

KEENE ELEMENTARY SCHOOL

2018-2019

Campus Improvement Plan

Plan for Continued Success

Title I School-wide Campus

SITE-BASED DECISION-MAKING COMMITTEE MEMBERS

Mrs. Kelly Turnage, Principal
Mrs. Julie McKintosh, Dean of Students
Principal Mrs. Denise Diaz, Counselor

Jennifer Crosby,
Teacher Misty Pritchett,
Teacher Donnel Shaw,
Teacher Ashley Taylor,
Teacher Lilly Brain,
Teacher
Miranda Guadamuz, Teacher
Jeanne Hinerman, District Professional
Tanya Manuel, Parent Representative
Pat Cargo, Parent Representative
Leslie Kilgore, Community Member
Mayoline Heran, Community Member
Lisa Parrish, Business Representative
Sarah Layton, Business Representative

KEENE INDEPENDENT SCHOOL DISTRICT

Mission Statement

Every Child...Every Need...Every Day!

Keene ISD 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 6 of the Civil Rights Act of 1964, as amended; Title 9 of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, as amended.

El distrito escolar de Keene no discrimina; en base a raza, credo, color, nacionalidad, sexo o incapacidad; en proveer servicios educativos, actividades y programas (incluyendo el vocacional) de acuerdo con el Titulo 6 del acta de los Derechos Civiles del 1964, Titulo 9 de Educacion del 1972, Seccion 504 del Acta de Rehabilitacion del 1973.

A translator will be provided if necessary. Un traductor se proveera si es necesario.

Comprehensive Needs Assessment

This information has been based on TAPR data for Keene Elementary School, STAAR performance, and attendance rates for the 2017-2018 school year. Data for general education and special programs was disaggregated for all population groups, including male and female. Individual student strengths and weaknesses were identified by disaggregating STAAR and TPRI data by grade level, subject area, and objectives. Keene Elementary is a school-wide Title I campus with 100% designated in August 2017, as socio-economically disadvantaged students. As a result, State Compensatory Education funds are used to supplement the Title I services.

The Keene Elementary Comprehensive Needs Committee has recommended: broadening the role of our dyslexia teacher and using her in reading intervention, continuing to purchase and use Reading A-Z guided reading, Renaissance Math and Reading, and iStation, and utilizing a new science resource portal called STEMscopes. We will also expand our use of Saxon Phonics to Kindergarten so we are using it completely K-2. For our LEP students, we will purchase Raz Plus ELL, learning materials for the teachers to use in their classrooms, and continue to provide ELL training for teachers. To encourage better attendance rates, it was suggested we increase communication with parents throughout the year and provide positive rewards for students. To increase parental, family and community engagement, we would like to have regularly scheduled opportunities to encourage involvement, including student programs and curriculum nights, and by continuing to strengthen our PTO program. An updated Comprehensive Needs Assessment will be conducted throughout the 2018-2019 school year, culminating in the Spring of 2019.

Funding Sources

Title 1 Teachers	211 11 6100	106,750.00
Title 3 Paras	263 11 6100	17,048.86
State Comp Ed	199 11 6119	138,000.00

A Profile of the Elementary Campus

Data is taken from the 2017-2018 Texas Academic Performance Report

491 Total Enrollment

56% At-Risk

1.5% Gifted and Talented

26% English Language Learners

7% Special Education

3% Students in speech only Special Education

85% Economically Disadvantaged

We have great parent and family participation in academic and/or extracurricular activities. Some of these activities include participation in teacher-parent/family conferences, signing academic progress reports/students work, field trips, classroom volunteers, PTO members, Open House, Little Dribblers basketball program, music programs, as well as helping with PTO fundraisers. New for this year, we will have a Family Reading Bingo night, technology night, and STEAM Fair. We have an active Parent-Teacher Organization that meets monthly. We participate in a partnership with the Southwestern Adventist University in supervising their student teachers, welcoming and scheduling student observers to our classrooms, and participating in a student work/study tutorial program using SWAU students. We are also welcoming college students and other school districts to visit our Summit at Keene Elementary.

