



# Keene High School 2022-2023

## Campus Improvement Plan

Keene ISD does not discriminate on the basis of race, religion, color, national origin, sex, age, or disability in providing education services, activities, and programs, including vocational program, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

## **Keene High School Campus Improvement Committee 2022-2023**

Taryn Alvarado	Teacher	Syble Davidson	Paraprofessional Staff
Jocelyn Rice	Teacher	Dana Stockton	Counselor
Sally Yow	SPED Teacher	Caleb Johnson	CTE Teacher
David Henton	Business Rep.	Laci Hart	Parent Representative
Don Bell	Asst. Principal	Janene Johnson	Parent Representative
Daniel Larson	Community Rep.	Jarrett Morgan	Principal

### **Keene High School Needs Assessment**

The Campus Improvement Plan for the 2022-2023 school year was developed by the SBDM, Department heads, and campus wide sub-committees. The subcommittees collected data in the following areas: academic achievement, technology, safety and student discipline, faculty and staff, special programs, EOC and other assessments, and CTE programs. Committee members collected information from teachers, counselors, administrators, State Accountability reports, parents, community members and students. Once the information was culminated the committee concluded the following:

## Keene High School Comprehensive Needs Analysis 2022-2023

### A. **Academic Performance**

#### Campus Strengths

- Met campus standards in all areas.
- Distinction Earned in Mathematics, Science and Postsecondary Readiness

#### Student Performance Needs

- Teachers continue staff development and data analysis regarding EOC/TELPAS to help accelerate the instruction of our at-risk population.
- Teachers continue staff development and data analysis regarding EOC/TELPAS to help accelerate the instruction of our ELL and SPED populations.
- Continue implementation of the three-tiered intervention model to accelerate students that are below grade level and to decrease special education referrals.
- Address areas of weakness with Language Arts EOC testing.
- Address areas of weaknesses by group performance through data analysis – LEP, economically disadvantaged, Asian Pacific Islander, African American and special education.
- Address college readiness including endorsements, dual credit enrollment and TSI/ACT/SAT performance for all subgroups.

#### Funding Strengths

KHS used local, state, and federal funding to reduce class sizes and provide additional supplemental, research-based instruction to raise student achievement campus-wide in math, science, reading/ELA, and writing.

#### Funding Needs

- Campus committees will plan and document funding uses and sources in campus improvement plans, especially in SCE, Title, and CTE monies.

### B. **Attendance**

#### Attendance Needs

- Attendance drives school funding. Our average daily attendance was 92.68% in 2021-2022 as opposed to 93.5% the year before.
- Continue to evaluate the effectiveness of attendance incentives.
- Continue to engage parents as partners in school attendance.
- Continue to use attendance personnel to enforce state attendance laws.
- Truancy processes reinstated

## **Curriculum Strengths**

KHS uses a wide variety of research-based programs, structures, and strategies to meet the needs of a diverse student population. A campus-wide benchmarking system of common assessments will continue using DMAC software to help teachers disaggregate and adjust curriculum to identified student needs and will implement the Lead4Ward and TEKS Resource assessment tools to create authentic assessment aligned with state standards.

## **Curriculum Needs**

- Continue horizontal and vertical alignment of campus curriculum.
- Address advanced and accelerated curriculum in lesson planning documents to meet the needs of all student groups including at risk, ELL, and gifted and talented.
- Continue full inclusion with special education teachers co-teaching in the content

## **C. Technology**

### **Technology Strengths**

KHS has a solid infrastructure for technology. In addition, a variety of media is being utilized district-wide to communicate, interact, and collaborate including email, websites, webcasts, social media, Google Suite and curriculum based interactive programs.

### **Technology Needs**

- Use of DMAC and TeksResource to disaggregate testing data, complete personal graduation plans, and create assessments.
- Increase staff development opportunities focused on technology in the classroom.
- Continue striving for new and better forms of communication with stakeholders.
- Student involvement in planning of technology needs
- Development of new website to reflect campus initiatives and provide greater access for

## **D. Safe Environment**

### **Safe and Healthy Environment Strengths**

- Teachers and staff, under the leadership of the special programs director, school nurse, and food services supervisor, will continue implementation of the District Wellness Plan through the District's School Health Advisory Council (SHAC).
- Activities and curriculum will be established that will increase student, school staff, parental, and community awareness of nutrition and physical activities to promote lifelong wellness.
- Continue increasing camera security systems on campus.
- Continue drug, alcohol, and tobacco awareness programs.

