

# KEENE ELEMENTARY SCHOOL

2019-2020

## 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

Mrs. Denise Diaz, Counselor

Paige Stockinger, Teacher

Tapley Shoup, Teacher

Heather Buren, Teacher

Misty Pritchett, Teacher

Donnel Shaw, Teacher

Ashley Taylor, 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 Título 6 del acta de los Derechos Civiles del 1964, Título 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 2018-2019 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 2018, 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: hiring a reading specialist to add extra support to our students in reading intervention, hiring a certified teacher to work part-time as a math tutor for 5th grade, utilizing two paraprofessionals strictly working with 3rd-5th grade in the areas of reading, math, and writing, purchasing TEKS Resource as a district wide scope and sequence and lesson planning tool, purchase of Answer Blocks, a visual vertical alignment resource for teachers, and vertical team meetings once a month with teachers across grade levels in the areas of reading, math, writing, and science. For our LEP students, we are providing in-class and pull-out support, continuing to focus on strategies teachers can use to help students grow in the areas of listening, speaking, reading, and writing, will purchase learning materials that can focus on vocabulary, and continue to provide ELL training for teachers. 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 support our PTO program. An updated Comprehensive Needs Assessment will be conducted throughout the 2019-2020 school year, culminating in the Spring of 2020.

### Funding Sources

|                  |             |            |
|------------------|-------------|------------|
| Title 1 Teachers | 211 11 6100 | 63,394.00  |
| Title 3 Paras    | 263 11 6100 | 23,433.00  |
| State Comp Ed    | 199 11 6119 | 268,184.00 |

## A Profile of the Elementary Campus

Data is taken from the 2018-2019 Texas Academic Performance Report

487 Total Enrollment

44% At-Risk

1.8% Gifted and Talented

26% English Language Learners

7% Special Education

6% Students in speech only Special Education

81% 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. We will continue to have Family curriculum nights for reading and math, and our district 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.

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

**NEEDS ASSESSMENT: KES will obtain advanced performance in STAAR 2020.**

**Objective 1 For all students to obtain standard performance on STAAR testing and/or rated Developed on TPRI (2019-2020).**

| Strategies  | Resources  | Person(s) Responsible                      | Timeline   | Formative & Summative Evaluation   |
|---|--|--|------------|--|
| 1. We will continually monitor progress of student performance and growth.  | Star Math<br>Star Reading<br>Reading A-Z<br>TPRI (K-2)<br>CBAs<br>CLI Engage | Administrators, faculty                    | 2019-2020  | <ul style="list-style-type: none"> <li>● Renaissance Beginning, Middle and End Assessments</li> <li>● Reading A-Z each nine weeks</li> <li>● TPRI Beginning, Middle and End Assessments</li> <li>● CBA data</li> <li>● Beginning and End of Year data from CLI Engage</li> </ul> |
| 2. Remediation for students in math through a combined effort of paras and math tutor   | Math resources, Accelerated Math   | Administrators, faculty, staff. math tutor | 2019-2020  | <ul style="list-style-type: none"> <li>● Performance on STAAR Benchmarks</li> <li>● End of Year STAAR test</li> </ul>  |
| 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 software                           | Administrators, faculty                    | 2019-20120 | <ul style="list-style-type: none"> <li>● Performance on STAAR Benchmarks</li> <li>● End of Year STAAR test</li> <li>● TPRI</li> </ul>  |

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| 4. Students will be assessed with benchmarks and data disaggregated from benchmarks and CBA's to diagnose areas of strengths and weaknesses in all STAAR tested subjects. | District nine week CBA<br>District semester CBA | Administrators, faculty, staff | 2019-2020 | <ul style="list-style-type: none"> <li>● STAAR benchmark data</li> <li>● End of Year STAAR test</li> </ul> |
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|  |   |  |           | <ul style="list-style-type: none"> <li>● DMAC reports</li> </ul>   |
| 5. Address student needs with hands-on Science experiments and vocabulary development using STEM Scopes.                           | Science supplies<br>STEM Scopes curriculum                              | Teachers                                       | 2019-2020 | <ul style="list-style-type: none"> <li>● Benchmark scores</li> <li>● Science STAAR scores</li> </ul>   |
| 6. Use web based computer programs such as Reflex math, Prodigy Math, and RAZ Kids, for remediation and tutoring in the classroom. | Computer lab, student computers, after-school tutoring, programs, iPads | Administration                                 | 2019-2020 | <ul style="list-style-type: none"> <li>● TPRI</li> <li>● STAAR</li> <li>● Classroom assessments</li> <li>● Diagnostic Reports</li> </ul>                             |
| 7. Provide support to students who are performing below grade level through RtI.   | Keene Elementary RtI process data sheets                                | Administration, teachers, counselor, as needed | 2019-2020 | <ul style="list-style-type: none"> <li>● STAAR</li> <li>● TPRI</li> <li>● Report cards</li> <li>● STAR Reading</li> <li>● STAR Math</li> <li>● Benchmarks</li> </ul> |
| 8. Use of Lucy Calkins writing materials for 3rd and 4 <sup>th</sup> grade Writing   | Lucy Calkins units of study   | Writing Teacher                                | 2019-2020 | <ul style="list-style-type: none"> <li>● Walkthrough data</li> <li>● Lesson plans</li> <li>● STAAR results</li> </ul>  |

