

Keene Junior High School Campus Improvement Plan 2021-2022



Every Child * Every Need * Every Day

Committee Members

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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.

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 and 2021
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 2020-2021 school year.

Identified Strengths:

1. Dedicated teachers committed to student success
2. Teamwork within departments and cross curricular 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 composed 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.

Parent 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 Portal, Social Media outlets), along with school calendars and newsletters, newspaper highlights and school/teacher web pages.

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.

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, 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 RtI, 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

STAAR PERFORMANCE - 2021

- Reading: 69% All Students
- Mathematics: 68% All Students
- Writing: 65% All Students
- Social Studies: 75% All Students
- Science: 65% All Students

DROPOUT DATA : 0.0% (for all subgroups)

ATTENDANCE : 98.6% (2019-2020 data)

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 & retain highly qualified, experienced personnel
- Objective 2: To implement a high quality staff development program to provide teachers with opportunities for professional growth

Goal 4

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

- Objective 1: To expand the scope 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 1: Keene JH will meet State accountability standards and earn Distinction Designations.

Needs Assessment: Reading/English Language Arts: (6-8) 69%, Mathematics: (6-8) 68%,

Subpopulation performance for White students and Pacific Islander Students

ACADEMICALLY ACCEPTABLE Rating/Campus

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., G/T, RtI | All teachers including special programs staff | Aug.-May | Student progress reports, report card grades, assessment/benchmark results, DMAC data, STAAR results |
| 3. Disaggregate and disseminate STAAR data to structure instruction and remediation for all students | STAAR demographic information/ results | Tested subject area staff and supporting staff | Aug.-May | Disaggregated data – all students, all student groups, all tested areas |
| 4. Analyze common assessment/benchmark data for student mastery, STAAR projections to provide instructional interventions for student populations/student needs | DMAC data analysis programs | Tested area department staff and supporting staff | Aug.-May | Benchmark data Mock STAAR and STAAR results |
| 5. Provide interventions/staff support for at-risk students or students who | SpEd, ESL, G/T, Dyslexia, RtI | Program directors, teachers, RTI | Aug.-May | Student progress reports , report cards, |

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| struggle in core content areas | GCS, DMAC data, iXL, iLit, Instructional Supplies, Intercession time | teachers, Content Mastery personnel | | benchmark data from DMAC, iXL, iLit |
| 6. Before/after school tutorial sessions and homework assistance, Weekly ZAP sessions | 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 ESL Support Staff | Oct.-May | Benchmark results, Class performance, STAAR results |
| 8. 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 |
| 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. | Stakeholder Surveys, STAAR data, Classroom performance data | All teachers including special programs staff, Principal, Asst. Principal | Aug.-May | STAAR Benchmark Data, STAAR Results |
| 10. The CIP is developed with the involvement of parents and other | Site-Based Decision Making Team, | Committee Members, Principal | Aug.-May | Meeting Agenda & Sign in sheet, |

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| 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. | Current Data, Stakeholder Feedback | Asst. Principal | | CIP Document |
| 11. 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 | Stakeholder Feedback, Time | Principal Asst. Principal Teachers | Aug.-May | MOY CIP Review EOY CIP Review |
| 12. 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. | Benchmark testing data, Materials for remediation | All teachers | Dec.-April | STAAR Data |
| 13. School-wide Reform Strategies that will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students | Benchmark testing data, Materials for remediation | All teachers | Dec.-April | STAAR Data |

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| <p>from major racial and ethnic groups, children with disabilities and English learners to meet the challenging State academic standards.</p> | | | | |
| <p>14. 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> |

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)

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 (RtI, dyslexia, GCS, AIP students) | GCS Take Flight Dyslexia Program, RtI SpEd /Title 1/ Comp. Ed Funds/ESSER III iLit, iXL, IRLA, SIPPS Rewards Secondary Reading Program | Classroom teachers, RtI teachers, GCS Staff, Dyslexia teacher, Special education staff, Math Specialist, Reading Specialist | 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 (Reach Council, Aim for Success) | Counselor | Aug.-May | Survey data, program logs, PEIMS discipline data, Student surveys of programs |
| 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 & retain highly qualified effective personnel

| Strategies | Resources | Person(s) Responsible | Timeline | Formative Evaluation |
|---|--|---|----------|--|
| 1. Conduct recruitment activities to ensure highly qualified personnel in all position vacancies in multiple sites/organizations and maintaining active website | Keeneisd.org Region XI TASA SWAU Job Fair | Human Resource personnel, Principal, Assistant Principal | Aug.-May | Recruitment data Applications received (#) |
| 2. Screen & hire only applicants who are highly qualified & effective teachers | ESSA criteria TASB Interview questions | Principal, Assistant Principal | Aug.-May | Review ESSA status of applicants Hiring process to include ESSA requirement |
| 3. 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 |
| 4. Analyze data from all teachers' certifications, testing, staff development and service records to ensure that all meet/retain highly qualified status | SBEC requirements Personnel files | Principal, Assistant Principal | Aug.-May | Complete personnel files Professional development records ESSA staff |
| 5. Assist teachers in maintaining or attaining certification through alternative programs, G/T certification, ESL certification, | Title money Compensatory Local money | Principal, Assistant Principal | Aug.-May | Complete personnel files Professional development records |

