

Keene Jr. High School  
Campus Improvement Plan

2016-2017

BELIEFS

Learning is the purpose of Keene Junior High; therefore, we believe

- Every person benefits from care, understanding and compassion.
- A safe, non-threatening environment enhances teaching and learning.
- Every person deserves a safe, non-threatening environment in which to live, learn and work.
- Every person is unique.
- Every person deserves to be treated with dignity.
- With rights come responsibilities.
- A positive, enthusiastic attitude promotes success.
- Every person needs positive role models.
- Academic success is a shared responsibility of the school staff, students, home and community.
- Learning is a lifelong process.

TITLE IX

Keene Junior High School does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education services, activities and programs, including vocational programs in accordance with Title IX of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1972, as amended.

MISSION STATEMENT

The mission of the Keene Junior High staff is to develop students who are successful in high school. They will learn the essential skills necessary for success as lifelong learners. By providing a caring, professional and dedicated staff, we will deliver a relevant and exciting curriculum to our students in a safe, accepting and positive environment.

2016-2017

Every student at the Keene Junior High School will meet or exceed all state standards for academic excellence by the year 2017.

This includes House Bill 1144 math initiative to enhance the teaching of mathematics, similar to the state's reading academies, providing the latest scientifically-based research about math instruction.

The National Education Goals and the Academics 2000  
Improvement Plan goals and  
objectives are included.

Keene Junior High School addresses and meets the  
NO CHILD LEFT BEHIND initiative.

**Keene Junior High School receives allocations and provides services and  
supports programs with the use of  
ESEA Title I, Part A  
ESEA Title II, Part A  
ESEA Title III, Part A  
IDEA B  
State Compensatory Education  
and  
Local Funding**

## **COMMITTEE MEMBERS**

**2016-2017**

Renee Ainslie, Teacher of Seventh Grade Mathematics  
Brady Standefer, Teacher of Eighth Grade History  
Louann Habenicht, Parent Representative  
Heather Archer, Vice-Principal  
Rick Brockman, Teacher of Eighth Grade Science  
Lisette Darnall, Parent Representative  
Belinda Chacon, Keene Independent School District School Nurse  
Katherine Crawford, Special Education  
Abner Castro, Community Representative  
Stephanie Choice Farkasdi, Community Representative  
Anne Bowling, Teacher of Seventh Grade Reading  
Billie Hopps, Keene Junior High Principal  
Kevin Buhl, Teacher of Sixth Grade Science  
Susan Kilpatrick, Teacher of Sixth Grade Reading & English  
Lisa Kirk, Teacher of Sixth Grade Social Studies  
Stephanie Laughlin, Teacher of Eighth Grade Mathematics & Algebra 1  
Adrienne Malmburg, Teacher of Seventh Grade English  
Jay Moore, Teacher of Seventh Grade Science & TX History  
Olivia Hall, Business Representative  
Kathy Osborne, Teacher of Eighth Grade Reading  
David Diaz, Teacher of English as a Second Language

Caroline Rodriquez, Teacher of Eighth Grade English & TX History  
Tosin Adefuye, Teacher of Sixth Grade Mathematics  
Carol McDermott, School Counselor

**Comprehensive Needs Assessment**  
**(Title 1 School-wide Component #1, 3, 5, 6, 9 and 10)**

The following data sources were reviewed to assess the campus strengths and priorities:

1. STAAR for 2016 - Disaggregated student assessment information
2. Most recent School Report Card (Campus Accountability - Performance Indexes/Distinction Designations), PBMAS & TELPAS data
3. Student demographics - Subgroups
4. Technology – Fiscal and Facility Resources
5. Participation records of students enrolled in special programs (GT, Special education, ESL)
6. Staff Development Records
7. Assessment and benchmark data (DMAC), disaggregation and curriculum alignment

**Identified Strengths:**

- Experienced teachers committed to student success
- Teamwork within departments and cross curriculum areas
- Multi-year STAAR data reflects gains in all areas (Performance Indexes)

From performance data review, the following **critical issues** were identified and addressed. This **CAMPUS IMPROVEMENT PLAN** addresses the area of needed improvement and the successes over a three year period.

**CONTINUE:**

- **Vertical alignment in the area of SOCIAL STUDIES and SCIENCE across the grade levels and campuses (year 2)**
- **The restructuring of SOCIAL STUDIES and SCIENCE objectives throughout grades 6-8**
- **An inter-disciplinary approach of SOCIAL STUDIES and SCIENCE throughout all other core and elective subjects**
- **Higher order thinking skills emphasis in the area of SOCIAL STUDIES and SCIENCE**

### **Students**

**Students are the reason for the school. It is the goal of the Keene Junior High School to equip all students with the tools needed to not only succeed in our world, but also excel.**

*Every Child, Every Need, Every Day*

#### **Student Strengths:**

**Our students are typically supported at home and have been given the basic skills to succeed in school. The students are interested in taking a role in making Keene Junior High School a better place to be.**

#### **Student Needs:**

**It is the goal of the school to have at least 90 percent of all students and all student groups passing the State of Texas Assessment of Academic Readiness (STAAR) test. Although the rate of students passing all tests has increased, under previously administered STAAR tests, the rate was still below the 90 percent in the area of seventh and eighth grade reading, math, writing, and eighth grade social studies, and science. The school is addressing the needs of individual students by creating a personalized graduation plan (PGP) for those students who are doing poorly in classes and on standardized testing. We are also providing a plan to meet the needs of students by offering after-school tutorials, response to intervention (RtI) classes, and compensatory classes and programs for those particular grades and subject areas of concern. Additional classes are offered for at-risk students such as “Charger Reading” and “Charger Math”. Compensatory funds will be used for the materials and staffing needed to support this program.**

## **Staff**

**Having a staff of Highly Qualified teachers and instructional aides is the goal of Keene Junior High School through established hiring practices. State law has long required teachers to be degreed and certified in the area(s) to which they are assigned. Federal law as promulgated in Public Law 107-110, No Child Left Behind Act of 2002 reemphasized this state requirement. According to the law, all teachers in states and/or school districts accepting Title I, Part A funds must be “highly qualified” to teach in the area(s) to which they are assigned. All Keene Junior High staff is highly qualified.**