The educational staff is highly motivated to increase student achievement. They participate in Site-Based Decision-Making planning meetings, we have a KES leadership team, and iTeachers that meet to focus on sharing technology tools with all staff members. Our teachers continue to seek quality staff development and set high expectations for themselves and their students. Emphasis for all students is an understanding of concepts in reading, writing, social studies, mathematics, science, and raising the level of development of higher-level critical thinking skills as evaluated in the Texas Teacher Evaluation & Support System (T-TESS).

In addition, we have continued to monitor our behavior management systems school-wide. We have provided whole district training of the Keene 22 and house systems, shared strategies to utilize within the classroom, and created campus guidelines for effective discipline procedures. We have implemented campus wide procedures and reward incentives to encourage and recognize positive behavior. We continue to implement a discipline matrix campus-wide.

GOAL 1: Elementary students will achieve exemplary student performance.

NEEDS ASSESSMENT: KES will obtain advanced performance in STAAR 2019.

Objective 1 For all students to obtain standard performance on STAAR testing and/or rated Developed on TPRI (2018-2019).

Strategies	Resources	Person(s) Responsible	Timeline	Formative & Summative Evaluation
1. We will continually monitor progress of student performance and growth.	Star Math Star Reading Reading A-Z TPRI (K-2) WIN time Biweekly data meetings CBAs CLI Engage	Administrators, faculty	2018-2019	<ul style="list-style-type: none"> ● iStation monthly reports ● Renaissance Beginning, Middle and End Assessments ● Reading A-Z each nine weeks ● TPRI Beginning, Middle and End Assessments ● CBA data ● Beginning and End of Year data from CLI Engage
2. Remediation for students through a combined effort of teachers and WIN time paras	Reading A to Z, Prodigy Software, Accelerated Math and Accelerated Reading software, iStation	Administrators, faculty, staff	2018-2019	<ul style="list-style-type: none"> ● Performance on STAAR Benchmarks and Interim Assessments ● End of Year STAAR test ● monthly iStation results ● Reading A to Z reading levels
3. Utilize Renaissance Place to identify strengths and weaknesses in reading and math in order to individualize student learning.	Star Math, Star Reading, Accelerated Math and Accelerated Reading software	Administrators, faculty	2018-2019	<ul style="list-style-type: none"> ● Performance on STAAR Benchmarks and interim assessments ● End of Year STAAR test ● TPRI

4. Students will be assessed with benchmarks and data disaggregated from benchmarks, interim assessments, and CBA's to diagnose areas of strengths and weaknesses in all STAAR tested subjects.	District nine week CBA District semester CBA and Interim assessments	Administrators, faculty, staff	2018-2019	<ul style="list-style-type: none"> ● STAAR benchmark data ● End of Year STAAR test ● interim assessment ● DMAC reports
5. Address student needs with hands-on Science experiments and vocabulary development using STEM Scopes.	Science supplies STEM Scopes curriculum	Teachers	2018-2019	<ul style="list-style-type: none"> ● Benchmark scores ● Interim assessments scores ● Science STAAR scores
6. Saxon Phonics for grades K-2	Saxon Phonics	Teachers	2018-2019	<ul style="list-style-type: none"> ● TPRI assessments ● STAR Reading assessments ● iStation ● Reading AtoZ levels
7. Use web based computer programs such as iStation, Prodigy Math, RAZ Kids, and AM math, for remediation and tutoring in the classroom.	Computer lab, student computers, after-school tutoring, programs, iPads	Administration	2018-2019	<ul style="list-style-type: none"> ● TPRI ● STAAR ● Classroom assessments ● Diagnostic Reports
8. Provide support to students who are performing below grade level through RtI.	Keene Elementary RtI process data sheets bimonthly data meetings	Administration, teachers, counselor, as needed	2018-2019	<ul style="list-style-type: none"> ● STAAR ● TPRI ● Report cards ● STAR Reading ● STAR Math ● Benchmarks
9. Provide Sheltered Instruction for the EL students.	ELL Gateway, SIOP, Hoonuit, and Para trainings	Administration, Teachers, Paraprofessionals	2018-2019	<ul style="list-style-type: none"> ● lesson plans including language objectives ● TELPAS
10. Use of Motivation Writing Materials in 4 th grade Writing	Motivation Writing materials from Mentoring Minds	Writing Teacher	2018-2019	<ul style="list-style-type: none"> ● Walkthrough data ● Lesson plans ● STAAR results
11. Motivational Assembly for STAAR testing	budget	Administration Teachers	2018-2019	<ul style="list-style-type: none"> ● Student motivation and participation

