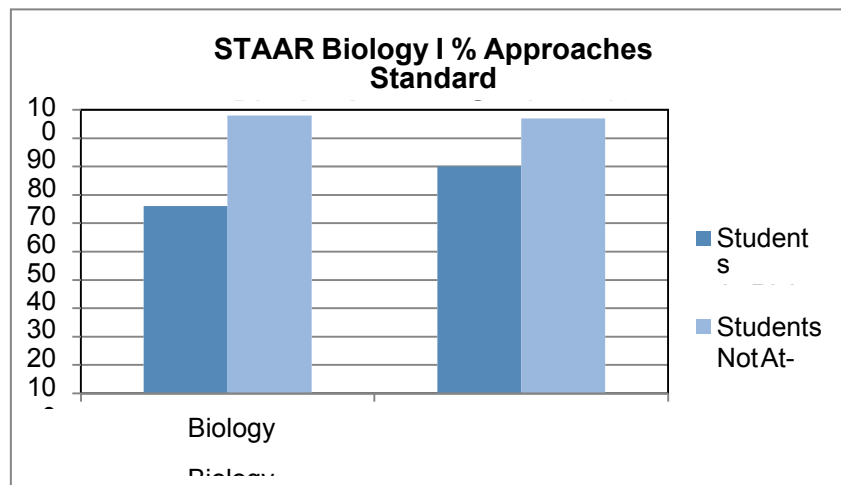
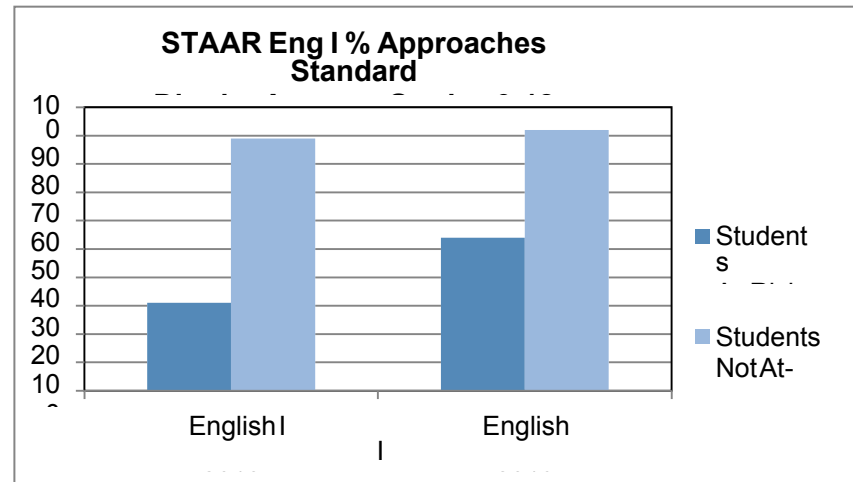
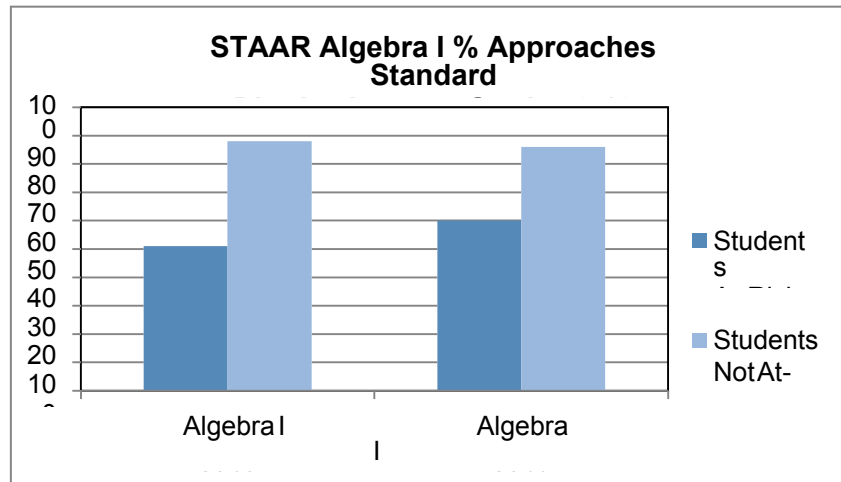
End of Course Social Studies (9-12)	US History % Approaches Standard	
	US History 2018	US History 2019
Students At-Risk	71	92
Students Not At-Risk	88	88

