

Summit Leadership Academy Campus Improvement Plan 2022-2023



**Date of School Board Approval
November 14, 2022**

Vision/Mission Statement:

Every Summit student will exceed growth in leadership and learning;
because when you grow the whole child, you grow the whole community.

Core Values:

Our staff and students will feel loved, safe and respected.
Our students will be empowered to exceed expectations and to become effective problem solvers.

Este plan de mejoramiento del campus está disponible en español a pedido. Por favor, póngase en contacto con la oficina de la escuela.

Planning and Distribution Procedures

CNA and CIP Process:

Keene ISD engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment, and District/Campus Improvement plan.

- **Data Gathering:** Campus data was collected via digital parent survey, digital teacher survey, state accountability data, and campus assessment data.
- **Meetings:** Site-based decision-making team (SBDM) was selected from parent, teacher, and community member volunteers. The site-based decision-making team meets in the fall and spring. After meetings with decision-makers, the needs assessment is summarized and documented within the campus plan. After state assessment scores are made available, the needs assessment is further refined to include this data.
- **Campus Plan:** The CIP is developed based upon the strengths and weaknesses identified in the needs assessment. In the spring, an updated CIP is written in order to complete the ESSA Consolidated grant application for the following year. After state assessment scores are provided, the CIP is refined accordingly.

Distribution:

- Campus Improvement Plan: The CIP is posted on the website in both English and Spanish at the following URL: www.keeneisd.org. Hard copies are also available at the campus office.
- District/Campus Parent and Family Engagement Policy: The PFE policy is posted in both English and Spanish on the website at the following URL: www.keeneisd.org. Hard copies are also available upon request.
- School-Parent Compact: The campus School-Parent compact is posted at the following URL: www.keeneisd.org. Hard copies are available upon request. The compact will be discussed during parent-teacher conferences annually.
- Translations: These documents are provided in English and Spanish. Should another language be needed, please contact Raisa Santiago @817.774.5421 for assistance.

<p>Migrant Student Plan State Compensatory Budget State Compensatory Definitions ESSER I, II, III--Budget 2022-23</p>	<p>bit.ly/3EtPETC</p>	 A square QR code with a black and white pixelated pattern. In the center of the QR code is a circular logo containing a stylized lowercase letter 'b'.
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Legal References

- *Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the student achievement indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Campus Improvement Planning and Decision Making Committee

Name	Position <small>(Parent, Business, Community, Teacher, etc.)</small>
Julie McKintosh	Principal
Natasha Curubo	Assistant Principal
Holly Francks	School Counselor
Courtney Kittrell	Reading Teacher
Leta Pugh	Math Teacher
Bree Evatt	Science Teacher
Ashley Seibert	Math Teacher
Renee Rimshas	SPED Teacher
Candace McCormick	Reading Teacher
Ashley Stanton	Community
Renee Williams	Parent Representative
Laci Hart	Parent Representative
Sara Layton	Business
Crysta Sonne	Parent Representative

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THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL 1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- OBJECTIVE 1:** Parents will be full partners with educators in the education of their children.
OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.
OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.
OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.
OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.
OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.
OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

TEA COMMISSIONER'S STRATEGIC PRIORITIES:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years (students in pre-k and k that are retained at parent request are not considered at-risk).
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07 (Definitions), Penal Code.

State Compensatory Education

This district has written policies and procedures to identify the following:

- Students who are at-risk of dropping out of school under state criteria
- Students who are at-risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio.

The process we use to identify students at-risk is: *We utilize Renaissance reporting, STAAR assessment data, and PEIMS coding to determine students at-risk.*

The process we use to exit students from the SCE program who no longer qualify is: *Annual review of PEIMS coding and updated assessment data.*

***At the Summit Leadership Academy,
State Compensatory Funds are used to support Title I initiatives.***

Summit Leadership Student Program/Enrollment Profile

213	Total Enrollment
43%	At Risk
18%	Special Education
3%	Speech Only/Special Education
6%	Gifted and Talented
22%	Emergent Bilinguals
66%	Economically Disadvantaged

The comprehensive, intensive, accelerated instruction program at this campus consists of a designed tutorial block called SHINE Time. During this one-hour block of time, certified teachers provide intensive math, reading, writing and science tutorials for students who qualify based on their previous state assessment data, current Renaissance assessment data and teacher grade level data. The curriculum for the math and reading intervention was purchased through Lowman Consulting. In addition to the utilization of grade level certified teachers, our math specialist, reading specialist, dyslexia specialist and speech therapists pull small groups of students for Tier 3 level instruction.

