

KEENE ISD
COMPREHENSIVE NEEDS ASSESSMENT*
DATA REFLECTION
THURSDAY, MAY 13 4:00 – 6:00 PM
HS LIBRARY

Committee Area: (Choose One)

- ☒ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment and Retention
- ☐ Curriculum, Instruction and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☐ Technology

Name	Position	Campus
Tina Boyd	KJH Counselor	KJH
Anthony Perick	Parent / member	
Timothy King	Choir Director	KHS
Imogene	NHS representative	KHS

*Federal Programs/ESSER/SCE/Local CNA

DEMOGRAPHICS

HS

Joel Abt

ELEM

Leslie Kilgore

JH

Tina Boyd

Timothy Emery

Focus Area

Demographics

District Number: _____ District Name: _____

Focus Area Guiding Questions

What do enrollment numbers indicate for your campus?

There are more students enrolled in the lower grades indicating a higher population in younger generations.

What is the number of students in each sub-population? How do these program numbers look by sub-population category?

African American - 13	Asian - 2	Hispanic - 46.3%
Hispanic - 151	Pacific Islander - 52	White - 27.9%
White - 291	Two or More Races - 14	Pacific Islander - 16.0%
American Indian - 3		

Who are our at-risk students? What is their at-risk category?

African American 11.8%
 Mexican 40.7%
 White 28.2%
 Islander - 17.9%
 dual credit completion

Who are our Migrant students?

41.2% Hispanic

2018-19
 Whites 81.3%

Islander make up = 16.0%

15.4% graduate — 17.9% Complete dual credit

What area of the community do the sub-population students come from?

46.3% African Hispanic

40.7% finish Dual Credit = 41.2% graduate

What are the staff demographics on your campus?

What are the teacher/student ratios? How do these ratios compare to student performance?

Other questions addressed:

Focus Area

Demographics

District Number: _____ District Name: _____

Focus Area Guiding Questions

What do enrollment numbers indicate for your campus?

HS: 326 Total in '19-20 13 African American 151 Hispanic 91 White 3 Native American 14 two or more
Majority Hispanic more than any other 2 combined. 2 Asian 52 Pacific Islander

What is the number of students in each sub-population? How do these program numbers look by sub-population category?

13 AA 151 His. 91W 3NA 2 Asian 52 PI 14 two or more

Who are our at-risk students? What is their at-risk category?

Information N/A. More info. needed.

Who are our Migrant students?

None

What area of the community do the sub-population students come from?

~~Large~~ Largely Hispanic. White & PI are 2nd & 3rd. Non-His. = 53% of pop.

What are the staff demographics on your campus?

2.9 AA 22.2 W 13.7 Male AA both have Doctorates Most experienced
4.2 His 30.2 ~~W~~ Total 16.4 Female 5.7 w/Masters

What are the teacher/student ratios? How do these ratios compare to student performance?

~~8 students/teacher~~ 10.8/Teacher Biology EOC, US His., Sci 55+
Eng./LA Lowest PI Lowest Certain % is as should be, though only perhaps half.

Other questions addressed:

Focus Area
Demographics

District Number: _____ District Name: _____

Focus Area Guiding Questions

What do enrollment numbers indicate for your campus?

Elementary 497 students

What is the number of students in each sub-population? How do these program numbers look by sub-population category?

*15 - African American 93 - Pacific Islander
155 - Hispanic 27 - 2 or More race
205 - White
2 - American Indian*

Who are our at-risk students? What is their at-risk category?

228 - at risk

Who are our Migrant students?

0 - Migrant

What area of the community do the sub-population students come from?

N/A

What are the staff demographics on your campus?

*0 - African American 4 - male Bachelor degree - 27.1
6 - Hispanic 31.3 - Female Masters degree - 5.1
26 - white*

0 - American Indian, Pacific Islander, Asian, 2 or more race

What are the teacher/student ratios? How do these ratios compare to student performance?