KEENE ISD STAAR RESULTS COMPARISON AT-RISK AND NOT AT-RISK: GRADES 3–8, 2019





KEENE ISD STAAR EOC RESULTS COMPARISON AT-RISK AND NOT AT-RISK: 2018- 2019



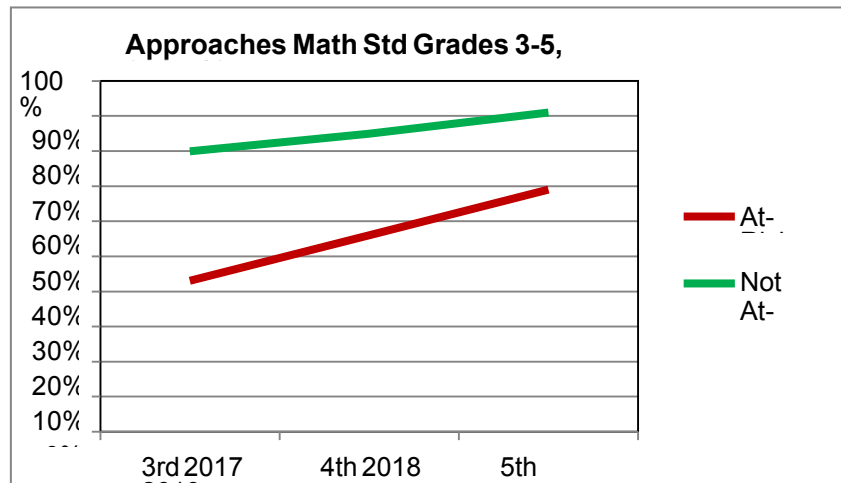
APPROXIMATE LONGITUDINAL ASSESSMENT DATA: (GRADES 3-5 AND GRADES 6-8): 2017-2019

In the Texas Assessment Management System, TEA defines a student approaching grade level as one who shows some knowledge of course content but may be missing critical elements, and the student may need additional support in the coming year. A student who meets grade level shows strong knowledge of course content is prepared to progress to the next grade.

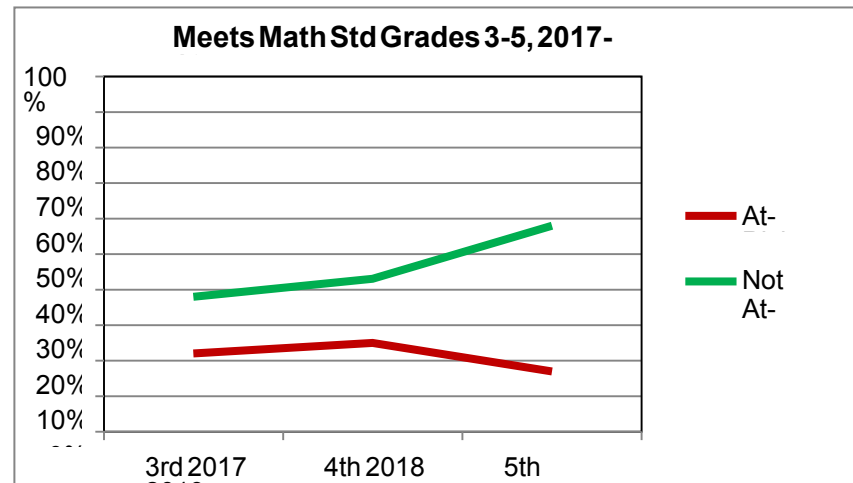
The tables below shows the percent of Keene ISD students “approaching” and “meeting” STAAR grade-level standards in grades 3-5 and grades 6 - 8 Reading and Math, Spring 2019 assessment.

APPROACHES AND MEETS: MATH GRADES 3-5

	3rd 2017	4th 2018	5th 2019
Math Approaches			
At-Risk	43%	56%	69%
Not At-Risk	80%	85%	91%

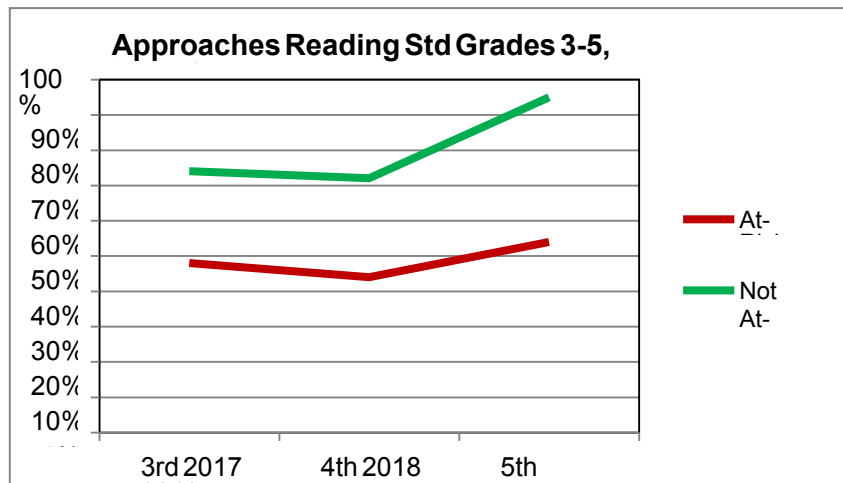


	3rd 2017	4th 2018	5th 2019
Math Meets			
At-Risk	22%	25%	17%
Not At-Risk	38%	43%	58%