### **Staff Strengths:**

**Based on current data, all teachers and instructional aides are highly qualified at Keene Junior High School. The teaching staff is comprised of 67% females and 33% males. One hundred percent of the teachers hold a bachelor’s degree while 8% have a master degree. There is a mix of new and experienced teachers, which allows for the proper transfer of knowledge within the profession.**

### **Staff Needs:**

**A goal for the school is to address staff development providing appropriate training for teachers in their specific areas. In doing so, we will encourage and support in-service opportunities that will best serve our students in preparation for the future.**

## **Parental Engagement**

**The success of our school is significantly impacted by the engaging of parents and support groups. Parent and community engagement includes parent/advisor partnerships, SBDM meetings, school/community programs, media communication (School Messenger & Parent Portals), along with school calendars and newsletters, newspaper highlights and school/teacher web pages. Keene Junior High currently offers a parent/community/student “Night Owl” program.**

## **Community Engagement**

**The junior high school will continually look for new and innovative ways of engaging the community in the activities of the school. The community of Keene is typically involved with the students and**

faculty of the junior high school through financial help and time commitment. Keene Junior High currently offers a parent/community/student “Night Owl” program. “Hot Dog Supper & Open House” for students, parents/guardians, staff, and community. Title programs are presented and discussed.

### Facilities

The junior high school will continually research new and innovative ways of incorporating cutting-edge technology into the classroom setting. School equipment such as student and staff furniture, Interactive boards, iPads, Elmos, Wacum Boards, scanning equipment for DMAC and TMSDS programs, to best serve students for academic achievement and success, is incorporated at the campus level. Classrooms, science labs, technology labs and fine arts rooms are currently utilized. Additional classrooms to meet student growth is of utmost importance.

### Fund Sources

All federal, state, and local funds received by Keene ISD are coordinated to ensure that all programs are operated in an effective and efficient manner. All students are guaranteed equal access to all foundation programs and services. (Keene ISD observes Title IX laws.)

State Compensatory Education funds are used to improve and enhance the regular program of instruction for students who are at risk of academic failure or of dropping out of school as defined in the state rules and Keene ISD’s at risk criteria.

Keene Junior High School is a Title I school-wide campus, with approximately 85% economically disadvantaged students, and uses multiple fund sources and amounts to improve the overall educational program. The following sources are used to support and supplement programs such as RtI, computer libraries, curriculum and instruction through the use of technology software and hardware, after-the-school day tutorials and after school instructional programs for at-risk students identified using state and local at-risk criteria.

**Fund Source**

**Amount**

<b>Title I, Part A</b>	<b>48,171.00</b>
<b>Title II, Part A</b>	<b>44,392.00</b>
<b>Title III, Part A</b>	<b>0.00</b>

**SCE Funds 88,768.00**

## **COMPREHENSIVE NEEDS ASSESSMENT STUDENT DATA**

### **ACCOUNTABILITY SUMMARY**

**MET STANDARD on: Student Achievement, Student Progress, Closing Performance Gaps, Postsecondary Readiness**

- Index 1 Student Achievement (**79** – Target Score 60)
- Index 2 Student Progress (**40** – Target Score 30)
- Index 3 Closing Performance Gaps (**45** – Target Score 26)
- Index 4 Postsecondary Readiness (**33** – Target Score 13)

**DISTINCTION DESIGNATIONS**

- *Academic Achievement in Reading/ELA*
- *Academic Achievement in Science*
- *Academic Achievement in Social Studies*
- *Top 25 Percent Student Progress*
- *Top 25 Percent Closing Performance Gaps*
- *Postsecondary Readiness*

**SYSTEM SAFEGUARDS**

- *Performance Rates 100%*
- *Participation Rates 100%*
- *TOTAL 35 out of 35 = 100%*

### **STAAR PERFORMANCE - 2016**

- **Reading: 79%** All; 91% African American; 80% Hispanic; 79% White; 63% Pacific Islander; 59% Special Ed.; 75% Eco Disadvantaged; 59% English Language Learners
- **Writing: 72%** All; 100% African Americans; 77% Hispanic; 65% White; 68% Eco Disadvantaged; 57% English Language Learners
- **Social Studies: 72%** All; 82% Hispanic; 64% White; 75% Pacific Islander; 69% Eco Disadvantaged; 76% English Language Learners
- **Mathematics: 81%** All; 91% African Americans; 80% Hispanic; 82% White; 73% Pacific Islander; 50% Special Ed.; 77% Eco Disadvantaged; 61% English Language Learners
- **Science: 84%** All; 89% Hispanic; 82% White; 63% Pacific Islander; 79% Eco Disadvantaged; 67% English Language Learners

### **Dropout Data**

- 0.0% (for all subgroups)

### **Attendance: 96.1%**



**KEENE JUNIOR HIGH**  
**CIP GOALS and OBJECTIVES**  
**2016-2017**

**Goal 1**

**Keene ISD will meet State/Federal accountability standards and Distinction Designations.**

***Objective 1:** To ensure that at least 90% of all students and student groups meet the standard*

*On all subject area STAAR tests*

**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 work force.**

***Objective 1:** To ensure the academic success of all students so they can obtain a high school diploma*

**Goal 3**

**Teachers will be provided opportunities to grow professionally so that 100% of the teaching staff will remain highly qualified in academic core subject area classes.**

***Objective 1:** To recruit highly qualified personnel*

***Objective 2:** To implement strategies to retain highly qualified personnel*

***Objective 3:** To implement a high quality staff development program to provide teachers with opportunities for professional growth*

**Goal 4**

**Technology will be integrated into the teaching and learning process in the classroom to prepare students to be globally involved citizens.**