Upon evaluation of the effectiveness of this program, the committee finds that we need to increase the communication between classroom and parents around targeted skills in each subject that the parents can support at home. In addition, parents would like more suggestions and tools aligned with the targeted skills.

Goal 1: All Summit students will meet the state target for growth in mathematics.

Objective 1: *By August of 2023, 100% of all students and each student group, including Special Education students tested, will meet established standards for growth on the state assessment.*

Summative Evaluation: *Each student group will meet the target for growth on the “Closing the Gaps” report integrated into the Summit’s Accountability Report issued in September of 2023.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Adopt TEA-backed TEKS-aligned math curriculum, Eureka Math	1	Principal Math Teachers	BOY	None	TTESS Observations: Walk Through Data, Lesson Plans	Improved assessment data
Region 11 Standards-Based IEP Training for Special Education Teachers	1	SPED Teachers Principal	BOY	Local Funds	ARD Development and IEPs	Aligned student IEP goals with present levels and testing data
Targeted Instructional Coaching for Math Teachers	2	Curriculum Dept	Weekly/Bi Weekly	Local Funds	Feedback Documentation from Instructional Specialists	Improved assessment data and TTESS dimension data
Unit Planning Training	1	Curriculum Dept	BOY	None	Lesson Plans and Unit Assessment Data	Improved assessment data and aligned assessments
Student Growth Data Tracker	3	Principal	Yearly	None	Updated Spreadsheet	Deeper understanding of individual student mastery in math
Hired Math Specialist	2	Principal	BOY	ESSER	SHINE Time Groups and TTESS Observation/Walk Through Data	Improved assessment data
Assessment Calendar with embedded math progress monitoring	3	Principal Assistant Principal	BOY	None	Posted in Summit HUB	Increased accountability and increased progress monitoring for instructional decision-making
Accelerated Instruction Plans for all students who failed STAAR in math the previous year	2	Certified Teachers, Principal, Assistant Principal	Yearly	ESSER	SHINE Time walk throughs, AIP documentation of student AIP time	Improvement in student mastery and growth in student assessment data
Renaissance Math Progress Monitoring	1	Certified Teachers, Principal, AP	Every 9 weeks	Local	Every 9 weeks testing	Improvement in progress monitor data

Goal 2: All student populations will meet state targets for growth in math and reading.

Objective 1: *Improve attendance and tardiness rates.*

Summative Evaluation: *Decrease in absences and tardies as evidenced by PEIMS Attendance Reports.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Targeted Parent Communication in native language	1	Pacific Islander , Spanish Paraprofessional	Monthly	Local	Parent Call Logs	Decrease in absenteeism and tardy data
Updated contact information	3	PEIMS Clerk, Classroom Teachers	As needed		PEIMS Data is current	Increase in parent/school communication
Increase parent knowledge on the effects of absenteeism with regard to student learning and drop out rates	2	Principal, Assistant Principal	Spring Lunch/Learn, Open House	Local	PEIMS data	Decrease in absenteeism and tardy data
Attendance Letters	2	Assistant Principal	Monthly	Local	PEIMS report data	Decrease in absenteeism and tardy data
Home Visits	3	KISD Police Dept, Assistant Principal	As needed		Home Visit Logs	Decrease in absenteeism and tardy data
Growth Day Event, Attendance Celebration	3	Growth Day Committee	Every 9 weeks	Local	Perfect Attendance Certificates	Decrease in absenteeism and tardy data

Goal 2: All Summit student populations will meet state targets for growth in math and reading.