*15.4 students / 1 Teacher Student performance does not improve
with this ratio*

Other questions addressed:

Focus Area

Demographics

District Number: _____ District Name: _____

Focus Area Guiding Questions

What do enrollment numbers indicate for your campus?

~~KJH~~ ~~1094~~ / KJH = 261
 12-AA (54) 109- White (427.) KJH
 86- Hisp (337) 1- Am. Indian (less than 1) 1- Asian (less than 1) 15- 2 or more races (67.)
 37- Pac. Is. (147.)

What is the number of students in each sub-population? How do these program numbers look by sub-population category?

KJSD 1094
 KJSD 41-AA (47) 407- White (377) 3- Asian (less than 1) 56- 2 or more races (57.)
 395- Hisp (367) 6- Am. Indian (less than 1) 186- Pacific Islander (177.)

Who are our at-risk students? What is their at-risk category?

KJH 125- At-risk KJSD 476 At-risk

Who are our Migrant students?

0 Migrant KJSD & KJH

What area of the community do the sub-population students come from?

n/a

What are the staff demographics on your campus?

KJH AA- 2.1 White- 17.8 Pacific Is. - 0.0 Males- 7.3
 Hisp- 2.8 A.I.- 0.2 2 or more - 0.0 Females - 15.6
 Asian- 0.0

What are the teacher/student ratios? How do these ratios compare to student performance?

11.4 At KJH most grade level performance from 18-19 is 80% or above

Other questions addressed:

Possible Solutions/Options

Demographics
need at-risk list
by district & of campus
broken down by
subpops

Aha's

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Name	Position	Campus
Miranda Guadamuz	Educator	Elem
Dana Stockton	counselor	High School
Sophia Patterson	student	High School
Amanda Cisco	educator	Elem

*Federal Programs/ESSER/SCE/Local CNA

STUDENT ACHIEVEMENT

HS

Dana Stockton *D Stockton*

ELEM

Miranda Guadamuz *Miranda Guadamuz*

Sarah Layton

Amenda Cisco

JH

Chassidy Hamilton

Adrienne Malmbert

Miranda Guadalupe
Amanda Cisco
Sophia Patterson
Dana Stockton

Focus Area Guiding Questions

2. In which content areas are we showing growth? At what percentage rate based on your campus data?

Sci 65% passed
SS 94% Passed

- Asian } increasing most w/ meets & Masters
Af. Amer. }

4. List intervention strategies/activities that improve student population are improving? Why?
Reading Specialist that helps RTI students with reading & brings them closer to grade level or Approaching

5. What does your campus data results reflect in the core courses?
Elem: Math is the lowest % passed
Science is the highest % passed

- What are the student mobility rates?
higher than state average: Ours 7% state 4%

- What are the student dropout rates by sub-population?
- | Sub-population | 2017-2018 | 2018-2019 |
|----------------|-----------|-----------|
| White | 9% | 9% |
| Black | 7% | 20% |

2018-2019
0%

High

2011-2015
 . 6% Hs. 7%
 EL 2.9%

2018-2019
8%

8. What are the student attendance rates by sub-population?
- | Sub-population | Attendance Rate |
|----------------|-----------------|
| His. | 95% |
| Am. Ind. | 98% |
| Asian | 95% |
| AF. Am | 94% |
| PIs | 96% |
| W-94% | |
| Mix | 95% |
| His. | 95% |
| Am. In. | 96% |
| Asian | 96% |
| AF. Am | 94% |
| PIs | 95% |
| W-94% | |
| Mix | 95% |
| His. | 95% |
| Am. In. | 96% |
| Asian | 96% |
| AF. Am | 95% |
| PIs | 93% |
| Whit. | 95% |
| Mix | 93% |
- Treated Improvement Plan into your current Campus Improve

