

Keene Junior High School
Campus Improvement Plan
2019-2020

Mission Statement

The mission of Keene Junior is to develop students who are successful in high school and beyond. Students will learn 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.

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 is unique and 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 endeavor.

TITLE IX

Keene Junior High School does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing educational 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.

Committee Members

Jamie Ingram, Principal

Donald Bell, Assistant Principal

Tina Boyd, Counselor

Chassidy Hamilton, Parent Representative

Christina Santos, Parent Representative

Anthony Pennick, Community Representative

Irene Herr, Community Representative

Sandy Skeen, Business Representative

Nellie Youngberg, Business Representative

Rick Brockman, Teacher

Tommy Kennedy, Teacher

Katherine Crawford, Teacher

Anne Bowling, Teacher

Adrienne Malmberg, Teacher

Kathy Osborne, Teacher

Alice Pierson, Teacher

Jeanne Hinerman, District Curriculum Specialist

ESSA Goals and Indicators Comprehensive Needs Assessment

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

1. Disaggregated STAAR data for 2019
2. Most recent School Report Card (Campus Accountability - Performance Indices/Distinction Designations)
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 (T-TESS)
7. Assessment and benchmark data (DMAC)
8. Stakeholder surveys conducted during the 2018-2019 school year.

Identified Strengths:

1. Dedicated teachers committed to student success
2. Teamwork within departments and cross curricular areas
3. Multi-year STAAR data reflects growth in many areas

Identified areas for needed improvement:

1. Increased student performance in Writing for all subgroups and all students group
2. Increased student performance for ELL and SpEd subgroups on all tests
3. Improvement of classroom practice as it relates to student engagement and use of best teaching practices

Students

Students are at the heart of all we do here. It is the goal of Keene Junior High School to equip all students with the tools needed to succeed so they may excel.

Every Child, Every Need, Every Day

Student Strengths

Our students are hardworking, involved and spirited.

They are invested in making Keene Junior High School the best it can possibly be!

Our students are respectful and well-behaved.

Our students come from diverse backgrounds.

Student Needs

Support for those struggling to attain grade level standards of performance.

Support for Special Education and EL students.

Vision for the future, postsecondary endeavors.

Staff

Having a staff of highly effective teachers and instructional aides is the goal of Keene Junior High School through established hiring practices.

Staff Strengths

Based on current data, teachers and instructional aides meet previously identified highly qualified status at Keene Junior High School. The teaching staff is comprised of 75% females and 25% males. One hundred percent of the teachers hold a bachelor's

degree while 4% have a master's degree. There is a mix of new and experienced teachers, which allows for both real world/professional experiences as well as 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, particularly addressing alignment, classroom management, student engagement, and technology integration. In so doing, 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 flexible seating furniture, interactive white boards, iPads, document cameras and projection/AV equipment, to best serve students for academic achievement and success, is incorporated at the campus level. Classrooms, science labs, technology labs, collaborative spaces 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 and uses multiple fund sources to improve the overall educational program. The following sources are used to support

and supplement programs such as Rtl, computer libraries, curriculum and instruction through the use of technology software and hardware, before and after-the-school day tutorials and after school instructional programs for at-risk students identified using state and local at-risk criteria: Title I, Title II, and SCE.

Comprehensive Needs Assessment: Student Data

ACCOUNTABILITY SUMMARY

- Overall Performance 84%
- Student Achievement 79%
- School Progress 88%
- Academic Growth 74%
- Relative Performance 88%
- Closing the Gaps 73%

DISTINCTION DESIGNATIONS

- *Academic Achievement in Social Studies*
- *Academic Achievement in ELA/Reading*
- *Comparative Academic Growth*
- *Postsecondary Readiness*

STAAR PERFORMANCE - 2019

- Reading: 79% All Students
- Mathematics: 87% All Students
- Writing: 61% All Students
- Social Studies: 84% All Students
- Science: 82% All Students

DROPOUT DATA : 0.0% (for all subgroups)

ATTENDANCE : 95.6%

Goals & Objectives

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 workforce.

- 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

- Objective 1: To recruit experienced 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, utilizing the SAMR Model.

- Objective 1: To expand the scope within the instructional context to serve as a tool for engagement, efficiency, and to close performance gaps.

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, managed 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 1: Keene JH will meet State accountability standards and earn Distinction Designations.