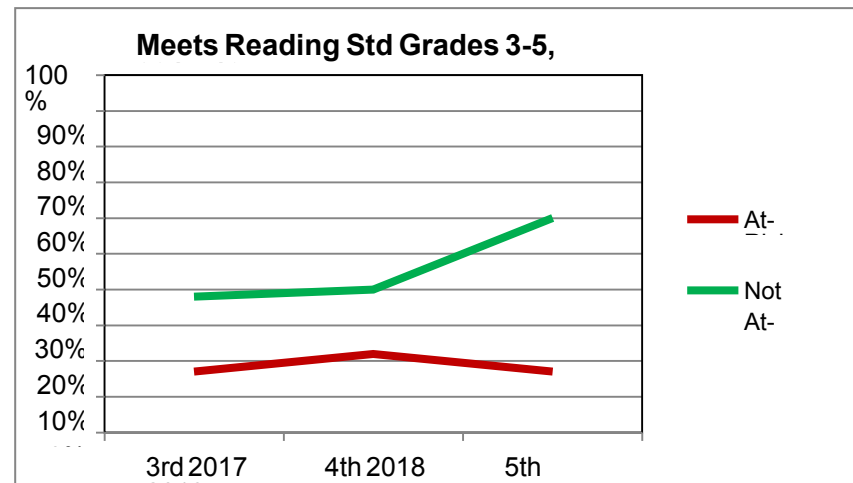


APPROACHES AND MEETS: READING GRADES 3-5

	3rd 2017	4th 2018	5th 2019
Reading Approaches			
At-Risk	48%	44%	54%
Not At-Risk	74%	72%	95%

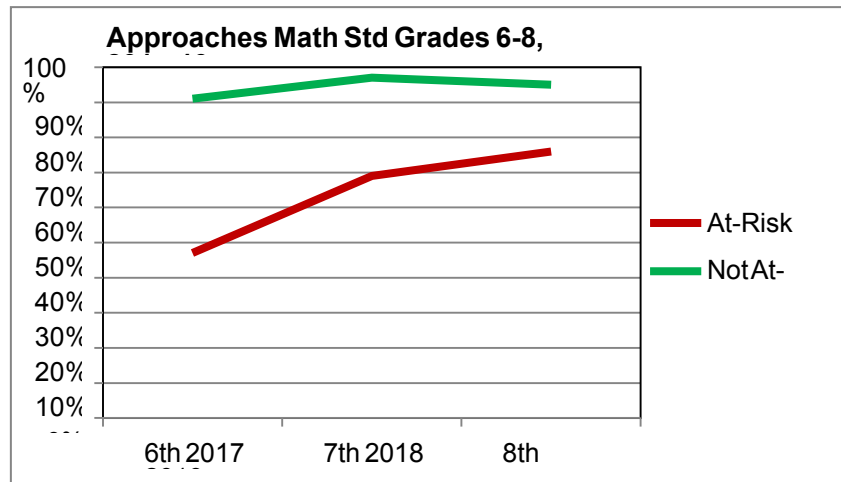


	3rd 2017	4th 2018	5th 2019
Reading Meets			
At-Risk	17%	22%	17%
Not At-Risk	38%	40%	60%

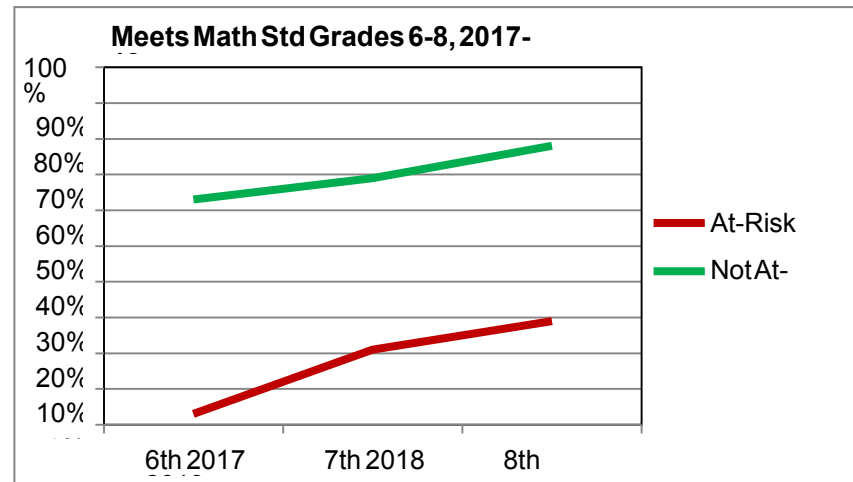


APPROACHES AND MEETS: MATH GRADES 6-8

	6th 2017	7th 2018	8th 2019
Math Approaches			
At-Risk	47%	69%	76%
Not At-	91%	97%	95%