His. 95%
Am. Ind. 98
Asian 95
Af. Am 94

PIs. 96%
W- 94%
Mix 95%

His.
AmIn
Asian
AF. Am

93%	113
96%	W-
96%	Mix
94%	

15%
4%
15

2020

ment Plan i

His 95
n In. 9
sian 8
2. An 8
to your cur

Year	White	Black	Hispanic	Asian	Other
1990	75%	15%	5%	2%	3%
1995	70%	20%	6%	3%	1%
2000	65%	25%	7%	4%	2%
2005	60%	30%	8%	5%	3%
2010	55%	35%	9%	6%	4%
2015	50%	40%	10%	7%	5%
2020	45%	45%	10%	8%	6%

93%
95%
93%

Improvement

Ac. Am	5.3%
His.	.6%
Mix	7.7%
Disad.	.9%
ESL	1.9%

10. What instructional supports are in place at your campus to ensure all students succeed and how do they address all sub-populations? Administrative supports?

Staar Progress
Science > District
Social S

Benchmark
Science ↑
Social ↑

Math is lowest

2018

Math

Grade/Approaching 77%

Masters 12%

Writing

Approaching 64%

Meets 35%

Masters 8%

ELAR

Approaching 74%

Meets or Above 47%

Masters 17%

SS

App. 88%

Meets 59%

Masters 28%

Sci

App. 81%

Meets 47%

Masters 17%

2019

Math

Grade level or 40%
above

Mastery 13%

Writing

Approaching 56%

Meets/Grade

27%

Masters

9%

ELAR

Approaching 73%

Meets or Above 41%

Masters 15%

SS

App. 90%

Meets 58%

Masters 37%

Sci

App 84%

Meets 57%

Masters 22%

Aha's

District Math Staar is the lowest

STAFF Turnover
(21%) higher
than National
aver. which is
16%

Possible Solutions/Options

- * Less/lower turnover rate with Teachers
- * Math Specialist to work with RTI Math Students
(Math Staar is the lowest score - Districtwide)

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Name	Position	Campus
Paige Limonte	2nd grade Teacher	Elem
Wally Where	Jr. sped Ed	Jr
Christina Santos	Parent	Jr + High
Carmen Valladares	student	HS

*Federal Programs/ESSER/SCE/Local CNA

STUDENT CULTURE

HS

Ena Calderon

ELEM

Paige Limonta

Tanya Miller

JH

Christina Santos

Kathy Osborne

Focus Area

Student Culture & Climate

District Number: _____ District Name: Keene ISD

Focus Area Guiding Questions

1. How do students describe the campus environment in helping to support learning, promoting student achievement, shaping how people think, feel and act? *Students overall desc KHS offers good support in the educational / helping aspect. But, in the more emotional aspect (safety / ability to talk to someone) more students don't feel secure.*
2. How does staff describe the campus environment in helping to support learning, promoting student achievement, shaping how people think, feel and act?
3. What does your campus data show regarding student behaviors and discipline by sub-population? How does this compare to classroom student achievement data?
4. Describe your campus expectation in academics, behavior and civics. How do students perceive these expectations? *Did want students to be in line and having clarity*
5. Describe strategies/activities utilized to improve your campus culture and climate.
6. What does the campus data indicate regarding classroom management to support academic achievement? *If students have good relationships with their teachers, academically they might perform better.*
7. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area. *If we show our students our resources and now we have people they can talk to about a four year plan / etc we can put students in a position in which they will understand what they are coming into.*
8. Other questions addressed:

Focus Area
Student Culture & Climate

District Number: _____ District Name: _____

Focus Area Guiding Questions

1. How do students describe the campus environment in helping to support learning, promoting student achievement, shaping how people think, feel and act? *Students feel prepared & cared about. Consensus seems generally positive. Students seemed most concerned with trusting office staff w/ concerns.*
2. How does staff describe the campus environment in helping to support learning, promoting student achievement, shaping how people think, feel and act?
3. What does your campus data show regarding student behaviors and discipline by sub-population? How does this compare to classroom student achievement data?
4. Describe your campus expectation in academics, behavior and civics. How do students perceive these expectations?
(GVI) Our districts expectations are set high - ideally. but students felt that their expectations were clearly communicated.
5. Describe strategies/activities utilized to improve your campus culture and climate.
Be more clear about what office & admin responsibilities & expectations are in relation to students. So students know what everyone can do for them etc.
6. What does the campus data indicate regarding classroom management to support academic achievement?
It seems like students have good relationships w/ teachers & positive feelings towards support & readiness in relation to their general academics & classroom experiences.
7. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.