12. Use of Motivation STAAR materials in 3 rd and 4 th grade Math	Materials from vendor	Teachers	2018-2019	<ul style="list-style-type: none"> • Walkthrough Data • Lesson Plans • STAAR results
---	-----------------------	----------	-----------	---

13. 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.	Staff Surveys Parent Surveys	Administration, Teachers, Parents	2018-2019	<ul style="list-style-type: none"> • Comprehensive Needs Assessment data reviewed throughout the year
14. 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.	Site Based Decision Making Committee Meetings	Administration, Teachers, Counselor, Parents, Community and Business Representatives	2018-2019	<ul style="list-style-type: none"> • Ongoing changes throughout the year in the CIP
15. 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	Needs assessments Stakeholder input	Administration, Teachers, Staff	2018-2019	<ul style="list-style-type: none"> • MOY CIP Review • EOY CIP Review
16. 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 Schoolwide Plan	Administration Federal Programs Director	2018-2019	<ul style="list-style-type: none"> • Administration meetings and review
17. 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.	EL support by paras Co-teaching model used by ESL teacher and classroom teachers WIN time Response to Intervention	Administration Teachers	2018-2019	<ul style="list-style-type: none"> • TPRI assessments • STAR Reading/Math assessments • iStation • Reading AtoZ levels

				<ul style="list-style-type: none"> ● Benchmark scores ● Interim assessments scores ● STAAR scores
18. Schoolwide Reform Strategies that will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners to meet the challenging State academic standards.	Tutoring after school WIN time Response to Intervention	Administration, Counselor, Teachers, Dyslexia teacher	2018-2019	<ul style="list-style-type: none"> ● TPRI assessments ● STAR Reading/Math assessments ● iStation ● Reading AtoZ levels ● Benchmark scores ● Interim assessments scores ● STAAR scores
19. 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.	WIN time for students Bimonthly WIN meetings with teachers and admin Coaching Cycles GT program Implementation EL Program Co-Teaching Model Summit at Keene Elem	Administration Teachers Instructional Coach	2018-2019	<ul style="list-style-type: none"> ● TPRI assessments ● STAR Reading/Math assessments ● iStation ● Reading AtoZ levels ● Benchmark scores ● Interim assessments scores ● STAAR scores ● TELPAS

GOAL 1: The Elementary students will achieve exemplary student performance.

Objective 2 To improve attendance rates.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Use computer system to monitor student attendance in every class.	TxEIS software	Administration, faculty	2018-2019	<ul style="list-style-type: none"> • Comparison of attendance rates each nine weeks
2. Send campus-wide attendance letters communicating importance of student attendance.	Administration, faculty	Administration, faculty	2018-2019	<ul style="list-style-type: none"> • Improved parent understanding • decreased absences and tardies
3. Recognize and reward students with perfect attendance each nine weeks and for the year.	Treasure Tower EOY reward day	Administration, faculty, campus attendance committee	2018-2019	<ul style="list-style-type: none"> • TxEIS reports • STAAR
4. Home visits from KISD Police Department and follow up with County Courts as needed	KISD Police Chief	Administration KISD Police Chief	2018-2019	<ul style="list-style-type: none"> • Improved attendance rates
5. Keene House recognition and points for best attendance	Recognition during morning assembly and displayed on screens	Administration, faculty	2018-2019	<ul style="list-style-type: none"> • Improved attendance rates
6. No tardy reward lunches with administration	snacks	Administration	2018-2019	<ul style="list-style-type: none"> • Improved attendance rates

GOAL 2 Keene Elementary 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: Career Day to increase community involvement and encourage success after high school.