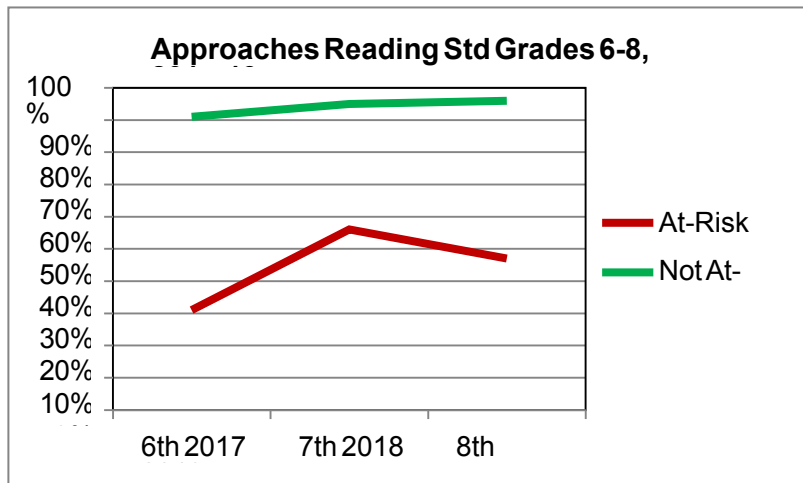


	6th 2017	7th 2018	8th 2019
Math Meets			
At-Risk	3%	21%	29%
Not At-	63%	69%	78%

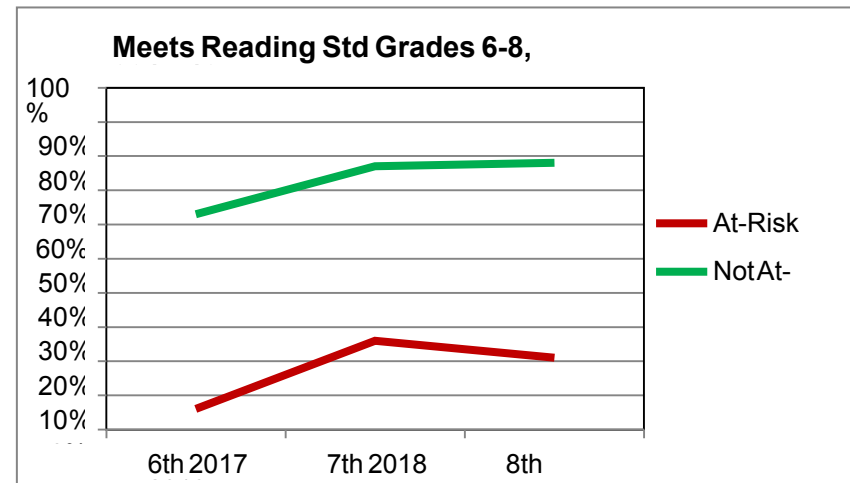


APPROACHES AND MEETS: READING GRADES 6-8

	6th 2017	7th 2018	8th 2019
Reading Approaches			
At-Risk	31%	56%	47%
Not At-Risk	91%	95%	96%



	6th 2017	7th 2018	8th 2019
Reading Meets			
At-Risk	6%	26%	21%
Not At-Risk	63%	77%	78%



DESCRIPTION OF KEENE ISD 2019-2020 STATE COMPENSATORY EDUCATION PROGRAMS

KEENE ISD SCE PROGRAMS 2019-2020

SCE funds are expended to provide programs and services that supplement the regular education program at Keene ISD. The programs are to be evidence-based. The documentation demonstrates that all direct instructional costs relate specifically to the SCE program and that the programs are efficient and cost-effective.

The district also documents how SCE-funded programs are expected to increase academic achievement of students at-risk and/or reduce the dropout rate.

Students who demonstrate sustained success in mastering the success criteria defined in the summative evaluation for the SCE program and/or service to which they have been assigned are exited from the program and/or service upon the recommendation of their teacher(s).

Based on the evaluation of prior-year programs and the Comprehensive Needs Assessment, Keene ISD has implemented the following programs for 2019-2020.