8. Other questions addressed:

Focus Area
Student Culture & Climate

District Number: _____ District Name: Keene ISD

Focus Area Guiding Questions

1. How do students describe the campus environment in helping to support learning, promoting student achievement, shaping how people think, feel and act? There is a concern with the relationship between "someone in the office" and students. As far as expectations, safety and communication it seems positive for self-leadership.
2. How does staff describe the campus environment in helping to support learning, promoting student achievement, shaping how people think, feel and act? Don't have enough information to answer, per Mrs. Penning
3. What does your campus data show regarding student behaviors and discipline by sub-population? How does this compare to classroom student achievement data?
4. Describe your campus expectation in academics, behavior and civics. How do students perceive these expectations? Only 50% of students feel the expectations are clearly communicated.
5. Describe strategies/activities utilized to improve your campus culture and climate. Better orientation regarding admin's positions and how students can utilize information from them.
6. What does the campus data indicate regarding classroom management to support academic achievement?
7. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.
8. Other questions addressed:

Focus Area
Student Culture & Climate

District Number: _____ District Name: Keene Isd

Focus Area Guiding Questions

1. How do students describe the campus environment in helping to support learning, promoting student achievement, shaping how people think, feel and act?

*Biggest concern would be trust someone in the office
43% believe, 86% believe the staff core about them*

2. How does staff describe the campus environment in helping to support learning, promoting student achievement, shaping how people think, feel and act?

no data on staff environment

3. What does your campus data show regarding student behaviors and discipline by sub-population? How does this compare to classroom student achievement data?

4. Describe your campus expectation in academics, behavior and civics. How do students perceive these expectations?

Only 50% feel that expectations for students are clearly communicated.

5. Describe strategies/activities utilized to improve your campus culture and climate.

6. What does the campus data indicate regarding classroom management to support academic achievement?

no classroom management data

5th 6 week was the worst.

7. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.

8. Other questions addressed:

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- ☐ Technology

Name	Position	Campus
Kelly Turnage	Principal Elem	Elem
Jamie Ingram	Principal	KJH
Chris Taylor	Principal HS	K HS

*Federal Programs/ESSER/SCE/Local CNA

STAFF QUALITY

HS

Chris Taylor
Barbara Patterson

ELEM

Kelly Turnage

JH

Jamie Ingram
Anthony Penick

Focus Area

Staff Quality/Effectiveness, Recruitment, and Retention

District Number: 126-906 District Name: Keene ISD

Focus Area Guiding Questions

1. What does the general data reflect regarding teacher effectiveness on the campus?
The data indicates that the majority of our teachers are at proficiency level
2. How is observation and evaluation data utilized to improve teacher performance resulting in student academic growth?
Coaching, decide on PD needs
3. What is your campus staff attendance and retention percentage rate? How does this impact student achievement?
Turnover rate for district is 21%. (State Avg 16%) Staff attendance has been problematic during Covid, but overall is good.
4. How is highly effective staff assigned to work with the highest need student sub-population?
Definitely impacts student learning. Can't teach if you aren't here.
5. How is new staff supported to ensure a positive impact on student achievement?
New emphasis on hiring certified teachers rather than para-educators.
6. What systems are in place to build capacity and support continuous improvement?
mentoring, instructional coaching, TEKS Resources
7. Describe how campus data is used to determine professional development needs for staff:
instructional coaching, TTESS and SLO
8. What types of district professional development has staff attended? How is implementation monitored? What impact has it had on student performance?
Use TTESS data + student achievement to plan PD activities based on outcomes
9. What type of campus professional development has staff attended to address sub-populations? How is implementation monitored? What impact has it had on student performance?
The Ignite 5, TEKS Resources, TEKS Guide Helped us through Covid. Helped teachers w/ pacing to ensure mastery
** Training w/ Marshallese Language Researcher*
10. How frequently is professional development offered at the district and campus level?
3-5 days throughout the year.
11. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area?
getting us access to the Job Consortium