- Continue programs such as Child Advocacy Center presentation, Next Step, and StopIt.
- Continue emergency drills and SRP drills.

## **E. Parental/Family & Community Engagement**

### Parental/Family & Community Engagement Strengths

KHS encourages strong parental/family member engagement. Google Classroom allows for daily communication with parents/family members plus the ability to private message parents-family members and/or teachers. Classroom phone capability with voice mail continues to be a valuable tool for increased communication. KHS continues to use Parent/Student/School Compacts for all students.

### Parental/Family & Community Engagement Needs

- Consider ways to increase effective communication to parents-family/community of state accountability standards.
- Consider additional ways to effectively involve parents/family members in the expectations and learning of their children, especially with non-English speaking parents/family members who are not bilingual.
- Continue researching ways to increase communication to parents/family members concerning higher education applications and financial opportunities.

## **F. Staff development**

### Staff Development Strengths

KISD teachers are surveyed by the curriculum department yearly for staff development preferences, which indicated a need and emphasis accommodating the needs of LEP students, student centered instruction and student-centered technology. Keene ISD continues to contract with ESC 11 to provide additional staff development for teachers and administrators. In addition, KHS makes every effort to recruit and retain highly effective teachers.

### Staff Development Needs

- Continue efforts to ensure that 100% of all core academic subject areas teachers are highly effective.
- Continue to assist teachers in maintaining or attaining certification through alternative programs, GT, ESL, and coursework.
- Continue efforts to provide teacher requested professional development as determined by district staff development needs surveys and program evaluations.
- Continue staff development concerning state accountability requirements.
- Increase staff development concerning strategies to effectively accelerate the learning of all at risk students including English language learners (ELL), special education students, and economically disadvantaged students.

## **G. Post-Secondary**

### Post-Secondary Strengths

More students are taking dual credit courses and all students are encouraged to participate in distinguished graduation programs. KHS continues to offer open enrollment for all honors and AP courses. In addition, KHS continues to pay tuition for dual enrollment, vocational and college courses.

### Post-Secondary Needs

- Increase the number of students taking SAT/ACT/ TSI and earning satisfactory scores.
- Prepare all students entering high school to graduate with a distinguished diploma with an endorsement.
- Continue to provide college/vocational information and informed curriculum choices to grades 9-12 students and parents including financial information to encourage post-secondary education.
- Continue to expand the number of students taking technical classes at Hill College and SWAU.
- Edmentum for credit recovery and accelerated high school graduation.

## **H. Retention**

Teachers who return to KHS for another school year receive a \$3,000 retention bonus. We are adding childcare at KISD to make it easier for staff to take care of their own kids. New staff are being given a mentor for easing into the campus.

## **I. State Accountability**

### 2022 Accountability Summary – Data was not available for 19-20 or 20-21 school year due to Covid

Overall	87 up from 84	Met Standard
Student Achievement	88 up from 87	Met Standard
School Progress	85 down from 88	Met Standard
Closing the Gaps	85 up from 74	Met Standard

### Distinction Designation

Comparative Closing the Gaps

### Campus Demographics

Campus Size	370
Economic Disadvantaged	68.5%
English Language Learners	15.2%
SPED	8.8%

Dropout Rate: .06% - down from previous 1.8%

Keene High School  
2022-2023 Improvement Plan Needs Assessment  
Data Sources

**Student Performance Analysis:**

- Accountability Reports
- EOC and TELPAS Data
- PEIMS Reports
- PBMAS Report
- Program Data (Special Ed., LEP, GT, At Risk)
- Retest Data
- Longitudinal/Cohort Data
- STAAR Data
- Local Benchmarks/Assessments