**Objective 1:** *To expand the scope of communication and dissemination of information to  
parents and community*

#### **Goal 5**

**Keene ISD is committed to establishing a full partnership with educators, parents, and community stakeholders to ensure academic success.**

**Objective 1:** *To improve engagement and communication between school and home*

#### **Goal 6**

**School campuses will maintain a safe, disciplines environment conducive to student learning.**

**Objective 1:** *To provide an orderly atmosphere addressing physical, emotional and  
Environmental safety needs for students and staff*

#### **Goal 7**

**Safe and energy efficient facilities will be provided that support the educational needs of all students.**

**Objective 1:** *To acquire and install modern technology to provide for the safety of students and  
staff*

**Objective 2:** *To provide regularly scheduled preventative maintenance and upkeep to maintain and improve facility*

**Objective 3:** *To provide regularly scheduled replacement of furniture and fixtures to maintain and improve current facilities*

### **Goal 8**

**An appropriate overall financial condition of the district will be maintained through effective planning and efficient management of the budget.**

**Objective 1:** *To maintain a superior equivalent rating on the Financial Integrity Rating System of Texas*

**Objective 2:** *To collaborate with campus site-based team and department heads to set resource allocation priorities*

## **Title 1, Part A SCHOOLWIDE COMPONENTS**

**Component #1:** **Conduct a comprehensive needs assessment of the entire school in order to develop and implement a successful campus plan and program.**

**Component #2:** **Implement schoolwide reform strategies that are scientifically research based,**

**Component #3:** **Provide instruction by highly qualified teachers.**

**Component #4:** **Provide high quality and on-going professional development.**

- Component #5: Provide strategies to attract highly qualified teachers to high need schools.**
- Component #6: Utilize strategies to increase parental involvement.**
- Component #7: Assist preschool children in the transition from early childhood programs to local elementary school programs. Assist in transition from elementary to secondary program (6<sup>th</sup> and 8<sup>th</sup> grades).**
- Component #8: Include teachers in decisions regarding the use of academic assessments.**
- Component #9: Ensure that students who experience difficulty mastering the proficient or advanced achievement standards on state academic assessments are provided with effective, timely, additional assistance.**
- Component #10: Coordinate and integrate federal, state and local services and programs.**

**GOAL 1 Keene ISD will meet State/Federal accountability standards and Designation Distinctions**

**ALIGNMENT**

**Public Education Academic Goals:** Exemplary performance in English/Language Arts, Math, Science, and Social Studies

**Public Education Objective 4:** A well-balanced and appropriate curriculum will be provided to all students.

**Public Education Objective 7:** The state's students will demonstrate exemplary performance in comparison to national and international standards

**NEEDS ASSESSMENT: Reading/English Language Arts: (6-8) 80%, Mathematics: (6-8) 89%**

**ACADEMICALLY ACCEPTABLE Rating/Campus** (Reference to COMPREHENSIVE NEEDS ASSESSMENT)

**TITLE I SCHOOLWIDE COMPONENT: 1, 2, 3, 4, 8, 9, 10**

**Objective 1: To ensure that at least 90% of all students and student groups meet the standard on all subject area STAAR tests**

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Teach current TEKS, for all core subjects, using the state-adopted curriculum and research-based instructional materials/programs <b>SC#1,#2,#9,#10</b>	TEKS, state-adopted curriculum, research-based supplemental materials /curriculum, dept. meetings	Reading/LA , Math, Science and Social Studies Dept. Heads Teachers	Aug. - May	Benchmark/ DMAC results, student progress reports, student report cards, various assessments, Mock STAAR results, STAAR test results
2. Align all special programs with the general education program to increase student performance <b>SC#1,#2,#9,#10</b>	Special ed., ESL, G/T, RtI	All teachers including special programs staff	Aug. - May	Student progress reports, report card grades, assessment/benchmark results, DMAC data, STAAR results
3. Disaggregate and disseminate STAAR data to structure instruction and remediation for all students <b>SC#1,#2,#8</b>	STAAR demographic information/results	Tested subject area staff and supporting staff	Aug. - May	Disaggregated data – all students, all student groups, all tested areas
4. Analyze common assessment/benchmark data for student mastery, STAAR projections to provide	DMAC data	Tested area	Aug. - May	Benchmark data

<p>instructional interventions for student populations/student needs <b>SC#1,#3,#4,#8,#9,#10</b></p>	<p>analysis programs</p>	<p>department staff and supporting staff</p>		<p>Mock STAAR and STAAR results</p>
<p>5 Provide interventions/staff support for at-risk students or students who struggle in core content areas <b>SC#1,#2,#3,#4</b></p>	<p>SpEd, ESL, G/T, Dyslexia, RtI Content Mastery, DMAC data, Renaissance, Study Island, Instructional Supplies (Title I - \$48,171) (Title II - \$44,392) (SCE - \$88,768 Staffing)</p>	<p>Program directors, teachers, RTI teachers, Content Mastery personnel</p>	<p>Aug. - May</p>	<p>Student progress reports, report cards, benchmark data from (DMAC) (Renaissance) (Study Island)</p>
<p>6. Continue after school tutorial sessions and homework assistance</p>	<p>Teachers</p>	<p>Core and tested area teachers</p>	<p>Aug. - May</p>	<p>Progress reports, report card grades, benchmarks, STAAR test results</p>
<p>7. Increase the Advanced Performance percentages on the STAAR test by all students, including ESL, Sp. Ed., GT, and At-Risk <b>SC#9,#10</b></p>	<p>TEKS, State-adopted textbooks, research-based programs /curriculum, after-school tutorials, Content</p>	<p>Classroom teachers</p>	<p>Aug. - May</p>	<p>Benchmark results, STAAR test results</p>

	Mastery program			
8. Maintain “Designation Distinctions” (or equivalent) for each tested area <b>SC#9,#10</b>	TEKS, State-adopted textbooks, research-based programs / curriculum, after-school tutorials, Content Mastery program	Classroom teachers	Aug. - May	Benchmark results, STAAR test results Designation Distinctions