Focus Area

Staff Quality/Effectiveness, Recruitment, and Retention

District Number: _____ District Name: _____

Focus Area Guiding Questions

1. What does the general data reflect regarding teacher effectiveness on the campus?

Majority at proficient level

2. How is observation and evaluation data utilized to improve teacher performance resulting in student academic growth? Coaching Conversations / PD decisions

3. What is your campus staff attendance and retention percentage rate? How does this impact student achievement? 21% turnover rate.

Teacher attendance

4. How is highly effective staff assigned to work with the highest need student sub-population? ✓ Plan to hire and have Mrs. Menajc work with population

5. How is new staff supported to ensure a positive impact on student achievement? Campus level Mentoring - District Plan - scope - sequence curriculum

6. What systems are in place to build capacity and support continuous improvement? Instructional Coaching T-TESS SLO

7. Describe how campus data is used to determine professional development needs for staff.

8. What types of district professional development has staff attended? How is implementation monitored? What impact has it had on student performance?

(Ignore) 5-Essential Applications TEKS Resource - DMAC - TX Guide
Has helped us be successful through Covid year next year (pacing)

9. What type of campus professional development has staff attended to address sub-populations? How is implementation monitored? What impact has it had on student performance?

None

10. How frequently is professional development offered at the district and campus level?

11. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area?

Focus Area

Staff Quality/Effectiveness, Recruitment, and Retention

District Number: 126906 District Name: Keene

Focus Area Guiding Questions

1. What does the general data reflect regarding teacher effectiveness on the campus?
majority of LUSD teachers are proficient
2. How is observation and evaluation data utilized to improve teacher performance resulting in student academic growth?
Coaching, professional development
3. What is your campus staff attendance and retention percentage rate? How does this impact student achievement?
retention % 79 1 out of 5 attendance - we have to retrain staff
4. How is highly effective staff assigned to work with the highest need student sub-population?
hiring Menaje, replacing paras with certified teachers in SPED/ESL
5. How is new staff supported to ensure a positive impact on student achievement?
mentoring program professional development TEKS RESOURCE
6. What systems are in place to build capacity and support continuous improvement?
Instructional coaching TTESS... SLO - data meetings
7. Describe how campus data is used to determine professional development needs for staff.
Student achievement scores TTESS scores
8. What types of district professional development has staff attended? How is implementation monitored? What impact has it had on student performance?
Fundamental 5 TEKS Resource Ignite 5 TEKS guide / helped us through covid
9. What type of campus professional development has staff attended to address sub-populations? How is implementation monitored? What impact has it had on student performance?
SPED Marshall's lady pointers JH
10. How frequently is professional development offered at the district and campus level?
D-3-5 days per year Campus - monthly staff meetings, vertical team meetings, ind. teachers instructional specialist
11. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area?
Region 11 Consortium Technology

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- ☐ Technology

Name	Position	Campus
Alice Pierson	Sped Teacher	KSH
Jarrett Morgan	High School AP	KHS
Elizabeth Patterson	High School Student	KHS
Jeanne Hineman	Instructional Coach	Admin