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| 9. 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<br>Parent Surveys               | Administration, Teachers, Parents  | 2019-2020 | <ul style="list-style-type: none"> <li>● Comprehensive Needs Assessment data reviewed throughout the year</li> </ul> |
| 10. 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 | 2019-2020 | <ul style="list-style-type: none"> <li>● Ongoing changes throughout the year in the CIP</li> </ul>                   |
| 11. The CIP remains in effect for the duration of the school's participation under this part, except that the plan and its   | Needs assessments<br>Stakeholder input        | Administration, Teachers, Staff  | 2019-2020 | <ul style="list-style-type: none"> <li>● MOY CIP Review</li> <li>● EOY CIP Review</li> </ul>                         |

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| 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  |   |   |           |  |
| 12. 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<br>Federal Programs Director                               | 2019-2020 | <ul style="list-style-type: none"> <li>Administration meetings and review</li> </ul>   |
| 13. 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.   | ELL support by paras<br>Co-teaching model used by<br>ESL teacher and<br>classroom teachers<br>Response to Intervention  | Administration<br>Teachers<br>math tutor<br>reading specialist            | 2019-2020 | <ul style="list-style-type: none"> <li>TPRI assessments</li> <li>STAR Reading/Math assessments</li> <li>Reading AtoZ levels</li> <li>Benchmark scores</li> <li>STAAR scores</li> </ul>                 |
| 14. 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<br>Response to Intervention<br>Co-teaching model used by<br>ESL teacher and<br>classroom teachers | Administration,<br>Counselor, Teachers,<br>Dyslexia teacher<br>specialist | 2019-2020 | <ul style="list-style-type: none"> <li>TPRI assessments</li> <li>STAR Reading/Math assessments</li> <li>Reading AtoZ levels</li> <li>Benchmark scores</li> <li>STAAR scores</li> </ul>                 |
| 15. 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. | Coaching Cycles<br>GT program<br>Summit at Keene Elem<br>Makerspace   | Administration<br>Teachers<br>Instructional Coach<br>Librarian            | 2019-2020 | <ul style="list-style-type: none"> <li>TPRI assessments</li> <li>STAR Reading/Math assessments</li> <li>Reading AtoZ levels</li> <li>Benchmark scores</li> <li>STAAR scores</li> <li>TELPAS</li> </ul> |

**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                                 | 2019-2020 | <ul style="list-style-type: none"> <li>• Comparison of attendance rates each nine weeks</li> </ul>                          |
| 2. Send campus-wide attendance letters communicating importance of student attendance.                    | Administration, faculty   | Administration, faculty                                 | 2019-2020 | <ul style="list-style-type: none"> <li>• Improved parent understanding</li> <li>• decreased absences and tardies</li> </ul> |
| 3. Recognize and reward students with no tardies and perfect attendance each nine weeks and for the year. | Treasure Tower<br>EOY reward day<br>Principal rewards every 9 weeks | Administration, faculty,<br>campus attendance committee | 2019-2020 | <ul style="list-style-type: none"> <li>• TxEIS reports</li> <li>• STAAR</li> </ul>  |
| 4. Home visits from KISD Police Department and follow up with County Courts as needed                     | KISD Police Chief   | Administration<br>KISD Police Chief                     | 2019-2020 | <ul style="list-style-type: none"> <li>• Improved attendance rates</li> </ul>   |
| 5. Keene House recognition and points for best attendance   | Recognition during morning assembly and displayed on screens        | Administration, faculty                                 | 2019-2020 | <ul style="list-style-type: none"> <li>• Improved attendance rates</li> </ul>   |