**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 work force.**

**ALIGNMENT**

**Public Education Objective 2:** Students will be encouraged and challenged to meet their full educational potential.

**Public Education Objective 3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

**NEEDS ASSESSMENT: LEP (6-8) SpEd (6-8) At-Risk (6-8) Sub Populations (6-8)**

**Reference:** COMPREHENSIVE NEEDS

ASSESSMENT

**TITLE I SCHOOLWIDE COMPONENT: 1, 6, 8, 9, 10**

**Objective 1 To ensure the academic success of all students so they can obtain a high school diploma**

Strategies	Resources	Person(s) Responsible	Timeline	Formative
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				<b>Evaluation</b>
1. Provide appropriate interventions for at-risk students (RtI, dyslexia, Content Mastery) <b>SC#8,#9,#10</b>	Content Mastery lab Scottish Rite Dyslexia Program, RtI Program SpEd / Title 1 / Comp. /	Classroom teachers, RtI teachers, Content mastery teacher	Aug.-May	Student progress reports, report cards, benchmark data, STAAR scores
2. Expand library collections to assist students in reaching grade level TEKS <b>SC#9,#10</b>	Local Funds	Classroom teachers, librarian	Aug.-May	Library collections compared to Library Standards
3. Address violence and suicide prevention, conflict resolution, and other student needs <b>SC#1,#6</b>	Safety surveys Special speakers	Counselor	Aug.-May	Survey data, program logs, PEIMS discipline data

**GOAL 3 Teachers will be provided opportunities to grow professionally so that 100% of the teaching staff will remain highly qualified in academic core subject area classes.**

**ALIGNMENT**

**Public Education Objective 6:** Qualified and highly effective personnel will be recruited, developed, and retained.

**Public Education Objective 9:** Educators will keep abreast of the development of creative and innovative techniques in instruction/administration using these techniques as appropriate to improve student learning.

**NEEDS ASSESSMENT: Although 100% of the campus staff is highly qualified, professional growth opportunities need to be expended by providing CPE credits to meet SBEC requirements for certificate renewals**

**TITLE I SCHOOLWIDE COMPONENT: 3, 4 ,5**



**Objective 1 To recruit highly qualified personnel**

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Conduct recruitment activities to ensure highly qualified personnel in all positions vacancies in multiple sites/organizations and maintaining active website <b>SC#3,#4,#5</b>	Keeneisd.org Region XI TASA	Human Resource personnel Principal Assistant Principal	Aug.- May	Recruitment data Applications received (#)
2. Screen applicants to ensure they are highly qualified before being included in applicant pool	NCLB HQ criteria	Principal Assistant Principal	Aug.- May	Review HQ status of applicants
3. Hire only highly qualified staff for open positions	NCLB HQ criteria	Principal Assistant Principal	Aug.- May	Hiring process to include HQ requirement
4. Provide opportunities for teachers needing hours for certification (staff development, college courses, fees for test(s) and add to certificate) <b>SC#4,#5</b>	Approved CPE courses and certification per SBEC requirements	Human Resources personnel Principal Assistant principal	Aug.- May	Data on CPE credits earned/courses taken/fees refunded
5. Develop and use guiding interview questions for applicants	TASB interview	Principal Assistant Principal	Aug.- May	Interview questions available for campus principal and interviewing team

**GOAL 3 Teachers will be provided opportunities to grow professionally so that 100% of the teaching staff will remain highly qualified in academic core subject area classes.**

**Objective 2 To implement strategies to retain highly qualified personnel**

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeli ne</b>	<b>Formative Evaluation</b>
<p>1. Analyze data from all teachers' certifications, testing, staff development and service records to ensure that all meet/retain highly qualified status</p> <p style="text-align: right;"><b>SC</b></p> <p><b>#3,#4,#5</b></p>	<p>SBEC requirements Personnel files</p>	<p>Principal Assistant Principal</p>	<p>Aug.- May</p>	<p>Complete personnel files Professional development records HQ staff</p>
<p>2. Assist teachers in maintaining or attaining certification through alternative programs, G/T certification, ESL certification, coursework and TExES testing in order to assure all staff is highly qualified</p> <p style="text-align: right;"><b>SC#</b></p> <p><b>3,#4,#5</b></p>	<p>Title money Compensatory Local money</p>	<p>Principal Assistant Principal</p>	<p>Aug.- May</p>	<p>Complete personnel files Professional development records HQ staff</p>
<p>3. Establish an effective teacher mentoring system to retain highly qualified personnel; provide a stipend for mentors</p> <p style="text-align: right;"><b>SC</b></p> <p><b>#3,#4,#5</b></p>	<p>Harry Wong's <u>First Days of School</u> book Master teacher mentor</p>	<p>Principal Assistant Principal Dept. head CFO</p>	<p>Aug.- May</p>	<p>Formative/Summative interviews Payroll records</p>
<p>4. Analyze data from paraprofessionals' files to ensure all instructional aides are highly qualified</p> <p style="text-align: right;"><b>SC#</b></p> <p><b>3,#4,#5</b></p>	<p>Personnel files</p>	<p>Principal Assistant Principal</p>	<p>Aug.- May</p>	<p>Complete personnel files</p>
<p>5. Provide incentives for teachers to attain additional certifications such as ESL. KISD will reimburse for cost of testing and placement on individual teacher certificate if passed</p> <p style="text-align: right;"><b>SC#</b></p> <p><b>3,#4,#5</b></p>	<p>Title money Compensatory money Local money</p>	<p>Principal Assistant Principal CFO</p>	<p>Aug.- May</p>	<p>Additional certifications on teacher certificate</p>
<p>6. Provide a comfortable and welcoming atmosphere for all staff through working luncheons, spirit days, contests and reward days (including staff appreciation days)</p>	<p>Local money</p>	<p>Principal Assistant Principal</p>	<p>Aug.- May</p>	<p>Positive staff morale Safe working environment</p>

**GOAL 3 Teachers will be provided opportunities to grow professionally so that 100% of the teaching staff will remain highly qualified in academic core subject area classes.**