Objective 1 To encourage students to pursue education beyond high school.

Strategies	Resources	Person(s) Responsible	Timeline	Evaluation
1. College Day twice per semester	College shirts College lessons	Faculty Teachers	2018-2019	<ul style="list-style-type: none"> Greater student awareness of college opportunities
2. Career Day provided to expose students to opportunities and career pathways	Community members Teacher connections	Faculty Administration Counselor	2018-2019	<ul style="list-style-type: none"> Community participation
3. Gifted and Talented students will be identified through specialized testing and will attend GT classes.	COGAT test Counselor Teachers	Faculty, Counselor, Administration	2018-2019	<ul style="list-style-type: none"> Student enhancement
4. Counselor will maintain a college display board in the front hallway	Bulletin board	Counselor	2018-2019	<ul style="list-style-type: none"> Student awareness of higher education of staff
5. Students in grades 3 through 5 will visit a college campus during the school year	Funding	Administration Teachers	2018-2019	<ul style="list-style-type: none"> Student awareness of higher education

GOAL 2 Keene Elementary 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 To ensure students have a positive and successful experience in their early years of education.

Strategies	Resources	Person(s) Responsible	Timeline	Evaluation
1. Administer readiness tests and progress monitoring for students in grades PK-2 to focus on specific interventions needed	TPRI CLI Engage iPads Tango Software	Faculty	2018-2019	<ul style="list-style-type: none"> Students will be rated Developed on TPRI Improved scores in CLI Engage
2. KES will provide a Meet the Teacher night for easier transition on the first day of school	Faculty Books	Administration and Faculty	August 2018	<ul style="list-style-type: none"> Overall successful school year
3. Pre-K and Kindergarten Round Up	Pre-assessments	Administration, Kinder and PK teachers	Spring 2019	<ul style="list-style-type: none"> Improved success for Kindergarten and Pre-K students
4. Students in grades K-5 will counseling lessons on a rotating basis	Administration Counselor Social Skills lessons	Counselor	2018-2019	<ul style="list-style-type: none"> Decrease in discipline referrals and bullying incidences
5. Recognize students making the honor roll and having great conduct every nine weeks with incentives	Treasure tower	Administration Teachers	2018-2019	<ul style="list-style-type: none"> Increased academic achievement Report Cards TxEIS Reports
6. Pullout program for students with dyslexia using the Scottish Rite Dyslexia program	Scottish Rite program	Dyslexia teacher Counselor	2018-2019	<ul style="list-style-type: none"> Improved success for dyslexic students
7. Development of Keene 22 Rules and House System and house parties each nine weeks	KISD staff budget	KISD staff teachers students	2018-2019	<ul style="list-style-type: none"> improved attendance rates, increased academic achievement, decreased behavior referral

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

NEEDS ASSESSMENT: Teachers will need training to ensure student achievement.

Objective 1 To ensure that teachers are provided with ongoing staff development and resources needed to be successful.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. ESL training for all staff	ESL training through Google classroom	District ESL coordinator, Teachers, Paraprofessionals	Fall 2018	<ul style="list-style-type: none"> • TELPAS
2. STEM Scopes training for K-5 teachers	STEM Scopes	STEM Scopes rep Teachers Administration	August 2018	<ul style="list-style-type: none"> • Increase of student success • Effective utilization by teachers
3. SPED Training on the ARD process	JCSAA	JCSSA Administrators Diagnostician	August 2018	<ul style="list-style-type: none"> • Increase success of ALL students
4. Dyslexia Intervention Training	Scottish Rite	Dyslexia teacher	2018-2019	<ul style="list-style-type: none"> • Student success in core areas • Increased fluency rates • Improved comprehension
5. Pay for teachers to obtain ESL certification	TExES	Administration	2018-2019	<ul style="list-style-type: none"> • Increase ELstudent success
6. T-TESS Training for all new certified staff	T-TESS materials and portal resources	Administration	August 2018	<ul style="list-style-type: none"> • T-TESS outcomes • Walkthrough data