**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. Virtual College Tours   | College lessons<br>technology                         | Faculty<br>Teachers                    | 2019-2020 | <ul style="list-style-type: none"> <li>• Greater student awareness of college opportunities</li> </ul> |
| 2. Career Programs and special guests provided to expose students to opportunities and career pathways     | Community members<br>Teacher connections<br>Red Cross | Faculty<br>Administration<br>Counselor | 2019-2020 | <ul style="list-style-type: none"> <li>• Community participation</li> </ul>                            |
| 3. Gifted and Talented students will be identified through specialized testing and will attend GT classes. | COGAT test<br>Counselor<br>Teachers                   | Faculty, Counselor,<br>Administration  | 2019-2020 | <ul style="list-style-type: none"> <li>• Student enhancement</li> </ul>                                |
| 4. Students in grades 3 through 5 will visit a college campus during the school year                       | Funding   | Administration<br>Teachers             | 2019-2020 | <ul style="list-style-type: none"> <li>• Student awareness of higher education</li> </ul>              |

**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<br>CLI Engage<br>iPads<br>Tango Software     | Faculty                            | 2019-2020 | <ul style="list-style-type: none"> <li>Students will be rated Developed on TPRI</li> <li>Improved scores in CLI Engage</li> </ul>        |
| 2. KES will provide a Meet the Teacher night for easier transition on the first day of school                               | Faculty<br>Books                                  | Administration and Faculty         | 2019-2020 | <ul style="list-style-type: none"> <li>Overall successful school year</li> </ul>   |
| 3. Students in grades K-2 will have counseling mini-lessons through library time  | Administration Counselor<br>Social Skills lessons | Counselor                          | 2019-2020 | <ul style="list-style-type: none"> <li>Decrease in discipline referrals and bullying incidences</li> </ul>                               |
| 4. Recognize students making the honor roll and having great conduct every nine weeks with incentives                       | Treasure tower<br>Principal rewards               | Administration<br>Teachers         | 2019-2020 | <ul style="list-style-type: none"> <li>Increased academic achievement</li> <li>Report Cards</li> <li>TxEIS Reports</li> </ul>            |
| 5. Pullout program for students with dyslexia using the Scottish Rite Dyslexia program                                      | Scottish Rite program                             | Dyslexia teacher<br>Counselor      | 2019-2020 | <ul style="list-style-type: none"> <li>Improved success for dyslexic students</li> </ul>   |
| 6. Keene 22 Rules and House System and house parties each nine weeks  | KISD staff<br>budget                              | KISD staff<br>teachers<br>students | 2019-2020 | <ul style="list-style-type: none"> <li>improved attendance rates, increased academic achievement, decreased behavior referral</li> </ul> |
| 7. Counselor Lunch Bunch  | Counseling room                                   | Mrs. Diaz                          | 2019-2020 | <ul style="list-style-type: none"> <li>skill building</li> </ul>   |

**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 on instructional strategies     | ESL resources                         | District ESL coordinator, Teachers, Paraprofessionals | 2019-2020   | <ul style="list-style-type: none"> <li>● TELPAS</li> </ul>   |
| 2. STEM Scopes training for science teachers    | STEM Scopes                           | STEM Scopes rep<br>Teachers<br>Administration         | August 2019 | <ul style="list-style-type: none"> <li>● Increase of student success</li> <li>● Effective utilization by teachers</li> </ul>                           |
| 3. SPED Training on the RTI referral process    | JCSAA                                 | JCSSA<br>Administrators<br>Diagnostician              | Sept. 2019  | <ul style="list-style-type: none"> <li>● Increase success of ALL students</li> </ul>   |
| 4. Dyslexia Intervention Training               | Scottish Rite                         | Dyslexia teacher                                      | 2019-2020   | <ul style="list-style-type: none"> <li>● Student success in core areas</li> <li>● Increased fluency rates</li> <li>● Improved comprehension</li> </ul> |
| 5. Pay for teachers to obtain ESL certification | TExES                                 | Administration  | 2019-2020   | <ul style="list-style-type: none"> <li>● Increase ELstudent success</li> </ul>   |
| 6. T-TESS Training for all new certified staff  | T-TESS materials and portal resources | Administration  | August 2019 | <ul style="list-style-type: none"> <li>● T-TESS outcomes</li> <li>● Walkthrough data</li> </ul>  |