DIP / CIP					
Goal 1, KISD will meet State/Federal accountability, both district and campus, and achieve improved student performance. Objective 1; To ensure that all students and all student groups meet the standard on all subject area STAAR tests or score “developed” on the TPRI.					
SCE-Funded Programs	Staff Responsible	Resources	Timelines	Formative Evaluation	Summative Evaluation
Strategy 2: Analyze district assessment data to provide interventions for students who struggle in content areas.	Principals, Teachers, Counselors	SCE Funds	August 19, 2019-May 20, 2020	Data analyzed	Student assessment results, Rtl meeting to review student progress, future plans for success, Rtl classes, tutorials
Strategy 3: Provide additional Reading/Math interventions as needed; Reading/Math remediation/Tutorials/Title I teachers, Elementary tutors.	Principals, Counselors	SCE Funds Title I Funds	August 19, 2019-May 20, 2020	Benchmarks	Increase in student grades, mastery, STAAR scores

		Local Funds			
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DIP / CIP					
<p>Goal 1, KISD will meet State/Federal accountability, both district and campus, and achieve improved student performance.</p> <p>Objective 2; To ensure that the district will meet State/Federal accountability standards for Reading and Math in all student groups.</p>					
SCE-Funded Programs	Staff Responsible	Resources	Timelines	Formative Evaluation	Summative Evaluation
Strategy 4: Hire a Reading Specialist at the elementary to work with struggling students.	Superintendent, Administration	SCE Funds Local Funds	August 19, 2019- May 20, 2020	Benchmarks	Master schedule, increased Reading scores
Strategy 5: Hire a part-time Math tutor at the elementary to help with struggling students.	Superintendent, Administration	SCE Funds	August 19, 2019- May 20, 2020	Students in the tutoring sessions, benchmarks	Master schedule, increased Math scores

DIP/CIP					
<p>Goal 1, KISD will meet State/Federal accountability, both district and campus, and achieve improved student performance.</p> <p>Objective 3; To assist students in achieving their highest potential in all subjects in an effort to achieve college and work readiness.</p>					
SCE-Funded Programs	Staff Responsible	Resources	Timelines	Formative Evaluation	Summative Evaluation
Strategy 5: Purchase TEKS Resources as a curriculum help for beginning teachers	All campus staff and departments	SCE funds Local Funds	August 2019	TEKS resources purchased and distributed to teachers	Purchased programs utilized; progress monitored (Walk- through)

DIP / CIP					
Goal 2: KISD will provide effective, timely assistance to help all students be successful starting at early childhood and continuing through post-secondary education and/or entering into the work force.					
SCE-Funded Programs	Staff Responsible	Resources	Timelines	Formative Evaluation	Summative Evaluation
Strategy 1: Continue to provide opportunities for high school credit. Utilize credit recovery/acceleration methods for high school students through computer and correspondence courses.	Administrators Counselors, Teachers	SCE funds Summer school credit recovery, ACE and Odyssey program, Texas Tech courses, Hill College CTE classes	Fall 2019	Benchmarks	Increase in number of credits for courses

CAMPUS INFORMATION

KEENE ELEMENTARY SCHOOL

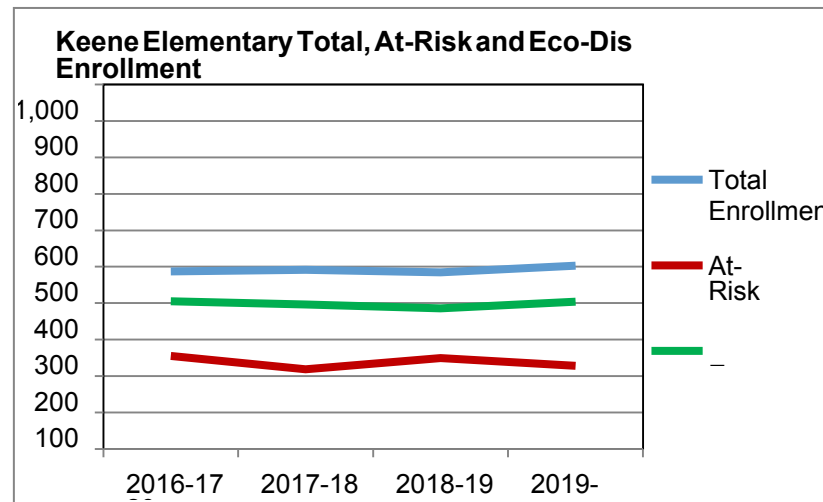
2019-2020 CAMPUS ENROLLMENT (PEIMS Standard Student Program and Special Populations Reports): 503

2019-2020 AT-RISK STUDENT ENROLLMENT (PEIMS Standard Student Program and Special Populations Reports): 228