**Attendance Rate**

- Attendance Records
- State Accountability Reports

**Completion Rate/Dropout Rate/Retention Rate**

- State Accountability Reports
- PEIMS Reports
- PBMAS Report

**Program Effectiveness**

- PBMAS Report
- Percent of AP/Dual Enrollment Classes
- Scores on AP/Dual Enrollment Exams
- TSI/SAT/ACT Scores
- Program Evaluations
- Tutorial/Remediation Data
- Communications to Parents
- Teacher Conference Records
- Tutorial Logs
- Master Schedules
- Special Ed Referrals
- LEP Referrals
- SBDM Minutes

**Discipline/Classroom Management**

- Discipline Referrals
- PEIMS 425 Record
- Counselor Records

### **Staff Development Needs**

- T-TESS Teacher Self Reports
- District Staff Development Records
- Teacher Needs Survey

### **Surveys**

- Professional Needs Staff Survey
- Student Course Surveys

### **Additional Areas**

- Staff Retention & Turnover Data
- Safety & Fire Inspection Reports
- Personnel Records



## Equitable Access and Participation

### Special Populations/Programs

In the campus improvement plan, the number notations under “Pops” will refer to the following populations/programs:

- 1 - Title I Program
- 2 - English Language Learners (ELL)
- 3 - Migrant – Emergency Immigrants
- 4 - Special Education
- 5 - Gifted and Talented (Advanced Academic Services)
- 6 - At-risk (\*SCE)
- 7 - Pregnancy or Parenting Support
- 8 - Low Socio-economic Status
- 9 - Culturally Diverse
- 10 - All populations

### Needs Assessment

In the campus improvement plan, the number notations under “NA” will refer to the following programs:

- A- Test Results
- B- Attendance
- C- Completion/Drop Out Rate
- D- Curriculum
- E- Technology
- F- Safe and Healthy Environment
- G- Parent/Community Involvement
- H- Staff Development
- I- Character Education
- J- Post-Secondary

**GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.**

**NEEDS ASSESSMENT – A, B, C, D, E, G, H, I, J**

**Objective 1** 100% of all students and student groups at KHS will pass the 2023 EOC Algebra I test.

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Additional student support will be addressed through: a. Extended day activities b. Before/After school tutorials c. Lunch Study Period d. AIP Tutorials	Local SCE	Principal, Math Department	Aug - May	Sign-in sheets Class Roster
2. Vertical teaming within math department will occur across grade levels.	Local	Principal, Math Dept. Chair	Aug. 2022 – May 2023	Agenda, sign-in sheets
3. Continue EOC activities. a. Model released EOC test questions b. Benchmark tests c. Critical thinking activities	Local	Math Dept. Chair Math Teachers	Fall semester exam, Spring benchmark before test	Lesson Plans Benchmark Results
4. Utilize DMAC software in order to disaggregate math EOC data and identify students' needs.	SCE	Principal, Math Dept Chair	After each benchmark	DMAC Reports
5. Use programs such as ALEKS, Get More Math, and TSI study guide computer programs to enhance math instruction.	SCE IMAT	Principal, Math Dept Chair, Math Teachers	Weekly	Lesson Plans Benchmark and EOC Scores

**GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.**

**Objective 2** 100% of all students and student groups at KHS will pass the 2023 English I & II EOC tests.

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Continue to align ELA benchmark test. Use released EOC's and DMAC for a bank of benchmark questions.	SCE Local	Principal, ELA Dept. Chair	February	EOC assessments will be monitored by the principal and department head
2. Additional student support will be addressed through: a. IXL b. Summer School – Credit Retrieval  d. Provide remediation for students not meeting minimum on EOC tests during school year and summer. e. Provide EOC preparation during the extended lunch period for students identified as being at risk	SCE Local	Principal, ELA Dept. Chair, English Department	Each Semester  June	Attendance Sign-in sheets
3. Vertical teaming within ELA department will occur both within grade levels and across grade levels.	Local	Principal, ELA Dept. Chair	Each semester	Agenda and Sign in Sheet
4. Utilize DMAC data software in order to disaggregate ELA EOC data and identify students' needs.	SCE	Principal, ELA Dept. Chair, English Department	After spring benchmark	DMAC Reports
5. Provide opportunities for students to integrate technology in the classroom by utilizing the Google Classroom LMS to prepare students for post-secondary opportunities.	Local SCE	Principal, ELA Dept. Chair, English Department	Weekly	Samples of student work
6. Continue to build the library with books and resources to help support English department and the EOC goals.	SCE Local	Library staff	Weekly	New books and reading material in the library.

**GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.**

**Objective 3** 100% of all students and student groups at KHS will pass the 2023 EOC Biology test.

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Align science TEKS/EOC objectives through curriculum planning.	Local	Principal, Science Dept Science Specialist	Aug 10 – May 25	EOC Results
2. Additional student support will be addressed through: a. Before or After school tutorials b. AIP Tutorial c. Summer School d. EOC Study Materials	Local SCE	Principal, Science Dept	Aug. 10 – May 25, 2023	Sign-in sheets Lesson Plans Attendance Sheets
3. Vertical teaming within science department will occur across grade levels.	Local	Principal, Science Dept. Chair	Aug 10 – May 25	Shared Department document
4. Continue instructional focus activities a. Model released EOC test questions b. Critical thinking activities c. Writing and reading in the content area d. Develop and implement test taking strategies designed specifically for science EOC	Local	Principal, Science Dept	Each semester	Sign-in sheets Lesson Plans Benchmark/TAKS/EOC results
5. Utilize and maintain science lab which includes updating chemicals.	Local CTE SCE	Principal, Science Dept. Chair, Science Teachers	Aug. 2022 – June 2023	Lesson plans showing lab use
6. Utilize DMAC software to disaggregate science EOC data in order to identify students' needs.	SCE	Principal, Science Dept. Chair, Science Dept. Curriculum Specialist	After each benchmark	DMAC Reports

7. Provide opportunities for science based field trips that are TEKS aligned.	Local SCE CTE	Principal, Science Dept.	Each semester	School calendar of events
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**GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.**

**Objective 4** 100% of all students and student groups at KHS will pass the 2023 U.S. History EOC test.

1. Student support will be addressed through: a. Tutorials b. EOC Study Materials c. Summer school d. AIP Tutorials	Local SCE	Principal, Social Studies Department	Weekly  Summer School	Sign-in sheets Attendance Benchmark Scores EOC Scores
2. Vertical teaming within the social studies department will occur both within grade levels and across grade levels.	Local	Principal, SS Dept. Chair, SS Teachers	Each semester	Sign-in sheets Agenda
3. Implement EOC instructional strategies. a. Model release EOC test questions b. Critical thinking activities c. Writing in content area d. Analyzing and interpreting texts, maps, and charts e. Build EOC social studies vocabulary throughout daily lessons	Local SCE	Principal Department Chair, SS Teachers	Aug 10 – May 25	Lesson Plans Benchmark Results EOC Scores Samples of Accommodations Nystrom Atlas of World History Jarrett books: MASTERING THE TEKS IN UNITED STATES HISTORY SINCE 1877
4. Utilize DMAC or other software to disaggregate Social Studies EOC data in order to identify students' needs.	SCE	Principal, SS Dept. Chair	After each benchmark	DMAC Reports

**GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.**

**Objective 5 KHS will increase the existing attendance rate from 92.67% to 95%**

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Follow district wide attendance referral procedure that ensures enforcement of state-mandated attendance laws.	Local	Principal, Assistant Principal	Aug 10 – May 25	Improved attendance rate
2. Periodically provide incentives for students with perfect attendance as well as the annual student awards program.	Local Principal Activity Fund	Principal, Assistant Principal	Each Semester	Improved attendance rate
3. Utilize Parent Portal and School Messenger in order to contact parents/guardians of students' absences.	Local	Principal, Assistant Principal	Weekly	Improved attendance rate
4. Attendance Officer will continue to develop, improve and implement attendance procedures which are fair and consistent among students. a. Mail home letters when a student is in jeopardy of violating the 90% attendance rule. b. Hold parent, family member, teacher, ARD, 504 or other committees relevant in order to provide assistance to students with attendance issues. c. Conduct home visits when all other attempts to contact the parent/guardian and student have failed.	Local	Principal, Assistant Principal, Police Chief	Weekly	Improved attendance rate
5. Faculty and staff will collaborate with students as mentors in order to establish positive relationships.	Local	Principal, Assistant Principal, Staff of KHS	Weekly	Improved attendance rate

**GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.**

**Objective 6** KHS will use feedback from community members, parents, and staff to create plans for meeting state standards.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. 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.	Title 1 Local	Principal, SBDM	Aug 10 – May 25	CIP Document
2. The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local education agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.	Title 1 Local	Principal, SBDM	Dec. 2022 Ongoing	CIP Document Sign in Sheet
3. 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	Title 1 Local	Principal, SBDM	Aug. 2022 – May 2023	CIP Document Sign in Sheet



4. The Title I, Part A Schoolwide plan is available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	Title 1 Local	Principal, SBDM	Aug. 2022 – May 2023	CIP Document Posted on Website
5. Schoolwide Reform Strategies that will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.	Title 1 Local	Principal, Assistant Principal, SBDM, Campus Teachers	Aug. 2022 – May 2023	CIP Document Mandatory Tutorials Benchmarks
6. Schoolwide Reform Strategies that will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners to meet the challenging State academic standards.	Title 1 Local	Principal, Assistant Principal, SBDM, Campus Teachers	Aug. 2022 – May 2023	CIP Document Mandatory Tutorials Benchmarks
7. Schoolwide Reform Strategies that will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.	Title 1 Local	Principal, SBDM	Aug. 2022 – May 2023	Mandatory Tutorials Master Schedule

**GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.**

**Objective 7** KHS will increase the percentage of students and student groups that are taking advanced classes and tests, such as Advanced Placement (AP), Dual Credit, SAT, ACT, and TSI to meet or exceed the state level of performance for college readiness.

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Communicate with parents and students about the importance of students taking advanced courses through the high school course catalog and parent registration meetings.	Local	Principal, Counselor	April 2023	Class attendance
2. Implement additional honors, AP and concurrent (dual) credit courses.	Regular Programs Allotment CTE Local	Principal	Each Semester	Master Schedule
3. Pay students' tuition and textbook costs for Hill College dual credit courses.	Regular Programs Allotment CTE Local	Principal	Each Semester	Class attendance
4. Provide PSAT testing for all 10 <sup>th</sup> & 11 <sup>th</sup> graders at district cost. <ul style="list-style-type: none"> <li>Add on campus SAT Testing days</li> </ul>	Local	Principal, Counselor	October	Test Rosters
5. Inform students about the importance of taking college entrance tests, and encourage students to register and take the tests.	Local	Principal, Senior Counselor, Counselor	Each Semester	Increased participation
6. Campus will track CCMR data and make sure all students are prepared for post-secondary opportunities	Local	Principal, Senior Counselor, Counselor	Each Semester	Increased % of graduates w/ CCMR checked

**GOAL 1 Keene ISD will meet standard for both District and Campus Accountability.**

**Objective 8** 100% of special program students (students with disabilities, “at risk”, GT and limited English proficiency, etc.) will pass the Math, ELA, Science and Social Studies portion of the 2022 EOC Tests.

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Monitor all students in special programs.	Local	Principal, Coordinators for each special program	Each nine weeks	Report Cards, EOC Results
2. Expand advanced course offerings for GT students.	Regular Programs Allotment Local	Principal	Yearly	Class Attendance
3. Continue to screen and provide modifications for students with dyslexia and 504.	Local SCE	Principal, Counselor, Teachers	Each Semester	Referral papers 504 Accommodation sheets
4. Provide support for all students in special programs. Special Programs Include: a. 504/Dyslexia b. Special Education c. Advanced Placement/Honors d. CTE e. ESL/Bilingual f. Summer School/Credit Retrieval g. Dual Credit/Concurrent Credit h. Odyssey for Acceleration i. Credit by Exams for Acceleration and credit recovery j. Gifted and Talented	Local SCE CTE ESL State Funds	Principal, Coordinators for each special program, Teachers	Each nine weeks	Referral papers Student Folders Class Attendance TELPAS Scores Pre/Post Test College Transcripts CBE Results
5. Provide professional development opportunities for ESL/GT/SPED/AP/Dyslexia strategies and techniques for all teachers.	Local SCE	Principal, Curriculum Dept.	Aug. 2022 – May 2023	Agendas; sign-in sheets
6. Provide parent/student input on special programs through surveys.	Local	Principal	Spring 2023	Parent surveys
7. Provide training for ESL. (TELPAS, LPAC & ESL Certification funding)	SCE Local	Principal, Campus Testing Coordinator, ESL Coordinator	Aug. 2022 – May 2023	Agendas; sign-in sheets

**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 – A, C, D, E, G, I, J**

**Objective 1** - KHS will reduce the student and student group dropout rate based on current AEIS data. KHS will have a 95% or higher completion rate of students and student groups for those students who entered ninth grade at KHS.