|   |  |   |             |   |
|---|--|---|-------------|---|
| 7. PD sessions through TEA Read Grant Coach   | TEA funded                                       | Whitney Lawrence<br>Administration                            | 2019-2020   | <ul style="list-style-type: none"> <li>● PD survey in the spring</li> <li>● TTESS outcomes</li> <li>● Walkthrough data</li> </ul>                                 |
| 8. Development of a strong campus leadership team   | Meetings   | Leadership team   | 2019-2020   | <ul style="list-style-type: none"> <li>● Agendas</li> <li>● Records of decision making</li> </ul>   |
| 9. G/T training opportunities staff needing certification<br>Region 13 online course certifications | Faculty expertise for peer training<br>Region 13 | Administration, Faculty<br>(peer presenters)<br>Barbara Evans | 2019-2020   | <ul style="list-style-type: none"> <li>● PD survey in the spring</li> <li>● GT certified teachers</li> </ul>  |
| 10. Fundamental Five Training for new teachers  | Book study<br>Admin Expertise                    | KISD Admin  | August 2019 | <ul style="list-style-type: none"> <li>● TTESS outcomes</li> </ul>  |
| 13. Pearson ELAR Adoption Training  | reading materials                                | Pearson rep   | August 2019 | <ul style="list-style-type: none"> <li>● student success</li> <li>● effective utilization of ELAR strategies by teachers</li> </ul>                               |
| 14. Reflex math training for math teachers  | online webinar                                   | Reflex math rep   | August 2019 | <ul style="list-style-type: none"> <li>● increased success of math facts in students</li> </ul>   |
| 15. TEKS Resource Training  | Online materials                                 | Jeanne Hinerman<br>Julie McKintosh                            | June 2019   | <ul style="list-style-type: none"> <li>● student success</li> <li>● effective lesson planning by teachers</li> </ul>  |
| 16. Instructional Coaching  | Curriculum<br>Google calendar                    | Jeanne Hinerman<br>Admin                                      | 2019-2020   | <ul style="list-style-type: none"> <li>● walkthroughs</li> <li>● effective lesson planning by teachers</li> <li>● student success on state assessments</li> </ul> |

**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<br>Technology department | 2019-2020 | <ul style="list-style-type: none"> <li>Students have better access to web-based curriculum</li> </ul>                                 |
| 2. Apps for our iPads  | App Store<br>App Request form | Faculty                                 | 2019-2020 | <ul style="list-style-type: none"> <li>STAAR Scores</li> <li>TPRI Scores</li> </ul>   |
| 3. Evaluate effective technology utilization of students, staff, and parents | BrightBytes Survey            | Administration<br>Technology department | 2019-2020 | <ul style="list-style-type: none"> <li>Evaluate growth from one year to another</li> </ul>  |
| 4. Use of Macbook cart   | Laptops                       | Administration, Teachers                | 2019-2020 | <ul style="list-style-type: none"> <li>Access for our students</li> </ul>   |
| 5. Poster printer materials and digital display for the hallway              | Technology funds              | Administration<br>Technology department | 2019-2020 | <ul style="list-style-type: none"> <li>Use of these new tools to impact communication and student success</li> </ul>                  |
| 6. Use of Common Sense Media Digital Citizenship curriculum                  | Online resource               | Computer teacher<br>Administration      | 2019-2020 | <ul style="list-style-type: none"> <li>Students increase their critical thinking skills surrounding digital media concepts</li> </ul> |
| 7. Use of typing club program  | Online resource               | Computer teacher<br>Administration      | 2019-2020 | <ul style="list-style-type: none"> <li>Increased typing skills for all students</li> </ul>  |