**Objective: 3 To implement a high quality staff development program to provide teachers with opportunities for professional growth**

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Implement a high quality staff development program based on research and data (ex. curriculum, instruction, intervention, at-risk populations, etc.) <b>SC#3,#4, #5</b>	Title money Local money Compensatory money	Principal	Aug.- May	Staff development program in place Staff development evaluations Staff development surveys for future ideas and addressing audience needs
2. Provide opportunities for staff to attend workshops and conferences and nationally known speakers of interest and return to campus to share new strategies and ideas with peers <b>SC#3,#4, #5</b>	Title money Local money	Principal Assistant Principal Dept. Heads Staff	Aug.- May	Increased student performance and achievement Increased staff morale
3. Provide technology application sessions to continue integrating technology into instruction <b>SC#3,#4, #5</b>	Title money Compensatory money Local money Technology Funds	Principal Assistant Principal Technology Director	Aug.- May	Increased use of technology in the classrooms for instructional purposes Staff development sign-in sheets

<p>4. Teachers and administrators will maintain state GT professional development requirements</p> <p style="text-align: right;"><b>SC#3,#4,#5</b></p>	<p>GT funds Local funds</p>	<p>Principal Assistant Principal GT Campus Coordinator Consultant</p>	<p>Aug.- May</p>	<p>Documente d 6 hr .requiremen ts for continuing teachers Documente d 30 hr. requirement s for first year teachers</p>
<p>5. Provide opportunities for staff to visit “exemplary” schools with colleagues for new ideas (such as high performing-7 star junior high campuses)</p> <p style="text-align: right;"><b>SC#3,#4,#5</b></p>	<p>Local funds Title funds</p>	<p>Principal Assistant Principal Teachers</p>	<p>Aug.- May</p>	<p>Observe and implement quality programs for student improvement and student and staff appreciation Increased student achievement Increased student morale Increased staff morale</p>

**GOAL 4 Technology will be integrated into the teaching and learning process in the classroom to prepare students to be globally involved citizens.**

**ALIGNMENT**

**Public Education Objective 10:** Technology will be implemented to increase the effectiveness of student learning, instructional management, staff development, and administration.

**NEEDS ASSESSMENT: Annual evaluation/questionnaire reports of technology needs/benefits for parents, students and staff**

**TITLE I SCHOOLWIDE COMPONENT: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10**

**Objective 1 To expand the scope of communication and dissemination of information to parents and community**

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Utilize technology personnel to assist in technology support and classroom integration <b>SC#1,#2,#3,#4,7, #9,#10</b>	Title funds Compensatory funds Instructional Technology Personnel	Principal Assistant Principal	Aug.- May	List of staff participation logged by technology personnel
2. KJH educators will move from basic/intermediate levels of using technology to successful use of technology on a more advanced level <b>SC#1,#2,#3,#4,#5,#7,#9,#10</b>	Technology department Technology Instructional Director iPads, iPods, Podcasts	Principal Assistant Principal Teachers	Aug.- May	Increased use of technology in the classroom for instruction purposes – iPads, iPods, Podcasts, computers
3. Continually update campus and teacher websites; include information for parents and community members (Include federal and state compliance requirements) <b>SC#6,#7,#10</b>	Equipment and time	Principal Assistant Principal Teachers	Aug.- May	Updated websites providing information for students and parents Parent-staff-student compacts monitored/adjusted as needed

4. Provide ongoing technical assistance to stakeholders	Technology Director Technology department	Principal Assistant Principal	Aug.- May	Equipment that is in top working condition (Ex. labs, classrooms, etc.)
5. Purchase supplies/equipment per departmental needs in order to deliver appropriate services <b>SC#1,#2,#5,#6,#7 ,#10</b>	Technology funds Local funds Business Manager	Principal Assistant Principal Department s heads Teachers	Aug.- May	Computers Interactive Boards Printers Response Systems iPads, iPods, Podcasts
6. Ongoing assessment of technology needs <b>SC#1,#10</b>	Technology Needs Questionnaire/M eetings	Principal Assistant Principal Teachers Students	Aug.- May	Questionnaire data (district), Questionnaire data (campus) STAAR Chart questionnaire results
7. Provide access to KJH technology to parents and community members for personal and professional growth <b>SC#1,#2,#3,#4,# 6,#10</b>	Computer lab access Distance-learning lab access Parent-portal access Web page access “Night Owl” Program “Computer Literacy” adult parent/communi ty night class	Principal Assistant Principal Technology Director Teachers Paraprofessi onals	Aug.- May	Technology lab logs Public awareness of technology use in the schools and the business arena Increased parent participation Increased parent support and involvement “Night Owl” use log

**GOAL 5 Keene ISD is committed in establishing a full partnership with educators, parents, and community stakeholders to ensure academic success.**

**ALIGNMENT**

**Public Education Objective 1:** Parents will be full partners with educators in the education of their children.

**Public Education Objective 5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

**NEEDS ASSESSMENT: Parent / student / staff survey data**

**TITLE I SCHOOLWIDE COMPONENT: 2, 6, 7, 9, 10**

**Objective 1 To improve engagement and communication between school and home**

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Staff will communicate with parents by phone, note, postcard, email or face-to-face parent/advisor conference in addition to six week report card <b>SC#2,#6</b>	Technology funds Local funds Compensatory funds	Principal Assistant Principal Teachers Paraprofessionals	Aug.- May	Parent Communication logs each six weeks
2. Publish campus newsletter and calendar keeping parents informed on upcoming events and happenings each month Use of SCHOOLREACH information program through automated calling and texts	Local funds	Principal Assistant Principal Yearbook sponsor Yearbook class	Aug.- May	Newsletter Monthly calendar School Reach Information Data Retrieval Component Published Newsletters (copy)