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| coursework and TExES testing in order to assure all staff is highly qualified | | | | ESSA staff |
| 6. Continuation of teacher mentoring system to retain highly qualified personnel | District developed mentor program materials | Principal, Assistant Principal, Mentors | Aug.-May | Formative/Summative interviews Payroll records |
| 7. Analyze data from paraprofessionals' files to ensure all instructional aides are highly effective & fully qualified | Personnel files | Principal, Assistant Principal | Aug.-May | Complete personnel files |
| 8. Provide a comfortable, welcoming atmosphere for all staff through various staff morale activities | Local money | Principal, Assistant Principal, Counselor | Aug.-May | Positive staff morale Safe working environment |
| 9. Addition of a full time Math specialist and full time Reading specialist to our staff. | ESSER funds | Principal Assistant Principal | Aug. 2021 | Personnel files |
| 10. Participate in the Teacher Incentive Allotment program in order to retain high quality teaching staff | TIA Funds | Teacher evaluation staff | Aug. - May | TIA documentation |

Objective 2: 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, Curriculum dept. | 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 opportunities for instructional coaching with district curriculum and instruction staff as well as campus administrators (TIL) | Title money Local money | Principal, Assistant Principal, Instructional Coaches | Aug.-May | Improved instructional practice, TTESS results |
| 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 |

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/classroom walk through data

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 iTeachers | Principal, Assistant Principal, Teachers | Aug.-May | Increased use of technology in the classroom for instruction purposes |
| 3. Continually update campus websites; include information for parents, family members and community members (Include federal and state compliance requirements) | Equipment and time | Principal, Assistant Principal, | Aug.-May | Updated websites providing information for students and parents Parent-staff-student compacts monitored/adjusted |
| 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 | Principal, Assistant Principal, Department heads, Teachers | Aug.-May | Computers Interactive Boards Printers Response Systems iPads, iPods, Podcasts |

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 1: 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, email or face-to-face in addition to progress reports & nine-week report cards (twice annual parent contact logs) | Technology funds Local funds Compensatory funds | Principal, Assistant Principal, Teachers, Paraprofessionals | Aug.-May | Parent contact logs for contacts, etc. Increased parental engagement & awareness |
| 2. Social media postings, School Messenger call outs, monthly Smore newsletter, 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, Smore Data |
| 3. Awards/Open Houses/Fine Arts Programs/ Program Orientations/ Holiday Programs | Building Local funds | Principal, Assistant Principal, Student Council Fine Arts Programs | Aug.-May | School programs and performances sign-in sheets School/Community Engagement |
| 4. 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. | Local funding, Title I meeting presentation | Campus & District Leadership All teachers | Spring 2021 | Sign in sheets |
| 5. Each school served shall jointly | Written policy, | Principal | Aug.-May | Included in Student |

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| <p>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.</p> | <p>Student Handbook</p> | <p>Asst. Principal</p> | | <p>Handbook</p> |
| <p>6. 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.</p> | <p>Compact, Student Handbook</p> | <p>Principal Asst. Principal</p> | <p>Aug.-May</p> | <p>Posted to Campus Website, Included in Student Handbook</p> |
| <p>7. 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.</p> | <p>Parent engagement presentation for training</p> | <p>Principal Asst. Principal</p> | <p>August</p> | <p>Sign in sheet for training meeting</p> |
| <p>8. Each Title I, Part A campus provides to parents information that shows</p> | <p>Campus Report Card</p> | <p>Principal Asst. Principal</p> | <p>Aug.-May</p> | <p>Posted to website</p> |

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

Needs Assessment: PEIMS Discipline Data/Campus Discipline Charts

Objective 1: 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 |
| 2. 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 |
| 3. Increased positive reinforcement through student ownership, choice, and support.. | Expanded course offerings After School Enrichment, Awards assemblies Charger Shake Counseling services Annual Spelling Bee Local funding | Principal Assistant Principal Teachers | Aug.- May | EOY Student Survey Discipline Data High School credits earned |
| 4. Emphasize and continue the Anti-Bullying Program and the implementation of Stopt! | Compensatory funding Local funding | Principal Assistant Principal Counselor Staff | Aug-May | Improved school climate Fewer discipline referrals Safer school Improved social skills |
| 5. Provide crisis intervention training to | District EOP Student Code of | Principal, Assistant Principal, | Aug.-May | Safe and orderly environment |

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| KJH staff | Conduct Local Funding | Counselor, District Chief of Police | | Emergency Drill logs Student awareness of procedures Trained staff Fewer discipline referrals |
| 6. Provide a drug-free education to all students | Local funding | Counselor Keene ISD PD Guest speakers/programs, KJH staff | Aug.-May | Safe and orderly environment Discipline data |
| 7. 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 Discipline data |
| 8. 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, SHAC committee | Aug.-May | Safer school United stand against drugs Parent/community participation and input |
| 9. Regularly scheduled fire, tornado and lockdown drills and safety meetings | Keene Fire Department District Chief of Police | Principal, Assistant Principal | Aug.-May | Documentation of emergency drills |

[SCE Addendum](#)