*Federal Programs/ESSER/SCE/Local CNA

CURRICULUM & INSTRUCTION

HS

Jarrett Morgan
Elizabeth Patterson

ELEM

Jeanne Hinerman

JH

Irene Herr
Alice Pierson

IXL - time consuming - Algebra good meet

frustrating

↑ slowly
↓ drastically

Focus Area

Curriculum & Instruction

Keene ISD

District Number: _____ District Name: _____

Focus Area Guiding Questions

1. How is campus data used to determine instruction and assessment decisions to improve student academic achievement?
JH = BOY Released test previous gr. level
MOY (Spring) - Released test
HS *teacher created* *id extra support learning lab placement*
fills buckets before test -
2. How do staff members express high expectations for student achievement? Is the curriculum aligned with the State's challenging academic content standards? How are high expectations set in subjects for which the State has not established standards? Have teachers participated in a curriculum alignment process?
yes TEKS resource
we're trying !!
own prep -
verbal + written goals for today - teachers reflect their expectations through their instruction
→ have started this process
3. What instructional materials are used in the school? Are they up-to-date, and do they reflect the State's academic content standards?
edtech subscriptions
need better E6/JH math adop
scope/seq
dist adopt text
instructional tech support -
4. Is there scientifically-based research that supports the curriculum and the instructional program being used in the school?
TEKS Resource
5. What assessment instruments, including diagnostic assessments, are routinely used to measure student achievement? What role do teachers play in deciding what assessments will be used to measure student achievement?
-
6. How are assessment results used?
Assessments are released test questions and teacher created tests
to guide future instruction, shape groups
7. Is instructional technology available to all students? Do teachers integrate technology into teaching?
yes
8. Does the school evaluate curriculum and instruction to determine whether they address the needs of all students?
honor classes need more guidance and structured criteria
9. Based on campus data how are instruction and assessment aligned? How are they aligned to support and challenge student sub-population?

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Name	Position	Campus
DONALD BELL	AP - Keene Jr. High	KJH
Eva Calderon	Teacher - KHS Spanish	KHS
Paul Gnadl	Community Resident	
Dannel Shaw	ESL	KES.

*Federal Programs/ESSER/SCE/Local CNA

Family Community Involvement

HS

~~Sasil Valdez~~

Paul Gnadt

David McCormick

ELEM

Brittany Kelso

Donnel Shaw

JH

Don Bell

Nellie Youngberg

Focus Area

Family & Community Involvement/Engagement

District Number: 126906 District Name: Donnel Shaw

Focus Area Guiding Questions

1. What opportunities are provided for families and community members to be involved in meaningful activities that support students' learning? *Hot Dog, STEAM, ART SHOW, MUSIC Program, math/Lit Night, Theater, Athletics, Parent Portal, Light Parade, 4th parade, Pre-K K Round up, charging forward, meals on wheels, food party*
2. How are families and the community members involved in campus decision-making? *site based, School Board, Health committee, ~~Career Day~~ Book Fair,*
3. If families speak languages other than English, how does the school communicate in those languages? *Personel speaking Lang, Translation of Document,*
4. What types of services are available to support parents of students in sub-population? *NONE.*
5. Describe how teachers effectively communicate with parents (formally and informally) about the academic progress of their children. *Report Card, PR, Conferences, Phone calls, Translation apps, sporting Events.*
6. Are translators and written communications available for families who speak language other than English? *KES spanish yes, Marshallese not, YES to all on other campas.*
7. Describe how parental community involvement strategies are evaluated and revised, as needed. *site based,*
8. How does the campus maintain Title I Parent Involvement compliance status with School/Parent Compacts, Parent Involvement Policy, Annual Title I Meeting, and Program Evaluation? *Hot Dog, conferences.*
9. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.
10. Other questions addressed:
District ESL site for parents.

Aha's

* How much we could gain by sending a leadership team to the Marshall islands to learn about their culture and how we could use that information to support our Marshallese community / Students.

In order to have family/community involvement;
you have to be able to effectively communicate;
of course build relationships.

We recognized that there's a language barrier
that's ~~new~~ unique not just in our state but across
our country. With roughly (as Emily touched on)
46.3% Hispanic (Represents more of a challenge in
ESL)

16-20% Marshallese (We are honestly trying)

We have traditions (Hot Dog Supper) where we
bring the community together. But we've got to do
more, get more creative! Mrs Ingram spoke of
a professor that met w/ our staff to give us

Possible Solutions/Options

— Documents translated to Marshallese

④

— ESL adult classes ✓

w/ ~~20~~ roughly 20% Marshallese
; @ 40% hispanic

As a district we are
committed to building
these relationships

We have some traditions
such as Hot Dog Supper, we ~~are~~
recognize the need for
more translation of important