<p><b>6</b></p> <p style="text-align: right;"><b>SC#2,#</b></p>				
<p>3. SBDM, Teen Leadership classes and Fine Arts classes will be engaged in the community through projects and programs        “Night Owl” Program for parents and students)        “ESL” Adult Program offered weekly to parents and community members        “Math Refresh” Program offered weekly to parents and community members        “Computer Literacy” Program offered weekly to parents and community members</p> <p style="text-align: right;"><b>SC#2,#</b></p> <p><b>6</b></p>	<p>Local funding        Transportation Director</p>	<p>Teachers Assistant        Principal</p>	<p>Aug.-        May</p>	<p>Community performances        School/Community Engagement</p> <p>“Night Owl”,        “Adult ESL”, and        “Fundamentals of Math” programs        sign-in attendance logs</p>
<p>4. Awards/Open Houses/Talent Programs/UII Events/Program Orientation/ Holiday Programs</p> <p style="text-align: right;"><b>SC#2,#</b></p> <p><b>6</b></p>	<p>Building        Local funds</p>	<p>Principal        Assistant Principal        Student Council</p>	<p>Aug.-        May</p>	<p>School programs and performances        sign-in sheets        School/Community Engagement</p>
<p>5. Parent/Advisor conferences each six weeks to discuss student performance and progress</p> <p style="text-align: right;"><b>SC#2,#</b></p> <p><b>7,#9,#10</b></p>	<p>Local funding</p>	<p>Assistant Principal        Staff Advisors</p>	<p>Aug.-        May</p>	<p>Increased parental engagement and awareness, Sing-in sheets</p>
<p>6. Annual Parent Involvement Day</p> <p style="text-align: right;"><b>SC#6</b></p>	<p>Local Funding</p>	<p>Counselor</p>	<p>Aug.-        May</p>	<p>Increased parent and community member engagement</p>



**GOAL 6 School campuses will maintain a safe, disciplined environment conducive to student learning.**

**ALIGNMENT**

**Public Education Objective 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.

**NEEDS ASSESSMENT: PEIMS Discipline Data / Campus Discipline Monthly Charts / Discipline Folders**

**TITLE I SCHOOLWIDE COMPONENT: 2, 4, 6, 10**

**Objective 1 To provide an orderly atmosphere addressing physical, emotional and environmental safety needs for students and staff**

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeli ne</b>	<b>Formative Evaluation</b>
1. Staff will conduct orientation with students to familiarize them with the campus philosophy, schedule and principal/staff expectations  <b>SC#2</b>	Local funds Compensatory funds Student Handbook/ Code of Conduct Campus schedule	Principal Assistant Principal Teachers	Aug.- May	Improved communication and better understanding of Student Handbook /Code of Conduct and campus schedule Fewer discipline referrals Student success
2. Uniform hallway and pass period procedures will be followed  <b>SC#2</b>	Student Handbook Campus Schedule Posted rules Local funding	Principal Assistant Principal Teachers	Aug.- May	Incidences of discipline will be reduced in hallways and passing periods  Reduced bullying incidents
3. Analyze referrals to identify common or special causes. Findings will be communicated home on student progress reports, emails, phone calls, mailings, logs and/or	Student discipline folders Time – parent contacts Counseling	Principal Assistant Principal Teachers	Aug.- May	Outcomes analyzed and prioritized to reduce discipline problems

<p>conferences. Surveys for parent feedback.</p> <p style="text-align: right;"><b>SC#</b></p> <p><b>2,#6</b></p>	<p>Parent Survey Local Funding</p>			<p>Increased parental communication and involvement</p> <p>Parent feedback (Safety Survey)</p>
<p>4. Increased positive reinforcement through ownership</p> <ul style="list-style-type: none"> <li>• Class offerings (Teen Leadership, Spanish, theatre arts, athletics, physical education, art, computer, health, band, Health 1, Theatre 1)</li> <li>• Charger Buck Drawings</li> <li>• Field Trips</li> <li>• Field Experiences - G/T</li> <li>• Rewards</li> <li>• Student of the Week</li> <li>• “B or Better” Bash</li> <li>• Perfect Attendance Celebration</li> <li>• AR Program store incentives / AR trip</li> <li>• UIL athletic and academic participation</li> <li>• UIL One Act Play</li> <li>• Cheerleading</li> <li>• Awards Program</li> <li>• “Medal Day” (A, A/B Honor Roll)</li> <li>• Yearbook</li> <li>• Student Council</li> <li>• Yearbook Signing Party</li> <li>• Eighth Grade Banquet</li> <li>• STAAR celebration</li> <li>• Birthday recognition</li> <li>• Video and intercom announcements</li> </ul>	<p>School transportation Title funding Compensatory Local funding</p>	<p>Principal Assistant principal Teachers Librarian</p>	<p>Aug.- May</p>	<p>Increased student self-esteem</p> <p>Feeling of school acceptance and ownership</p> <p>Empowering students</p> <p>Increased participation in activities</p> <p>Increased school attendance</p> <p>Fewer discipline referrals</p> <p>High school credits earned</p>

<ul style="list-style-type: none"> <li>• Character Development program</li> <li>• Honor Roll recognitions</li> </ul> <p style="text-align: right;"><b>SC#2,#</b></p> <p><b>4,#6,#10</b></p>				
<p>5. Provide an alternative classroom setting with extended time option for repeat offenders or in an emergency situation</p> <p style="text-align: right;"><b>SC#2,#</b></p> <p><b>4,#6</b></p>	Funding for personnel Compensatory Local funding	Principal Assistant Principal ATP/DAEP staff	Aug.- May	Improved and safe school environment for all students ATP/DAEP attendance logs
<p>6. Emphasize and continue the Anti Bullying Program and the School Reach Bully Hotline</p> <p style="text-align: right;"><b>SC#2,</b></p> <p><b>#6</b></p>	Compensatory funding Local funding	Principal Assistant Principal Counselor Staff	Aug.- May	Improved school climate  Fewer discipline referrals  Safer school environment  Improved social skills
<p>7 Provide crisis intervention training to KJH staff</p> <p style="text-align: right;"><b>SC#2,</b></p> <p><b>#4</b></p>	“School Crisis Management” plan Student Code of Conduct Local Funding	SBDM team Principal Assistant Principal Counselor SRO	Aug.- May	Safe and orderly environment Emergency Drill logs Student awareness of procedures Trained staff Fewer discipline referrals