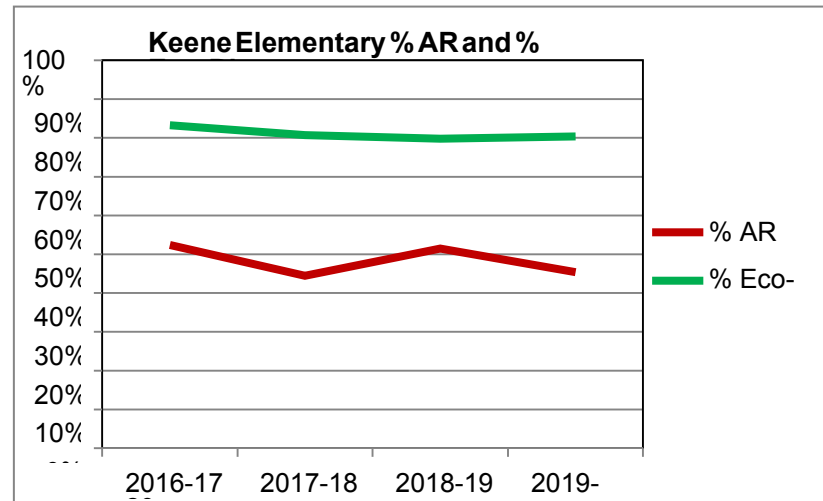
A single student may be identified with more than one at-risk criterion. For instance, a student identified as homeless may also be identified as failing a readiness test.

The following table and graph illustrate how the total enrollments on the campus and the number of students at-risk have changed over the past three years. Sources of data for the table are PEIMS Standard Reports, Student Programs, and Special Populations Reports for 2017 through 2020.

Keene Elementary	Total Enrollment	At-Risk	% AR	Eco-Dis	% Eco-Dis	Title I	% T I
2016-17	487	255	52%	405	83%	487	100%
2017-18	491	218	44%	396	81%	491	100%
2018-19	484	249	51%	386	80%	484	100%
2019-20	503	228	45%	404	80%	503	100%



Keene Elementary	% AR	% Eco-Dis
2016-17	52%	83%
2017-18	44%	81%
2018-19	51%	80%
2019-20	45%	80%



KEENE JUNIOR HIGH SCHOOL CAMPUS

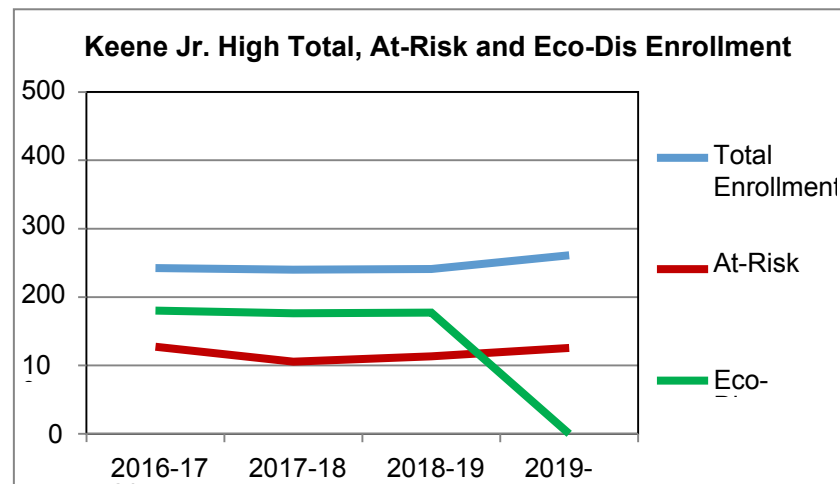
2019-2020 CAMPUS ENROLLMENT (PEIMS Standard Student Program and Special Populations Reports): 261

2019-2020 AT-RISK STUDENT ENROLLMENT (PEIMS Standard Student Program and Special Populations Reports): 125

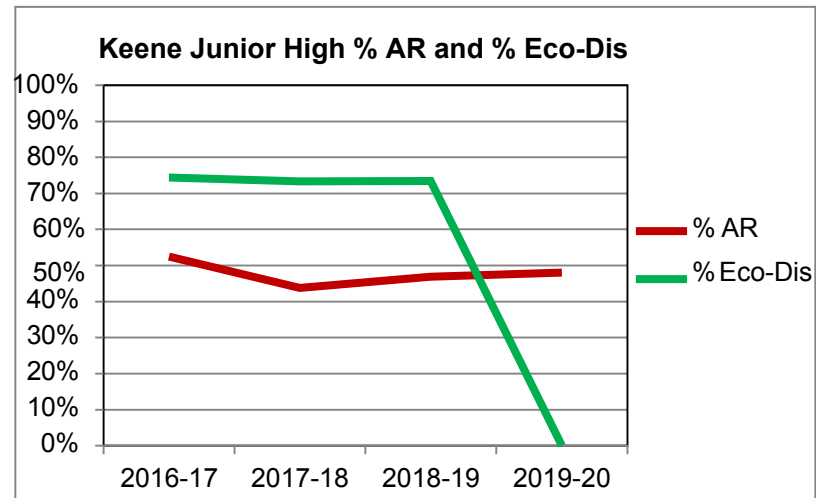
A single student may be identified with more than one at-risk criterion. For instance, a student identified as homeless may also be identified as failing a readiness test.