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Name	Position	Campus
Angela Armstrong	Parent / community	HS
Natasha Curubog	HS staff	HS
William R. Bruneau	JH STAFF	JH

*Federal Programs/ESSER/SCE/Local CNA

SCHOOL CONTEXT

HS

Natasha Curubo
Angela Armstrong

ELEM

Denise Diaz

JH

Rick Brockman

Focus Area

School Context & Organization

District Number: _____

District Name: _____

Keene ISD

50% go on

Focus Area Guiding Questions

1. What does the campus data reflect about classes and schedules for supporting the sub-populations?
Low Marshallese staff for ESL & classes dedicated
SPED staff to student
2. How is adequate time devoted to core content areas in which students need improvement?
Double block - Learning Lab intercessional
tutorials STAAR Bootcamp
3. Describe the teacher's role in decision-making and school policies for addressing professional development, student academics and instructional activities. SBOM SAC
core-areas
flexible trainings
4. Describe the teacher's role in deciding what assessments will be used to evaluate individual student.
TEKS Resource * Pretty much all *
5. How does the campus make it easy for stakeholders to be heard and provide input in the decision making process? Availability to admin
Access to school board meetings
Google forms - 53% on parent survey
6. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area. Campus meeting SAC
grade-level
7. Does the school have a vision and a mission statement? Are they widely known and understood? Is the vision periodically reviewed to determine if it meets the needs of the school? Yes
Every child. Every need. Every day.
8. Is the entire school staff involved in decisions about school operations? How?
Sometimes big decisions are a surprise but typically everyone is talking about/Campus meetings
9. Is the school safe and orderly?
Yes!! School safety is #1
10. What disciplinary policies exist, and how are these policies enforced?
Lunch, After school, ISS, DAEP

SCHOOL CONTEXT

Aha's

School context

SPED Student to

SPED teacher ratio

adequate on

all campuses?

Possible Solutions/Options

Career cruising *

Track post HS academics.

Survey on
What careers
kids want to
participate in?

School
Context

Post HS information?

What percent go to
4 year? AND
how many
graduate?

KEENE ISD
COMPREHENSIVE NEEDS ASSESSMENT*
DATA REFLECTION
THURSDAY, MAY 13 4:00 – 6:00 PM
HS LIBRARY

Committee Area: (Choose One)

- ☐ Demographics
- ☐ Student Achievement
- ☐ School Culture and Climate
- ☐ Staff Quality, Recruitment and Retention
- ☐ Curriculum, Instruction and Assessment
- ☐ Family and Community Involvement
- ☐ School Context and Organization
- ☒ Technology

Name	Position	Campus
Anne Bowling	teacher, parent	JH
Sasi Valdez	para, librarian	HS
Misty Pritchett	teacher	ES
Julie McKintosh	administrator	KES

*Federal Programs/ESSER/SCE/Local CNA

TECHNOLOGY

HS

T'resa Weaver

~~Paul Gnadt~~

~~Paul~~ Sasil Valdez

ELEM

Julie McKintosh

Misty Pritchett

JH

Anne Bowling

Focus Area

Technology

District Number: _____

District Name: _____

Keene ISD

Focus Area Guiding Questions

1. Describe the technology needs of your campus.
 - digital citizenship skills/lesson - Student
 - updated whiteboards - Staff
2. Describe your campus vision for instructional technology to improve student academic achievement.

IGNITE: Five

 - EdPuzzle
 - Screencastify
 - Google Classroom/SeeSaw
 - Flipgrid
 - Nearpod
3. What is the technology proficiency for staff and students? How is the campus supporting improvement of technology proficiency?

Staff: 82/91/85

Students: 27/31/74

foundation skills on multimedia
4. List technology professional development available to staff members. How is implementation monitored?

• Hoonvit

• webinars

Edcamp

iTeacher Program

Region II

TTESS walk-through
5. What impact has technology professional development had on student and staff performance?