<p>8 Provide a drug-free education to all staff and students</p> <p style="text-align: right;"><b>SC#2,#</b></p> <p><b>4</b></p>	Local funding	Counselor SRO Guest speakers/programs KJH staff	Aug.- May	Safe and orderly environment  Fewer discipline referrals
<p>9. Continue use of the Student Resource Officer (SRO) for campus safety and attendance</p> <p style="text-align: right;"><b>SC#2,#</b></p> <p><b>4.#6</b></p>	Local funding	Principal Superintendent	Aug.- May	Safe and orderly environment  Improved student attendance

				Improved student behavior  Fewer discipline referrals
10. Promote respect and responsibility through “Project Wisdom” character development program and other campus programs such as Star Council  <b>#6</b>  <b>SC#2,</b>	“Project Wisdom” program “DAVE” program Teen Leadership class Student Council Anti Bullying Programs Local funding Compensatory programs “REACH” Council	SBDM team Counselor Assistant Principal Principal	Aug. - May	Better decision-making skills practiced  Respectful environment  Better communication skills  Fewer student conflicts  Fewer discipline referrals
11. Involve parents and community in planning a Safe and Drug-Free School and community  <b>#6</b>  <b>SC#2,</b>	Local funding	SBDM committee Counselor Assistant Principal Principal SRO	Aug. - May	Safer school  United stand against drugs  Parent/community participation and input
12. Monthly fire, tornado and lockdown drills and safety meetings  <b>#4,#6</b>  <b>SC#2,</b>	Keene Fire Department SRO	Principal Assistant Principal	Aug. - May	Documentation of monthly emergency drills
13. Gang awareness and prevention programs  <b>#4,#6</b>  <b>SC#2,</b>	Local funding Keene Police Department SRO	Principal Assistant Principal SBDM committee Counselor SRO	Aug. - May	Safe school

**GOAL 7 Safe and energy efficient facilities will be provided that support the educational needs of all students.**

**ALIGNMENT**

**Public Education Objective 8:** School campuses will maintain a safe and disciplined environment conducive to student learning.

**NEEDS ASSESSMENT: Safety checks and audits**

**TITLE I SCHOOLWIDE COMPONENT: 1, 10**

**Objective 1 To acquire and install modern technology to provide for the safety of students and staff**

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Review security of facilities to limit access to the campus <b>#1,#10</b> <b>SC</b>	Safety audits Study results	Superintendent Principal Assistant Principal Technology Director Maintenance Director	Aug.- May	Security addressed in plan of action Safety audit results
2. Maintain safety/surveillance equipment for indoors and outside of building (Cameras) <b>#1,#10</b> <b>SC</b>	Safety audits Facility study results	Superintendent Principal Assistant Principal Technology Director	Aug.- May	Security address in plan of action Safety audit results

3. Maintain exterior lighting of campus (Cameras) <b>#1,#10</b> <b>SC</b>	Safety audits Facility study results	Superintendent Principal Assistant Principal Technology Director Maintenance Director	Aug.- May	Monthly lighting and camera checks
4. Restrict use of keys for entrance to facility <b>C#1</b> <b>S</b>	Key/Fob check-out system	Superintendent Principal Ted O'Neil	Aug.- May	Key/Fob check-out list
5. Continue use of communication between classrooms and office and classroom safety equipment <b>C#1</b> <b>S</b>	Phone/intercom equipment Computer/hardware	Principal Assistant Principal Technology Director Maintenance Director Staff	Aug.- May	Checklist of work orders

**Objective 2 To provide regularly scheduled preventative maintenance and upkeep to maintain and improve facility**

1. Maintain adequately staffed , well trained custodians to provide a clean and safe facility <b>O</b> <b>SC#1#1</b>	TASB recommendations Trained custodians	Superintendent GCA Contract Principals	Aug.- May	Clean and safe facility Checklists / monthly Well trained custodians on site
2. Encourage use of green products for cleaning <b>O</b> <b>SC#1,#1</b>	MSDS / procedures for use of green products	Superintendent GCA Contract Custodians Principals	Aug.- May	Healthier, cleaner facility Product List
3. Continue HAZMAT staff training/maintain updated binders in location easily accessible by all employees at any time day or evening <b>O</b> <b>SC#1,#10</b>	HAZMAT resources Keene Fire Department	Superintendent Principal Assistant Principal Science / all staff HAZMAT trainer	Aug.- May	Training documentation Binders placed in locations/easily accessible

**Objective 3 To provide regularly scheduled replacement of furniture and fixtures to maintain and improve current facilities**

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Implement a cycle for replacing all furniture and fixtures <b>SC#1,#10</b>	Review of needs/cost estimates	Principal Assistant Principal Maintenance Director Technology Director	Aug.-May	Plan of action to replace furniture and fixtures

**GOAL 8 An appropriate overall financial condition of the district will be maintained through effective planning and efficient management of the budget.**

**ALIGNMENT**

**Financial Integrity Rating System of Texas (FIRST)**

**NEEDS ASSESSMENT: Previous audits indicated the need to ensure sound fiscal management**

**TITLE I SCHOOLWIDE COMPONENT: 1, 4, 10**

**Objective 1 To maintain a superior equivalent rating on the Financial Integrity Rating System of Texas**

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Provide ongoing campus staff training on appropriate budgeting procedures and documentation for federal/state grant compliance <b>SC#1,#4,#10</b>	Federal/state guidelines for grant compliance	Superintendent CFO Principal Assistant Principal	Aug.-May	Documentation of training SBDM meeting dates/minutes
2. Continue adherence to financial accounting resource guide and local financial procedures manuals to ensure state and federal compliance <b>SC#1,#4,#10</b>	FARS Guide	Superintendent CFO Principal Assistant Principal	Aug.-May	Compliance reports