**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                    | 2019-2020 | <ul style="list-style-type: none"> <li>sign in sheets</li> </ul>   |
| 2. Updated campus website, teacher websites, school reach, and information on social media   | Website<br>Facebook<br>Twitter<br>Call outs               | Administration<br>Teachers | 2019-2020 | <ul style="list-style-type: none"> <li>Increased parent awareness and participation in events</li> </ul> |
| 3. Regularly scheduled events to involve parents and family members in school activities <ul style="list-style-type: none"> <li>Meet the Teacher</li> <li>Open House</li> <li>Curriculum Nights</li> <li>Music programs</li> <li>Dyslexia</li> <li>GT</li> <li>Book Fair Parent/Family Member Days</li> <li>Summit Family Picnic</li> <li>Summit Family Tours</li> </ul> | Sign-in sheets<br>Participant give aways                  | Staff Parents<br>Family    | 2019-2020 | <ul style="list-style-type: none"> <li>participation</li> <li>Parent/Family Member feedback</li> </ul>   |

|   |  |                         |           |  |
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| 4. Provide individual student assessment results to family members of K-5 <sup>th</sup> graders | STAAR<br><br>TPRI<br>TELPAS  | Administration, faculty | 2019-2020 | <ul style="list-style-type: none"> <li>sign in sheets</li> </ul>   |
| 5. Continue online gradebook and Parent Portal for all grades                                   | Parent/Family Member letter<br>Parent Portal link<br>Multiple Opportunities to sign-up | Administration, Faculty | 2019-2020 | <ul style="list-style-type: none"> <li>parent/family survey</li> <li>Number of Registered users</li> </ul> |
| 6. Provide opportunities for parent communication in Spanish and Marshallese                    | Marshallese employees and parents/family members                                       | Administration          | 2019-2020 | <ul style="list-style-type: none"> <li>Better parent/family communication</li> </ul>                       |

|   |   |                                   |                           |  |
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| 7. 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 I Meeting                        | Ted O'neil                        | October 2019              | <ul style="list-style-type: none"> <li>● Increased parent communication</li> </ul>   |
| 8. 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 | July 2019                 | <ul style="list-style-type: none"> <li>● Increased parent communication</li> </ul>   |
| 9. 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                                   | KISD registration                 | 2019-2020                 | <ul style="list-style-type: none"> <li>● Increased parent communication</li> </ul>   |
| 10. 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              | August 2019<br>April 2020 | <ul style="list-style-type: none"> <li>● staff understands value of parents and how to support our relationships throughout the school year</li> </ul> |
| 11. 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.  | STAAR Report Card TAPR                                  | Administration                    | 2019-2020                 | <ul style="list-style-type: none"> <li>● increased communication of STAAR data</li> </ul>  |

**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                                    | 2019-2020 | <ul style="list-style-type: none"> <li>Students will have mentor relationships with high school students.</li> </ul>                           |
| 2. Encourage involvement between local businesses and the school  | Local businesses                          | Administration                                    | 2019-2020 | <ul style="list-style-type: none"> <li>Increase the community presence in our school</li> </ul>  |
| 3. End of 9 weeks honor roll, attendance, and behavior awards   | snacks<br>treats                          | Teachers<br>Administration                        | 2019-2020 | <ul style="list-style-type: none"> <li>Positive feelings from students.</li> </ul>   |
| 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<br>budget for snacks | Administration                                    | 2019-2020 | <ul style="list-style-type: none"> <li>teachers feel valued and appreciated</li> <li>teacher surveys</li> </ul>                                |
| 5. Formation and support of a strong teacher leadership team  | Monthly meetings                          | Leadership team members                           | 2019-2020 | <ul style="list-style-type: none"> <li>Teacher feedback</li> <li>Monthly agendas</li> </ul>  |
| 6. 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<br>Teachers<br>Students            | 2019-2020 | <ul style="list-style-type: none"> <li>Stakeholder surveys</li> <li>Decreased discipline problems</li> <li>More pride in our school</li> </ul> |
| 7. Positive Teacher and Student Referrals   | Certificates<br>Candy<br>Treasure Token   | Administration, Parents<br>Teachers, and Students | 2019-2020 | <ul style="list-style-type: none"> <li>Positive feelings from families and students.</li> <li>Teachers feel valued and appreciated</li> </ul>  |