Needs Assessment: Reading/English Language Arts: (6-8) 79%, Mathematics: (6-8) 87%,
 Subpopulation performance for White students and Pacific Islander Students
 ACADEMICALLY ACCEPTABLE Rating/Campus (Reference to COMPREHENSIVE NEEDS ASSESSMENT)

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	TEKS, state-adopted curriculum, research-based supplemental materials/ Curriculum, dept. Meetings iXL TEKS Resources	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	Special ed., ESL, G/T, Rtl	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	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	DMAC data analysis	Tested area	Aug.-May	Benchmark data

assessment/benchmark data for student mastery, STAAR projections to provide instructional interventions for student populations/student needs	programs	department staff and supporting staff		Mock STAAR and STAAR results
5. Provide interventions/staff support for at-risk students or students who struggle in core content areas	SpEd, ESL, G/T, Dyslexia, Rtl GCS, DMAC data, iXL, iLit, Instructional Supplies	Program directors, teachers, RTI teachers, Content Mastery personnel	Aug.-May	Student progress reports , report cards, benchmark data from DMAC, iXL, iLit
6. Continue before/after school tutorial sessions and homework assistance	Teachers	Core and tested area teachers	Aug.-May	Progress reports, report card grades, benchmarks, STAAR test results
7. Subject specific tutoring for EL students (Reading and Math, before and after school)	Teaching materials	ESL Teacher	Oct.-May	Benchmark results, Class performance, STAAR results
8. Addition of ELLA class to our master schedule	Teaching materials	ESL Teacher, Principal	Aug.-May	Benchmark results, Class performance, STAAR results
9. Increase the Advanced Performance percentages on the STAAR test by all students, including ESL, Sp. Ed., GT, and At-Risk	TEKS, State-adopted textbooks, research-based programs/ curriculum, after-school tutorials, GCS program iLit iXL	Classroom teachers	Aug.-May	Benchmark results, STAAR test results

10. Maintain "Distinction Designations" (or equivalent) for each tested area	TEKS, State-adopted textbooks, research-based programs/ curriculum, after-school tutorials, GCS program	Classroom teachers	Aug.-May	Benchmark results, STAAR test results Distinction Designations
11. 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.	Stakeholder Surveys, STAAR data, Classroom performance data	All teachers including special programs staff, Principal, Asst. Principal	Aug.-May	STAAR Benchmark Data, STAAR Results
12. 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	Site-Based Decision Making Team, Current Data, Stakeholder Feedback	Committee Members, Principal, Asst. Principal	Aug.-May	Meeting Agenda & Sign in sheet, CIP Document

<p>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.</p>				
<p>13. 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</p>	<p>Stakeholder Feedback, Time</p>	<p>Principal Asst. Principal Teachers</p>	<p>Aug.-May</p>	<p>MOY CIP Review EOY CIP Review</p>
<p>14. School-wide 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.</p>	<p>Benchmark testing data, Materials for remediation</p>	<p>All teachers</p>	<p>Dec.-April</p>	<p>STAAR Data</p>
<p>15. School-wide 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.</p>	<p>Benchmark testing data, Materials for remediation</p>	<p>All teachers</p>	<p>Dec.-April</p>	<p>STAAR Data</p>

<p>16. School-wide 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.</p>	<p>Benchmark testing data, Materials for remediation</p>	<p>All teachers</p>	<p>Dec.-April</p>	<p>STAAR Data</p>
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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: LEP (6-8), SpEd (6-8), At-Risk (6-8), Sub Populations (6-8)

Reference to COMPREHENSIVE NEEDS ASSESSMENT

Objective 1: To ensure the academic success of all students so they can obtain a high school diploma & be prepared for postsecondary success.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Provide appropriate interventions for at-risk students (Rtl, dyslexia, GCS)	Content Mastery lab Region 4 Dyslexia Program, Rtl Program SpEd /Title 1/ Comp. Ed Funds iLit iXL	Classroom teachers, Rtl teachers, GCS Staff	Aug.-May	Student progress reports, report cards, benchmark data, STAAR scores
2. Expand library collections to assist students in reaching grade level TEKS	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	Safety surveys Special speakers	Counselor	Aug.-May	Survey data, program logs, PEIMS discipline data
4. Provide College and Career Readiness & Teen Leadership classes for all 8 th grade students	Curriculum	Counselor 8 th grade teaching staff	Aug. -May	Student evaluation of program