**Objective: 2 To collaborate with campus site-based team and department heads to set resource allocation priorities**

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Seek input from staff to set priorities for resource allocations <b>SC#1</b>	Campus budget	Principal Assistant Principal Dept. Heads Staff SBDM Committee	Aug.-May	Recommendations (wants/needs & correlate surveys) SBDM meeting agenda/minutes

**GLOSSARY**

Accountability rating	A state accountability system that rates campuses and districts as exemplary, recognized, academically acceptable, or academically unacceptable and imposes sanctions on those not meeting the standard
AEIS	Academic Excellence Indicator System; the state accountability system that is published in each fall and provides campus and district 1) performance information on state mandated test results, completion rates, attendance, etc. and 2) profile information on staff, students, and finances
Agency funds	Funds that are generated through the program involved that financially support the program
ALC	Alternative Learning Center
AP	Assistant Principal
ARD	Admission, Review, and Dismissal committee that convenes for each special education student to review assessment and other pertinent data in order to make educational decisions for that student
ARI/AMI	Accelerated Reading Initiative and Accelerated Math Initiative grant funding to support students so that they will meet the standard on the 3 <sup>rd</sup> grade TAKS reading and 5 <sup>th</sup> grade TAKS Reading and Math tests.
ARRA	America Recovery and Reinvestment Act of 2009 – a one year federal stimulus grant
ASST	Assistant Superintendent



Benchmarks	Tests that measure student progress in mastering the TEKS and meeting the standard on the STAAR tests (common assessments and STAAR released tests)
Career Pathways	A program to help students choose the best educational pathway for their future career goals
Carl Perkins	Federal grant funds to support Career and Technical Education
CFO	Chief Financial Officer
CIP	Campus Improvement Plan
COC	Code of Conduct
CP	Career Pathways
CSR	Class Size Reduction federal grant funds
CTE	Career and Technical Education
DFS	Director of Food Services
DIP	District Improvement Plan
DSBC	District Site-Based Committee
DTC	District Testing Coordinator
Early College Start	Allows students to earn college credits before they finish high school
ESEA	Elementary and Secondary Education Act that funds the various Title grants
ESL	English as a Second Language
FIRST Rating	Financial Integrity Rating System of Texas
FTE	Full Time Equivalency; a system of accounting for staff positions (i.e. one full time regular education classroom teacher equals 1 FTE)
GT	A special program designed for students who are identified as gifted and talented
HQ	Highly qualified; a federal standard set to ensure that students are taught by teachers who are prepared for their grades/subject areas
HR	Human Resources

HSA	High School Allotment funds provided by the state to reduce high school dropouts and to ensure that students are college ready
JCSSA	Johnson County Shared Services Association serves special education students in the member districts
JJAEP	Juvenile Justice Alternative Educational Placement
IDEA-B	IDEA-B Formula grants funds the special education program; IDEA-B Preschool grant funds Child Find and preschool services
LPAC	Language Proficiency Assessment Committee
LT	Leadership Team composed of Principals, Directors, Chief Financial Officer, Assistant Superintendent, and Superintendent
MS test	Met Standard; the level required for a student to pass a STAAR test
OEYP	Optional Extended Year Program; a state grant to support students completing grade level promotion requirements
PD	Professional Development
PDAS	State recommended teacher appraisal system entitled Professional Development and Appraisal System
PEIMS	Public Education Information Management System is the form of data collection required by the Texas Education Agency
PI	Parent Involvement – Title I A school-wide campuses are required to provide parent involvement activities using TIA funds.
PR	Principal
TxEIS accounting, and report cards	District purchased computer program for finance, student accounting, and report cards
SB	Keene ISD School Board
SCE	State Compensatory Education funding to support the education of at-risk students
Schoolwide	Title I A campuses that qualify for school-wide status (based on the percentage of economically disadvantaged students) provide services to all students on their campuses. KISD is a Title I A school-wide district.
SDFSC	Safe and Drug Free Schools and Communities

SHAC	School Health Advisory Council
SPED	Special Education
SRO	School Resource Officer
SSA	Shared Services Agreement - KISD has entered into a shared services agreement with other entities to provide various services.
SSI	Student Success Initiative - a state requirement that students must meet the standard on the 5 <sup>th</sup> grade TAKS reading and math tests and the 8 <sup>th</sup> grade TAKS reading and math tests in order to meet promotion standards
STAAR	State mandated assessments to demonstrate student achievement and to measure campus and district accountability ratings
SUPER	Superintendent of Schools
TAC	Texas Administrative Code - state rules based on state legislation by which school districts must comply
TBSI	Texas Behavior Support Initiative
TCEA	Texas Computer Educators Association
TD	Technology Director
TEA	Texas Education Agency
TEC must comply	Texas Education Code; state legislation by which school districts must comply
TEKS Knowledge and Skills	State mandated curriculum entitled the Texas Essential Knowledge and Skills
Texas Grant Program	Toward Excellence, Access, and Success (TEXAS) Grant Program to cover tuition and fees for qualifying students who have successfully completed advanced high school academic programs
Teach For Texas Grant	A Texas grant to help some future teachers with expenses if those individuals agree to teach in Texas public schools for a specified period of time.
Tejas Le	The assessment used to determine reading mastery for K - 2 bilingual students.
TIS	Campus based Technology Integration Specialists

Title I A	Federal grant funds to support the education of educationally disadvantaged students; addresses student achievement in the core subject areas, particularly in reading and math
Title I C	Federal grant funds that support the education of migrant students.
Title II A	Federal grant funds that support staff in becoming highly qualified, that reduces class size, and provides opportunities to train staff in strategies that increase student performance.
Title III A	Federal grant funds to support the education of English Language Learners
Title IVA	Safe and Drug Free Schools and Community federal grant funds to reduce drugs, alcohol, and violence in schools
TPRI	Texas Primary Reading Inventory – the assessment used to determine reading mastery for K-2 students
TXVSN	Texas Virtual School Network – a grant through Region 10 that provides online high school courses for students.