The following table and graph illustrate how the total enrollments on the campus and the number of students at-risk have changed over the past three years. Sources of data for the table are PEIMS Standard Reports, Student Programs, and Special Populations Reports for 2017 through 2020.

Keene Jr. High	Total Enrollment	At-Risk	% AR	Eco-Dis	% Eco-Dis	Title I	% T I
2016-17	242	127	52%	180	74%	242	100%
2017-18	240	105	44%	176	73%	240	100%
2018-19	241	113	47%	177	73%	241	100%
2019-20	261	125	48%	N/A	N/A	261	100%



Keene Jr. High	% AR	% Eco-Dis
2016-17	52%	74%
2017-18	44%	73%
2018-19	47%	73%
2019-20	48%	NA



KEENE HIGH SCHOOL

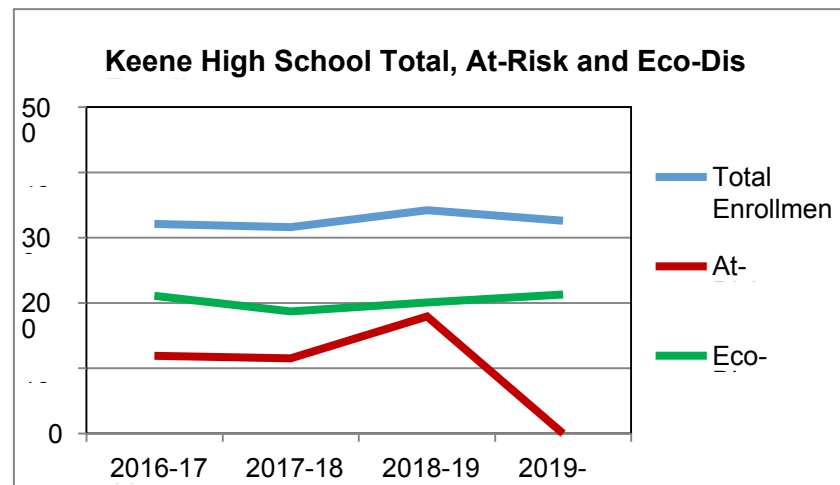
2019-2020 CAMPUS ENROLLMENT (PEIMS Standard Student Program and Special Populations Reports): 326

2019-2020 AT-RISK STUDENT ENROLLMENT (PEIMS Standard Student Program and Special Populations Reports): NA

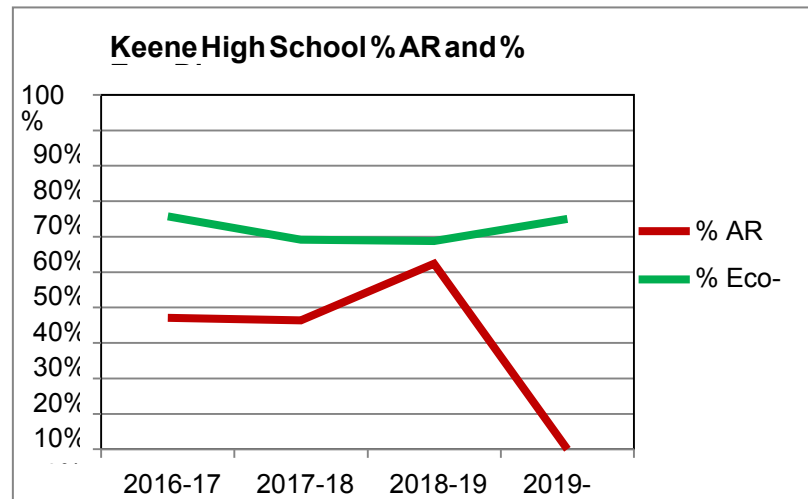
A single student may be identified with more than one at-risk criterion. For instance, a student identified as homeless may also be identified as failing a readiness test.

The following table and graph illustrate how the total enrollment on the campus and the number of students at-risk has changed over the past three years. Sources of data for the table are PEIMS Standard Reports, Student Programs, and Special Populations Reports for 2017 through 2020.

Keene High School	Total Enrollment	At-Risk	% AR	Eco-Dis	% Eco-Dis	Title I	% T I
2016-17	321	119	37%	211	66%	321	100%
2017-18	316	115	36%	187	59%	316	100%
2018-19	342	179	52%	201	59%	342	100%
2019-20	326	N/A	N/A	213	65%	326	100%