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: Although 100% of the campus staff meets highly effective status, professional growth opportunities need to be expended by providing CPE credits to meet SBEC requirements for certificate renewals

Objective 1: To recruit highly effective personnel

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Conduct recruitment activities to ensure highly qualified personnel in all positions vacancies in multiple sites/organizations and maintaining active website	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 effective before being included in applicant pool	ESSA criteria	Principal, Assistant Principal	Aug.-May	Review ESSA status of applicants
3. Hire only highly effective staff for open positions	ESSA criteria	Principal, Assistant Principal	Aug.-May	Hiring process to include ESSA requirement
4. Provide opportunities for teachers needing hours for certification (staff development, college courses, fees for test(s) and add to certificate)	Approved CPE courses and certification per SBEC requirements	Human Resources personnel, Principal, Assistant principal	Aug.-May	Data on CPE credits earned/courses taken/fees refu
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
6. Training for all staff on trauma informed care and serving students in poverty	Multimedia presentations	JCSSA Staff Campus Staff Principal	Fall Semester	Classroom observation

Objective 2: To implement strategies to retain highly effective personnel

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Analyze data from all teachers' certifications, testing, staff development and service records to ensure that all meet/retain highly effective status	SBEC requirements Personnel files	Principal, Assistant Principal	Aug.-May	Complete personnel files Professional development records ESSA staff
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 effective	Title money Compensatory Local money	Principal, Assistant Principal	Aug.-May	Complete personnel files Professional development records ESSA staff
3. Establish an effective teacher mentoring system to retain highly qualified personnel; provide a stipend for mentors	District developed mentor program materials	Principal, Assistant Principal, Mentors	Aug.-May	Formative/Summative interviews Payroll records
4. Analyze data from paraprofessionals' files to ensure all instructional aides are highly effective	Personnel files	Principal, Assistant Principal	Aug.-May	Complete personnel files

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	Title money Compensatory money Local money	Principal, Assistant Principal,	Aug.-May	Additional certifications on teacher certificate
6. Provide a comfortable, welcoming atmosphere for all staff through working luncheons, spirit days, contests and reward days (including staff appreciation days)	Local money	Principal, Assistant Principal	Aug.-May	Positive staff morale Safe working environment

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, student engagement, etc.)	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	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	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
4. Teachers and administrators will maintain state GT professional development requirements	GT funds Local funds	Principal, Assistant Principal, GT Campus, Coordinator, Consultant	Aug.-May	Documented 6 hr. requirements for continuing teachers Documented 30 hr. requirements for first year teachers
5. Provide opportunities for staff to visit high performing comparable schools with colleagues for new ideas	Local funds Title funds	Principal, Assistant Principal, Teachers	Aug.-May	Observe and implement quality programs for student improvement and student and staff appreciation Increased student achievement Increased student morale Increased staff morale

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

Needs Assessment: Annual evaluation/questionnaire reports of technology needs/benefits for parents, family members, students and staff

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

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Utilize technology personnel to assist in technology support and classroom integration	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	Technology department Technology Instructional Director	Principal, Assistant Principal, Teachers	Aug.-May	Increased use of technology in the classroom for instruction purposes
3. Continually update campus and teacher websites; include information for parents, family members and community members (Include federal and state compliance requirements)	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	Technology funds Local funds Business Manager	Principal, Assistant Principal, Department heads, Teachers	Aug.-May	Computers Interactive Boards Printers Response Systems iPads, iPods, Podcasts
6. Ongoing assessment of technology needs	Technology Needs Questionnaire/Meetings	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, family members and community members for personal and professional growth	Computer lab access Distance-learning lab access Parent-portal access Web page access "Night Owl" Program Hoonuit	Principal, Assistant Principal, Technology Director, Teachers, Paraprofessionals	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, family members and community stakeholders to ensure academic success.