7. PD sessions during bimonthly WIN meetings	Faculty expertise	Administration	2018-2019	<ul style="list-style-type: none"> ● PD survey in the spring ● TTESS outcomes ● Walkthrough data
8. Development of a strong campus leadership team	Meetings	Leadership team	2018-2019	<ul style="list-style-type: none"> ● Agendas ● Records of decision making
9. G/T training opportunities for all staff Region 13 online course certifications	Faculty expertise for peer trainings Region 13	Administration, Faculty (peer presenters) Barbara Evans	2018-2019	<ul style="list-style-type: none"> ● PD survey in the spring ● GT certified teachers
10. Fundamental Five Training	Book study Admin Expertise	KISD Admin	2018-2019	<ul style="list-style-type: none"> ● TTESS outcomes
11. TMEA Music Conference	Membership dues and registration	Music Teacher	February 2019	<ul style="list-style-type: none"> ● implementation of new music ideas
12. CHAMPS Training	Region 11	New teachers	2018-2019	<ul style="list-style-type: none"> ● improved classroom management strategies
13. ELAR Training	Region 11	ELAR teachers	October 2018	<ul style="list-style-type: none"> ● student success ● effective utilization of ELAR strategies by teachers

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 ensure that staff and faculty have the technology resources to be successful.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. One to one technology in our classrooms	Technology funds	Administrators Technology department	2018-2019	<ul style="list-style-type: none"> Students have better access to web-based curriculum
2. Apps for our iPads	App Store App Request form	Faculty	2018-2019	<ul style="list-style-type: none"> STAAR Scores TPRI Scores
3. Evaluate effective technology utilization of students, staff, and parents	BrightBytes Survey	Administration Technology department	2018-2019	<ul style="list-style-type: none"> Evaluate growth from one year to another
4. Use of Computer on Wheels laptop station	Laptops	Administration, Teachers	2018-2019	<ul style="list-style-type: none"> Access for our students
5. Poster printer materials and digital display for the hallway	Technology funds	Administration Technology department	2018-2019	<ul style="list-style-type: none"> Use of these new tools to impact communication and student success
6. Use of Common Sense Media Digital Citizenship curriculum	Online resource	Computer teacher Administration	2018-2019	<ul style="list-style-type: none"> Students increase their critical thinking skills surrounding digital media concepts
7. Use of typing club program	Online resource	Computer teacher Administration	2018-2019	<ul style="list-style-type: none"> Increased typing skills for all students

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

NEEDS ASSESSMENT: More parents and family members to participate in parent conferences and being involved in school activities.

Objective 1 To expand communication with parents, family members and the community.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Administer parent/family members and teacher conferences with individual students	Teacher selected materials benchmarks, TPRI, report cards	Faculty	2018-2019	<ul style="list-style-type: none"> sign in sheets
2. Updated campus website, teacher websites, school reach, and information on social media	Website Facebook Twitter Call outs	Administration Teachers	2018-2019	<ul style="list-style-type: none"> Increased parent awareness and participation in events
3. Regularly scheduled events to involve parents and family members in school activities <ul style="list-style-type: none"> BooHoo Breakfast Meet the Teacher Open House Curriculum Nights (including ELL and Technology) Music programs Dyslexia GT PK-K Transition Meeting Book Fair Parent/Family Member Days 	Sign-in sheets Participant give aways	Staff Parents Family	2018-2019	<ul style="list-style-type: none"> participation Parent/Family Member feedback