Student portfolio

TTESS past student portfolio
6. In which core content areas is the campus using technology to improve student achievement and how? How does the data support the impact on improving student performance?

• how would that be assessed?
7. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.
 - technology works - technology dept
 - narrow integration technology to Ignite 5: Admin
 - if need tutorial on technology or instructional technology
 - curriculum: integration success in instruction
 - installation of hardware - maintenance

Focus Area

Technology

District Number: _____ District Name: Keene

Focus Area Guiding Questions

- Describe the technology needs of your campus. digit citizenship needs addressed
some updated equipment
- Describe your campus vision for instructional technology to improve student academic achievement.
ignite 5 - screencasting, google classroom / seesaw
Edpuzzle flipped nearpod
- What is the technology proficiency for staff and students? How is the campus supporting improvement of technology proficiency?

Students		Staff	
MM - 74%	Foundational - 27%	MM - 85%	F - 82%
DB - 17%	Online Skills - 31%	DB - 36%	OS - 91%
	Beliefs - 79%		B - 79%
- List technology professional development available to staff members. How is implementation monitored?
Whomit - Edcamp Region 11
Webinars e-Teachers T-Tess
Walkthrough
- What impact has technology professional development had on student and staff performance?
digital portfolio
look at T-Tess
- In which core content areas is the campus using technology to improve student achievement and how? How does the data support the impact on improving student performance?
would need a central classroom
How would it be assessed?
- Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.
Excellent at keeping equipment working.
will train teachers on how to use equipment if needed.
Curriculum dept success in instruction
Maintenance very prompt at changing hardware.

Focus Area

Technology

District Number: _____ District Name: Keene

Focus Area Guiding Questions

1. Describe the technology needs of your campus.
digital citizenship, updated smart boards in classrooms
2. Describe your campus vision for instructional technology to improve student academic achievement.
 - Ignite
 - ignite 5 - nearpod, screencastify, edpuzzle, Flipgrid, G.C.
3. What is the technology proficiency for staff and students? How is the campus supporting improvement of technology proficiency?
Students have limited proficiency with technology
4. List technology professional development available to staff members. How is implementation monitored? Teachers - mostly proficient & want training in multimedia skills
~~monitored?~~ Monnuit, Edcamp, iTeachers
5. What impact has technology professional development had on student and staff performance?
> TTESS, walk throughs
6. In which core content areas is the campus using technology to improve student achievement and how? How does the data support the impact on improving student performance?
7. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.
 - Tech dept is prompt when responding to problems.
 - C&I narrowed tools to ignite 5
~~available for training~~
> helps with implementation
> integration of tech & learning

Focus Area

Technology

District Number: _____ District Name: Keene

Focus Area Guiding Questions

1. Describe the technology needs of your campus.

Digital citizenship skills.

2. Describe your campus vision for instructional technology to improve student academic achievement.

Ignite is the vision Ignite 5 Edpuzzle Google Classroom
ScreenCastify Seesaw
NearPod Flipgrid

3. What is the technology proficiency for staff and students? How is the campus supporting improvement of technology proficiency?

Student online skills 59%

4. List technology professional development available to staff members. How is implementation monitored? Teacher online skills 67%

- Hoodnuit - webinars

- Edcamp

- Teachers
- Region 11

5. What impact has technology professional development had on student and staff performance?

TTESS PAS

6. In which core content areas is the campus using technology to improve student achievement and how? How does the data support the impact on improving student performance?

How would that be assessed.

7. Describe how district-level departments contribute to improving student academic performance on your campus for this focus area.

• technology dept

• technology dept is great at showing how tech can work.

Aha's

- digital citizenship lessons on KeeneTsd.org
- JH/HS have lower "beliefs" on enhancement than ELEM kids
(58) (59) (79)
- whiteboard updates needed
- teachers are mostly proficient in technology and want more training in multimedia skills
- students have limited proficiency in foundational & online skills
- * Greatest challenge: how do we measure student achievement due to technology integration in instruction?

Possible Solutions/Options