Needs Assessment: Parent / student / staff survey data

Objective I: To improve engagement and communication between school and home

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Staff will communicate with parents by phone, note, postcard, email or face-to-face parent/advisor conference in addition to progress reports & nine-week report cards	Technology funds Local funds Compensatory funds	Principal, Assistant Principal, Teachers, Paraprofessionals	Aug.-May	Parent contact logs for conferences, etc.
2. Social media postings, weekly School Messenger call outs, and campus Google calendar will be utilized to keep parents informed of upcoming events and happenings each month.	Local funds	Principal, Assistant Principal,	Aug.-May	School Messenger Data, Social Media Data
3. *Fine Arts classes & Student Council will be engaged in the community through projects and programs *“Night Owl” Program for parents and students *Hoonuit CE program for parents and students	Local funding, Hoonuit	Teachers, Assistant Principal Librarian	Aug.-May	Community performances School/Community Engagement “Night Owl”, and sign-in attendance logs
4. Awards/Open Houses/Talent Programs/UII Events/Program Orientation/ Holiday Programs/Family Movie Night	Building Local funds	Principal, Assistant Principal, Student Council	Aug.-May	School programs and performances sign-in sheets School/Community

				Engagement
5. Parent/Teacher Conferences twice annually	Local funding	Assistant Principal, Staff Advisors	Aug.-May	Increased parental engagement and awareness, Sing-in sheets
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.	Hotdog Supper Supplies, Local funding, Title I meeting presentation	Campus & District Leadership All teachers	October 2018	Sign in sheets
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 parents and the school.	Written policy, Student Handbook	Principal Asst. Principal	Aug.-May	Included in 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	Compact, Student Handbook	Principal Asst. Principal	Aug.-May	Posted to Campus Website, Included in Student Handbook

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.				
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.	Parent engagement presentation for training	Principal Asst. Principal	August	Sign in sheet for training meeting
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.	Campus Report Card	Principal Asst. Principal	Aug.-May	Posted to website

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

Needs Assessment: PEIMS Discipline Data / Campus Discipline Monthly Charts / Discipline Folders

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

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Staff will conduct orientation with students to familiarize them with the campus philosophy, schedule, and principal/staff expectations.	Local funds Compensatory funds Student Handbook/Code of Conduct Campus Schedule	Principal Assistant Principal Teachers	Aug-May	Improved communication and better understanding of Handbook/C of C and campus schedule Fewer discipline referrals Student success
2. Uniform hallway and passing period procedures will be followed	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.	Parent contacts Counseling Parent Survey Discipline matrix	Assistant Principal	Aug-May	Outcomes analyzed and prioritized to reduce problems Parent feedback
4. Increased positive reinforcement through student ownership and choice.	Expanded class offerings: French, Spanish, Theater Arts,	Principal Assistant Principal Teachers	Aug.- May	EOY Student Survey Discipline Data High School credits earned

	Athletics, Art, Band, Comic Book, Etc.) After School Enrichment groups Discipline matrix Awards assemblies, etc. Local funding Character Ed Assembly			
5. Emphasize and continue the Anti-Bullying Program and the implementation of StopIt!	Compensatory funding Local funding	Principal Assistant Principal Counselor Staff	Aug-May	Improved school climate Fewer discipline referrals Safer school Improved social skills
6. Provide crisis intervention training to KJH staff	"School Crisis Management" plan Student Code of Conduct Local Funding	SBDM team, Principal, Assistant Principal, Counselor, District Chief of Police	Aug.-May	Safe and orderly environment Emergency Drill logs Student awareness of procedures Trained staff Fewer discipline referrals
7. Provide a drug-free education to all staff and students	Local funding	Counselor Keene ISD PD Guest speakers/programs, KJH staff	Aug.-May	Safe and orderly environment Fewer discipline referrals
8. Continue use of the KISD Police Chief for campus safety and attendance	Local funding	Principal, Superintendent	Aug.-May	Safe and orderly environment Improved student attendance Improved student

				behavior Fewer discipline referrals
9. Promote respect and responsibility through "Keene 22" character development classes and other campus programs such as REACH Council	Keene 22 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
10. Involve parents, family members and community in planning a Safe and Drug-Free School and community	Local funding	SBDM committee, Counselor, Assistant Principal, Principal District Chief of Police	Aug.-May	Safer school United stand against drugs Parent/community participation and input
11. Monthly fire, tornado and lockdown drills and safety meetings	Keene Fire Department District Chief of Police	Principal, Assistant Principal	Aug.-May	Documentation of monthly emergency drills

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

Needs Assessment: Safety checks and audits

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

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Review security of facilities to limit access to the campus	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 and increase safety/surveillance equipment for indoors and outside of building (Cameras) to help eliminate blind spots and increase visibility	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)	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	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	Phone/intercom equipment Computer/hardware	Principal, Assistant Principal, Technology Director	Aug.-May	Checklist of work orders

		Maintenance Director, Staff		
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Objective 3: To provide regularly scheduled replacement of furniture and fixtures to maintain and improve current facilities

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