Objective 2: *Improve student achievement on state assessments.*

Summative Evaluation: *Each student will demonstrate growth in academic achievement scores integrated into the Summit's Accountability Report issued in September of 2023.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
"Talk Read, Talk Write" Book Purchase for ELAR Teachers	2	Principal	MOY	SCE	Lessons Plans, Classroom Walk Throughs	Increased accountability for all students to show mastery of daily student objectives
Region 11: ESL Classroom Strategies Training	1	Curriculum Dept	BOY	Local	Classroom Walk Throughs	Increase TELPAS/State Assessment data TTESS Observation Data
Math Stackers	3	Principal	November	SCE	Lesson Plans, Classroom Walk Throughs	Increase in math numeracy skills
Math Manipulative to Match Eureka Math Curriculum	3	Principal	October	Local	Lesson Plans, Classroom Walk Throughs	Increase in math numeracy/place value skills
Unit Planning Training	1	Curriculum Dept	September		Lesson Plans, Assessments	Aligned daily instructional activities and classroom assessments
ESL Classroom Walk Throughs	2	ESL Dept Principal	Ongoing		Walk Through Data, Instructional Goal Setting	Increase TELPAS/State Assessment data TTESS Observation Data
Small Group Instruction on Assessment Application	3	ESL Dept Specialists	Prior to Renaissance/ Interim/State Testing		Student Meetings for explicit app instruction	Increase in student initiative during testing
Pacific Islander Spanish Parent Lunch/Learn	1	ESL Dept Principal Gen Ed Teachers	January	Local	Scheduled meeting on calendar	Increased parent involvement/accountability in math and reading homework

Goal 3: At the Summit Leadership Academy, 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.

Objective 1: *100% of core academic classes will be taught by appropriately certified teachers.*

Summative Evaluation: *100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
ESL Certification Reimbursement		Principal, Human Resources	Upon successful completed of ESL certification exam	Local	ESL Certification added to TEA portal	Increase in ESL-certified teachers
Teacher assignments will align with content knowledge strength and TEA certifications		Principal	Annual placements		Aligned classroom instructors to content	Increase in student mastery of content: increase in student assessment data
READ Academies (3rd Grade Teachers)		Curriculum Dept Region 11	January	Local	Increase in reading strategy integration into all contents	Increase on reading/math grade level equivalency

Goal 3: At the Summit Leadership Academy, 100% of core academic classes will be taught by appropriately certified teachers and 100% effective staff will be maintained.

Objective 2: *We will recruit and retain effective teachers.*

Summative Evaluation: *100% of core academic classes will be taught by appropriately certified teachers and 100% of effective staff will be maintained.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Conduct "Future Planning" Meetings with all teachers		Principal	February		Google Calendar Invites	Retain effective staff, low turnover
2 Interviews Prior to Hiring (Culture/Instructional)		Principal	March-May		Google Calendar Invites	Recruitment of effective teachers for the 2023-2024 school year
Retention Stipend		District	Annual	Local	September Disbursement	Retention Data

Goal 4: All Summit students will be educated in classrooms designed for high engagement in order to increase student growth in math and reading.

Objective 1: Teachers will utilize aggressive monitoring strategies to create 100% accountability for classroom participation.

Summative Evaluation: Student mastery will be measured during classroom instruction through aggressive monitoring.

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Aggressive Monitoring Strategies Professional Development	1	Curriculum Dept	Dec/Jan		Classroom Walkthrough Data	Increase student mastery of student objectives, academic achievement on Renaissance and STAAR data
Lead4Ward Strategies Professional Development	2	Curriculum Dept	Jan-May		Classroom Walkthrough Data	Increase student mastery of student objectives, academic achievement on Renaissance and STAAR data
"Talk Read, Talk Write" Book Purchase	3	Principal	November		Classroom Walkthrough Data	Increase in class participation and class discussion, increased student mastery of student objectives

Goal 5: All Summit students will participate in annual Keene 22 challenge assessments in order to grow leadership skills to compete in a global marketplace.

Objective 1: *Summit students are explicitly taught targeted leadership skills through targeted Keene 22 leadership skills.*

Summative Evaluation: *Participation and assessment during Keene 22 Yearly Grade Level Event.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
3rd Grade Charger Shake	1	3rd Grade Team	Spring, 2023	Local		Mastery of Targeted Keene 22 Skills for 3rd Grade
4th Grade Charger Challenge	1	4th Grade Team	Spring, 2023	Local		Mastery of Targeted Keene 22 Skills for 3rd Grade
5th Grade The Great Debate	1	5th Grade Team	Spring, 2023	Local		Mastery of Targeted Keene 22 Skills for 3rd Grade

Goal 5: All Summit students will participate in annual Keene 22 challenge assessments in order to grow leadership skills to compete in a global marketplace.