5. Provide individual student assessment results to family members of K-5 th graders	Benchmarks STAAR TPRI TELPAS	Administration, faculty	2018-2019	<ul style="list-style-type: none"> • sign in sheets
6. Continue online gradebook and Parent Portal for all grades	Parent/Family Member letter Parent Portal link Multiple Opportunities to sign-up	Administration, Faculty	2018-2019	<ul style="list-style-type: none"> • parent/family survey • Number of Registered users
7. Provide notes written in Spanish and Marshallese	Marshallese employees and parents/family members	Administration	2018-2019	<ul style="list-style-type: none"> • Better parent/family communication
8. 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.	Open House Night Title 1 Meeting	Ted O'neil	September 2018	<ul style="list-style-type: none"> • Increased parent communication
9. 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.	Parent Family Involvement Agreement in Student Handbook	KISD registration online resource	August 2018	<ul style="list-style-type: none"> • Increased parent communication
10. 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.	School Parent Compact			<ul style="list-style-type: none"> • Increased parent communication
11. 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.	Value and Utility of Parents Powerpoint and discussion	Administration Staff	November 2018	<ul style="list-style-type: none"> • staff understands value of parents and how to support our relationships throughout the school year
12. Each Title I, Part A campus provides to parents	STAAR Report Card	Administration	2018-2019	<ul style="list-style-type: none"> • increased

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.	TAPR			communication of STAAR data
--	------	--	--	-----------------------------

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

Objective 2 To create an atmosphere where students and staff have a sense of school pride and accomplishment.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Partnering with High School students, teachers, coaches, and administration to interact with students by greeting students in the morning and reading with students during the day	High school	Administration	2018-2019	<ul style="list-style-type: none"> ● Students will have mentor relationships with high school students.
2. Encourage involvement between local businesses and the school	Local businesses	Administration	2018-2019	<ul style="list-style-type: none"> ● Increase the community presence in our school
3. Teacher selection of Keene 22 postcard winners each nine weeks. Postcards sent home in the mail to the family of each student	Postcards	Teachers Administration	2018-2019	<ul style="list-style-type: none"> ● Positive feelings from families and students.
4. Acknowledgment of teacher accomplishments and kudos shared to all staff through weekly news and treats left in lounge throughout the year	KES staff newsletter budget for snacks	Administration	2018-2019	<ul style="list-style-type: none"> ● teachers feel valued and appreciated ● teacher surveys
5. Formation and support of a strong teacher leadership team	Summer meeting Monthly meetings	Leadership team members	2018-2019	<ul style="list-style-type: none"> ● Teacher feedback ● Monthly agendas
6. Creation of Keene 22 rules and House system. Weekly focus on each rule and celebration of students who portray those attributes in school	Keene 22 documents	Administration Teachers Students	2018-2019	<ul style="list-style-type: none"> ● Stakeholder surveys ● Decreased discipline problems ● More pride in our school

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

NEEDS ASSESSMENT: Continued improvement with fire/tornado drills.

Objective 1 To keep all children safe in the event of an emergency.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Develop and implement safety procedures for all kinds of emergencies	District developed crisis plan	Administration Faculty	2018-2019	<ul style="list-style-type: none"> Staff and students are familiar with the plans and are able to execute efficiently
2. Teach and practice all safety drill procedures with students and faculty	District developed crisis plan Staff meetings	Administration Faculty	2018-2019	<ul style="list-style-type: none"> Safely executed drills feedback to staff after drills are completed
3. ALICE training for staff and students	Technology money or safety grants	Administration Faculty	2018-2019	<ul style="list-style-type: none"> Feedback from staff and parents/family
4. CPI updates and training for required staff members	JCSSA	Administration Faculty	2018-2019	<ul style="list-style-type: none"> Team will effectively and efficiently respond when needed
5. Continuation of the StopIT! System to allow for anonymous student reporting of bullying and other incidents	App added to iPads	Chief Potts Counselor Administration	2018-2019	<ul style="list-style-type: none"> Monitoring of the reports by administration