**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. Review and implement safety procedures for all kinds of emergencies   | District developed crisis plan                   | Administration<br>Faculty                  | 2019-2020 | <ul style="list-style-type: none"> <li>Staff and students are familiar with the plans and are able to execute efficiently</li> </ul> |
| 2. Teach and practice all safety drill procedures with students and faculty                                    | District developed crisis plan<br>Staff meetings | Administration<br>Faculty                  | 2019-2020 | <ul style="list-style-type: none"> <li>Safely executed drills</li> <li>feedback to staff after drills are completed</li> </ul>       |
| 3. ALICE training for new staff and students   | Technology money or safety grants                | Administration<br>Faculty                  | 2019-2020 | <ul style="list-style-type: none"> <li>Feedback from staff and parents/family</li> </ul>   |
| 4. CPI updates and training for required staff members   | JCSSA  | Administration<br>Faculty                  | 2019-2020 | <ul style="list-style-type: none"> <li>Team will effectively and efficiently respond when needed</li> </ul>                          |
| 5. Continuation of the StopIT! System to allow for anonymous student reporting of bullying and other incidents | App added to iPads                               | Chief Potts<br>Counselor<br>Administration | 2019-2020 | <ul style="list-style-type: none"> <li>Monitoring of the reports by administration</li> </ul>  |

**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<br>Faculty          | 2019-2020 | <ul style="list-style-type: none"> <li>● Decrease in office referrals</li> </ul>  |
| 2. Develop positive school wide procedures for behavior and classroom management.           | Leadership Team                              | Administration<br>Faculty          | 2019-2020 | <ul style="list-style-type: none"> <li>● Staff will all have a similar understanding of expectations</li> <li>● Decrease in office referrals</li> </ul> |
| 3. Train faculty and staff and review implementation and procedures of the discipline plan. | Leadership Team                              | Administration<br>Faculty          | 2019-2020 | <ul style="list-style-type: none"> <li>● Plan will be implemented by all, with fidelity</li> <li>● Decrease in office referrals</li> </ul>              |
| 4. Communicate discipline plan to parents and keep them informed of their child’s behavior. | Discipline forms, parent portal, phone calls | Administration<br>Faculty          | 2019-2020 | <ul style="list-style-type: none"> <li>● Parents/family members will be aware of their child’s behavior at school</li> </ul>                            |
| 5. Implementation of the Keene 22 Rules and House system.                                   | Dojo Points<br>Nine weeks<br>house parties   | KISD Administration<br>KES Faculty | 2019-2020 | <ul style="list-style-type: none"> <li>● Students will have a motivation to always do what is right</li> <li>● Decrease in office referrals</li> </ul>  |
| 6. Utilize a discipline matrix for decision making by all stakeholders.                     | Leadership team                              | Leadership team<br>Teachers        | 2019-2020 | <ul style="list-style-type: none"> <li>● Decrease in office referrals</li> <li>● Feedback from staff</li> </ul>   |
| 7. Training for staff who need additional support with behavior management.                 | JCSSA<br>Region 11                           | Administration<br>Teachers         | 2019-2020 | <ul style="list-style-type: none"> <li>● Decrease in office referrals</li> <li>● Feedback from staff</li> </ul>   |

**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<br>Office staff   | 2019-2020    | <ul style="list-style-type: none"> <li>Parents/family will always bring their card</li> <li>Decrease in the number of late pick ups</li> </ul> |
| 2. Repair and maintain equipment and facility.   | Maintenance  | Administration            | 2019-2020    | <ul style="list-style-type: none"> <li>Students will be able to safely utilize all equipment</li> </ul>  |
| 3. Encourage drug-free behavior lifestyles through Red Ribbon Week   | Counselor Promotional materials                          | Counselor Leadership Team | October 2019 | <ul style="list-style-type: none"> <li>Students will have an awareness of drug free living</li> </ul>  |
| 4. Training for and use of the StopIT! System for reporting bullying and other unsafe behaviors and situations | StopIT! App  | Counselor Administrators  | 2019-2020    | <ul style="list-style-type: none"> <li>Monitoring of all reports to StopIT! by campus administration</li> </ul>                                |

**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<br>TxEIS<br>Administration | Administration                    | 2019-2020 | <ul style="list-style-type: none"> <li>Budget</li> </ul>          |
| 2. Assess all expenditures to ensure good financial stewardship and maximization of our resources | Budget<br>TxEIS                   | Administration<br>Leadership Team | 2019-2020 | <ul style="list-style-type: none"> <li>Budget analysis</li> </ul> |

TARGETED CAMPUS IMPROVEMENT PLAN

<https://drive.google.com/file/d/1HxL-3eNRPjrIUJ-s67Yo9recL0AIWxGk/view?usp=sharing>

ESP SELF-ASSESSMENT

<https://docs.google.com/spreadsheets/d/1FPD5uOMwdIQVHHIW7ty31qwx9ugfPkk-F-RMkKZDu1A/edit?usp=sharing>