Objective 2: *Summit students can participate, be nominated, or gain membership into Character Ambassadors, National Elementary Honor Society, House Leadership, Student Advisory Council, Classroom Economy Job Roles, and Student Council.*

Summative Evaluation: *Every 9-Weeks, Summit students will be assessed utilizing a leadership rubric.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Character Ambassadors	2	School Counselor	Monthly	Local	Monthly submission of names from grade level teachers	Decrease in discipline referrals and increase in noted social skills
National Elementary Honor Society	1	Chapter Advisor	Semester		Membership Meetings	Increase in student grades and leadership scores
Student Advisory Council	1	Assistant Superintendent	Semester		Semester Meetings	Student input on district and campus level decisions
Classroom Economy	3	Grade Levels	Weekly	Local	Weekly Summit Shop	Decrease in discipline referrals
Student Council	1	Grade Level Teachers	Weekly	Local	Weekly Meetings	Student Voice in campus decisions and increase in student scores on leadership profile

Goal 6: Parents and Community will partner in the education and leadership of students at the Summit Leadership Academy.

Objective 1: *All Summit parents and guardians will receive guidance, information and supplies for homework support and Keene 22 targeted skills.*

Summative Evaluation: *Score increase on Renaissance, STAAR Assessment and Leadership Profile*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Weekly content-specific/Keene 22 skill newsletter		Grade Levels, Student Leadership	Weekly		Weekly distribution of newsletter, printed and digital	Increase in student mastery of content objectives
Math and reading supply distribution		Principal, Grade Level Teachers	Every 9 weeks	Local	Building of at home kits	Increase in student mastery of content objectives
An Evening at the Summit take home parent engagement kit		Principal, Grade Level Teachers	December	Local	Building of kits	Increase in parent involvement in home learning

Comprehensive Needs Assessment



21-22 Parent Survey

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		77	C
Student Achievement		76	C
STAAR Performance	48	76	
College, Career and Military Readiness			
Graduation Rate			
School Progress		80	B
Academic Growth	64	60	Not Rated: Senate Bill 1365
Relative Performance (Eco Dis: 65.7%)	48	80	B
Closing the Gaps	50	71	C

2021-22 STAAR Performance
THE SUMMIT LEADERSHIP ACADEMY (126906105) - KEENE ISD - JOHNSON COUNTY

[Prev Year](#) | [Next Year](#)

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	84%	84%	*	89%	83%	-	-	75%	*	50%	*	83%	86%	81%	75%
At Meets Grade Level or Above	2022	51%	62%	62%	*	53%	74%	-	-	63%	*	50%	*	66%	50%	53%	13%
At Masters Grade Level	2022	30%	38%	38%	*	42%	39%	-	-	25%	*	38%	*	39%	36%	25%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	82%	82%	*	74%	83%	-	-	100%	*	50%	*	78%	93%	75%	75%
At Meets Grade Level or Above	2022	43%	47%	47%	*	32%	52%	-	-	63%	*	25%	*	44%	57%	42%	13%
At Masters Grade Level	2022	21%	18%	18%	*	11%	22%	-	-	13%	*	13%	*	17%	21%	14%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	83%	83%	*	91%	83%	-	-	62%	*	45%	*	70%	100%	79%	80%
At Meets Grade Level or Above	2022	54%	47%	47%	*	50%	65%	-	-	8%	*	45%	*	46%	48%	43%	30%
At Masters Grade Level	2022	28%	25%	25%	*	27%	35%	-	-	0%	*	27%	*	22%	30%	17%	10%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	67%	67%	*	59%	83%	-	-	62%	*	36%	*	68%	67%	67%	65%
At Meets Grade Level or Above	2022	43%	28%	28%	*	27%	35%	-	-	15%	*	27%	*	32%	22%	24%	20%
At Masters Grade Level	2022	23%	5%	5%	*	5%	0%	-	-	8%	*	9%	*	8%	0%	2%	5%
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	79%	79%	*	83%	85%	-	-	69%	60%	54%	*	78%	81%	78%	63%
At Meets Grade Level or Above	2022	58%	51%	51%	*	63%	47%	-	-	46%	40%	31%	*	43%	61%	43%	31%
At Masters Grade Level	2022	36%	27%	27%	*	38%	24%	-	-	15%	40%	8%	*	20%	39%	22%	6%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	69%	69%	*	67%	74%	-	-	54%	80%	69%	*	63%	77%	61%	38%
At Meets Grade Level or Above	2022	48%	35%	35%	*	38%	41%	-	-	15%	40%	46%	*	35%	35%	22%	6%
At Masters Grade Level	2022	25%	10%	10%	*	4%	15%	-	-	8%	20%	8%	*	11%	10%	8%	0%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	78%	78%	*	75%	91%	-	-	62%	60%	62%	*	76%	81%	76%	38%
At Meets Grade Level or Above	2022	38%	53%	53%	*	58%	65%	-	-	23%	40%	62%	*	54%	52%	41%	25%
At Masters Grade Level	2022	18%	23%	23%	*	17%	32%	-	-	8%	40%	23%	*	22%	26%	16%	6%