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

Objective 2 To be clear and consistent with discipline.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Review and improve student code of conduct and school wide discipline plan.	Leadership Team	Administration Faculty	2018- 2019	<ul style="list-style-type: none"> ● Decrease in office referrals
2. Develop positive school wide procedures for behavior and classroom management.	Leadership Team	Administration Faculty	2018-2019	<ul style="list-style-type: none"> ● Staff will all have a similar understanding of expectations ● Decrease in office referrals
3. Train faculty and staff and review implementation and procedures of the discipline plan.	Leadership Team	Administration Faculty	2018-2019	<ul style="list-style-type: none"> ● Plan will be implemented by all, with fidelity ● Decrease in office referrals
4. Communicate discipline plan to parents and keep them informed of their child’s behavior.	Discipline forms, parent portal, phone calls	Administration Faculty	2018-2019	<ul style="list-style-type: none"> ● Parents/family members will be aware of their child’s behavior at school
5. Implementation of the Keene 22 Rules and House system.	Dojo Points Nine weeks house parties	KISD Administration KES Faculty	2018-2019	<ul style="list-style-type: none"> ● Students will have a motivation to always do what is right ● Decrease in office referrals
6. Utilize a discipline matrix for decision making by all stakeholders.	Leadership team	Leadership team Teachers	2018-2019	<ul style="list-style-type: none"> ● Decrease in office referrals ● Feedback from staff
7. Training for staff who need additional support with behavior management.	JCSSA Region 11	Administration Teachers	2018-2019	<ul style="list-style-type: none"> ● Decrease in office referrals ● Feedback from staff

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

learning. Objective 3 To provide students with programs and resources to help them be safe and successful.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Continue family number pickup system for all dismissals.	Colored cards, computers, TxEIS, copy machine, laminator	Faculty Office staff	2018-2019	<ul style="list-style-type: none"> Parents/family will always bring their card Decrease in the number of late pick ups
2. Repair and maintain equipment and facility.	Maintenance	Administration	2018-2019	<ul style="list-style-type: none"> Students will be able to safely utilize all equipment
3. Encourage drug-free behavior lifestyles through Red Ribbon Week	Counselor Promotional materials	Counselor Leadership Team	October 2018	<ul style="list-style-type: none"> Students will have an awareness of drug free living
4. Training for and use of the StopIT! System for reporting bullying and other unsafe behaviors and situations	StopIT! App	Counselor Administrators	2018-2019	<ul style="list-style-type: none"> Monitoring of all reports to StopIT! by campus administration

GOAL 7 An appropriate overall financial condition of the district will be maintained through effective planning and efficient management of the budget.

Objective 1 To have a solid and sound budget.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Develop a budget and follow it to ensure we are fiscally sound	Budget TxEIS Administration	Administration	2018-2019	<ul style="list-style-type: none"> • Budget
2. Assess all expenditures to ensure good financial stewardship and maximization of our resources	Budget TxEIS	Administration Leadership Team	2018-2019	<ul style="list-style-type: none"> • Budget analysis

Keene ISD 2018 – 2019 Student/Parent/School Compact

Every Child – Every Need – Every Day

In order to achieve the highest level of success for every student, Keene ISD staff, in partnership with parents and students, make this agreement to support, respect, challenge and inspire each other as partners in education. To empower each child to achieve his or her fullest potential to become a lifelong learner and responsible citizen, we hereby sign this compact, accepting our responsibility to work together to support, encourage and ensure that every student will achieve to the best of their ability.

Student Agreement Recognizing the importance of working to the best of my ability. I will strive to do the following:

*To treat staff, peers, parents and community with respect and dignity *To complete and turn in all required schoolwork and homework on time *Attend school regularly, arrive on time, be ready and willing to learn *Follow school and class rules

Parent/Guardian Agreement I want my child to achieve. Therefore, I will encourage him/her by doing the following:

*To treat teachers, Principals and other school staff with respect and dignity
*Attend parent-teacher conferences and attend school functions while encouraging a positive attitude about school
*To ensure that student attends school regularly arrives on time and to send a note when the student is absent
*Be sure my child does their homework, by providing a place to study, establishing a time for doing homework, reviewing the homework regularly and participating in the academic progress of my child

School Agreement Striving to meet every need, of every child, every day, Keene ISD staff will:

*To treat the parent and student with respect and dignity, while maintaining appropriate authority and discipline
*Demonstrate care and concern for each student
*Provide high quality curriculum in a supportive environment that enables the student to meet the State performance goals and become 21st century ready
*Provide opportunities for parents to volunteer in the classroom or with other school related activities

_____ **Student Signature/Date** _____

_____ **Parent/Guardian Signature/Date** _____

_____ **School Official Signature/Date** _____