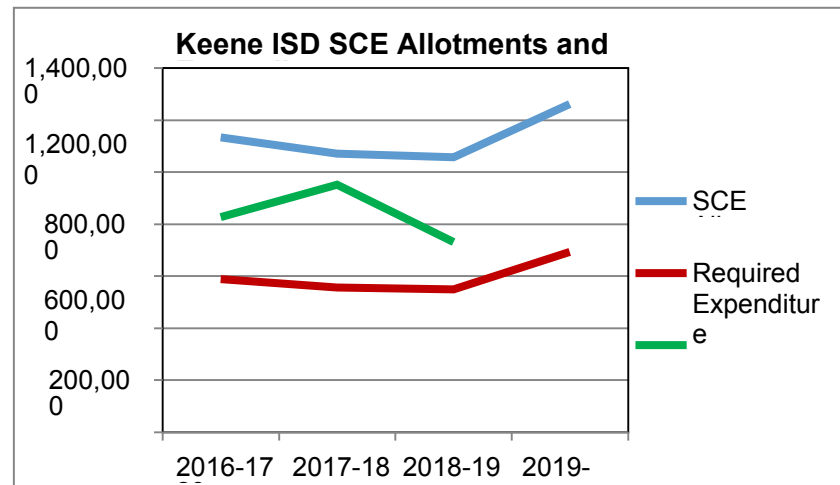


Keene High School	% AR	% Eco-Dis
2016-17	37%	66%
2017-18	36%	59%
2018-19	52%	59%
2019-20	N/A	65%



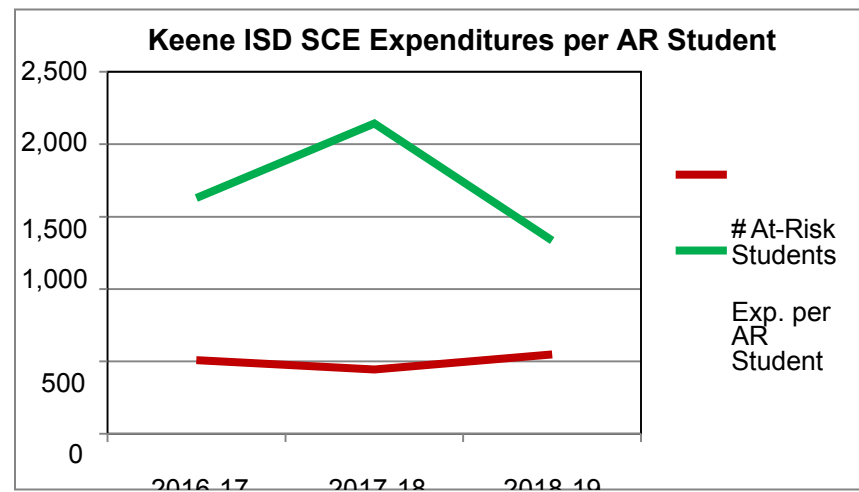
KEENE ISD 2020 SCE BUDGET AND EXPENDITURES

Keene ISD	Summary of Finances	SCE Allotment	Required Expenditure	Expended	Budget	Percent	Required Percent to Spend
2016-17	Final DPE	\$1,133,405.00	\$589,370.60	\$827,583.00		73%	52%
2017-18	Final DPE	\$1,071,504.00	\$557,182.08	\$951,896.00		89%	52%
2018-19	Final DPE	\$1,057,291.00	\$549,791.32	\$731,628.00		69%	52%
2019-20	Prelim 5/7/20	\$1,261,799.00	\$693,989.45		\$928,324.00	74%	55%



KEENE ISD 2016-2019 SCE EXPENDITURES PER STUDENT AT-RISK

Keene ISD	# At-Risk Students	Exp. per AR Student	Total Expenditures
2016-17	508	\$1,629.10	\$827,583.00
2017-18	444	\$2,143.91	\$951,896.00
2018-19	548	\$1,335.09	\$731,628.00



KEENE ISD 2020 SCE BUDGET BY OBJECT AND ORGANIZATION

Keene ISD			
101 Keene Elementary School		Number of AR Students	228
6100	\$322,696.00		
6200	\$12,069.00		
6300	\$17,438.00		
6400	\$7,155.00		
6600			
Total	\$359,358.00	Expend/Student	\$1,576.13
041 Keene Junior High School		Number of AR Students	125
6100	\$298,908.00		
6200	\$9,827.00		
6300	\$19,901.00		
6400	\$6,666.00		
6600			
Total	\$335,302.00	Expend/Student	\$2,682.42
001 Keene High School		Number of AR Students	NA
6100	\$94,092.00		
6200	\$6,179.00		
6300	\$25,672.00		
6400	\$971.00		
6600			
Total	\$126,914.00	Expend/Student	NA
002 Keene Alternative Learning Center		Number of AR Students	
6100	\$94,841.00		
6200	\$13.00		
6300	\$137.00		
6400	\$1,759.00		
6600			
Total	\$96,750.00	Expend/Student	NA
Department 720			
6100			
6200	\$10,000.00		
6300			
6400			
6600			
Total	\$10,000.00	Expend/Student	NA

999 Keene ISD Undistributed				
6100				
6200				
6300				
6400	\$130,000.00			
6600				
Total	\$130,000.00	Expend/Student		NA