Parent and Family Engagement Policy

Keene Independent School District ESSA Parent and Family Engagement Policy

Statement of Purpose

The Keene Independent School District (KISD) is committed to providing quality education to every student in the district. Partnerships with parents, family members, and the community are essential to this goal as neither home nor school can achieve this goal independently. Everyone gains if school and home work together to promote high student achievement. Parents and family members play an important role as their children's first teachers, and their support is critical to their children's success. KISD intends to include parents and family members in all aspects of the district's Title I programs to create a school-home partnership that will promote student success. The district believes that establishing and maintaining open lines of communication will expand and enhance learning opportunities and create the best learning environment for every child.

Develop Jointly

The KISD Site-Based Decision-Making (SBDM) Committee is comprised of parents, members of the community, teachers, school principals, and district administration. This committee will annually review the ESSA Parent and Family Engagement Policy and revise it as necessary. Each Title I principal, with input from the campus SBDM committees, will make recommendations as necessary to revisions of the district policy.

Build Capacity of Schools

KISD will provide coordination, technical assistance, and other necessary support to assist and build the capacity of all Title I, Part A schools in the district in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. Keene ISD, KISD Superintendent, and the KISD Federal Programs Director will provide support and training to principals, teachers, and staff to promote the parent and family engagement opportunities.

Coordinate Services

KISD will coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with other federal, state, and local laws and programs.

Annual Evaluation

KISD will assess the needs of the parents and children in the school community using a variety of tools including a survey or questionnaire. The findings will be used to revise the Title I program to meet the current needs. Workshops or other training will be made available to educators and parents to address these needs. Parents will be notified about training opportunities.

The District SBDM committee will review and evaluate all aspects of the parent and family engagement program. Parents will be asked for their input on the content and effectiveness of the Title I parent and family engagement programs through an annual evaluation of the Title I program. The evaluation will include an assessment of overall parent and family engagement and identify barriers to parent and family participation that still need to be overcome, needs of parents and family members to assist with the learning, and strategies to support successful school and family interactions. The community will be consulted in the design, development, and implementation of the Title I program. Each year KISD will assess the needs of parents and children in the community through a variety of measures, including parental suggestions. The district and each campus will welcome and receive recommendations about the Title I program.

Design Evidence-Based Strategies

KISD through its Needs Assessment and District Improvement Plan process will use the findings of the annual evaluation to design and incorporate objectives that will lead to more effective parental involvement. The SBDM committee will annually review the District Parent and Family Engagement Policy based on the results of an annual review.

Involve Parents in Activities

Parents can become involved in their children's education through a variety of ways. KISD values both the at-home contributions of parents and those that take place at the school or in the community. Reading to children at home and talking with them at family meals or other families outings are as important as volunteering at school and serving on advisory committees. Many types of parent and family engagement are needed in school-home-community partnerships to help all children succeed. KISD will provide information in a format and language the parents understand. KISD will offer many opportunities for parent and family engagement in the school including, but not limited to the following:

- Parents may contribute through volunteer programs;
- Parents may participate by attending school meetings at a variety of times;
- Parents are invited to serve on committees;
- Parents are invited to develop trainings for educators;
- Parents are surveyed to get their input about school.

Parents will be informed of school activities through various avenues of communication throughout the school year. Websites, newsletters, teacher notes, the school marquee, conferences, personal contacts, phone calls/text messages, emails, and written notices will be used to establish and maintain open lines of communication with parents. The district will welcome and respond to efforts by parents to communicate with the school.

Migrant Policy

See District Improvement Plan