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Implement and expand more opportunities for academic success, and address high school completion rate by: <ul style="list-style-type: none"> <li>a. Research successful programs in other school districts</li> <li>b. Remedial or intersessional programs.</li> <li>c. Summer school</li> <li>d. AIP Tutorials</li> <li>e. Edmentum</li> </ul>	SCE Local	Principal	Aug. 2022 – May 2023	Sign in sheets Student records
2. Credit Retrieval lab will provide students an opportunity to regain course credits.	SCE Local	Principal, Credit Retrieval Teacher	Aug. 2022 – May 2023	Student Log
3. Utilize Student Council to influence positive change in Campus morale. (Principal Advisory Committee)	Local Principal Activity Fund	Principal	Each semester	Agendas, sign -in sheets
4. Provide opportunities for students to participate in UIL, AP, other local learning opportunities and competitions.	Local Principal Activity Fund	Principal,	Each semester	Competitive success
Promote utilization of on-staff licensed counselor		principal	Aug. 2022 – May 2023	Student usage data

**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 2** KHS will meet or exceed the state percentage of students or student groups graduating with a Distinguished Achievement Plan with an endorsement.

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Provide information to parents, family members and students regarding endorsements via announcements, course catalog, parent meetings, and postings on the campus website.	Local	Counselor	Yearly	Agendas; sign in sheets Website
2. Encourage and recruit enrollment in advanced (recommended and distinguished) graduation programs.	Local	Principal, Counselor	Each semester	Class Roll Student Transcripts
3. Provide information through our high school website, parent meetings, and announcements regarding college/university policies on graduation plans.	Local	Counselor	Each semester	Website, Sign in Agendas – (8 <sup>th</sup> Grade)
4. Compile a list of alternate measures to ensure that students are aware of possibilities for the distinguished graduation plan.	Local	Principal	Aug 2022 - April 2023	Student Handbook

**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 3** KHS will provide all students with opportunities to participate in an academically rigorous curriculum that enables them to achieve their potential and participate fully in CTE opportunities.

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. CTE teachers will provide opportunities for all students to understand employer expectations and citizenship skills.	CTE	Principal, CTE Teachers, CTE Coordinator	August - May	Lesson Plans
2. Provide a dynamic curriculum that is engaging, rigorous, relevant and emphasizes current and emerging technologies.	CTE	Principal, CTE Teachers, CTE Coordinator	August - May	Lesson Plans
3. Provide CTE student organizations.	CTE	Principal, CTE Teachers, CTE Coordinator	August - May	Club Roster
4. Conduct student surveys for student input on class offerings.	CTE	Principal, CTE Teachers, CTE Coordinator	Yearly	Surveys
5. Increase the number of students receiving certifications/additional content areas to receive certifications. (ServSafe, Welding, Auto Mechanics & Cosmetology, Microsoft Office)	CTE	Principal, CTE Teachers, CTE Coordinator, Hill College	Yearly	Completed certifications
6. Continue to evaluate and update Consumer Science facilities.	CTE	Principal, CTE Teacher	As Needed	New equipment
7. Communicate with all stakeholders the non-discrimination requirements to participate in all CTE courses.	CTE	Principal, CTE Coordinator	August	Cleburne Times Review Announcement, Website
8. Provide PD for Certification Training (ServSafe, Office Suite, etc)	CTE	Principal, CTE Coordinator	As Needed	Certification

**GOAL 3      The district will provide opportunities for teachers to grow professionally so that 100% of the teaching staff will remain highly effective in academic core subject area classes.**

**NEEDS ASSESSMENT – A, C, D, E, G, H**

**Objective 1**    All KHS teachers and paraprofessionals will meet the state’s standards of highly effective.

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Assist teachers in maintaining or attaining certification through alternative programs, coursework, professional development and TExES testing in order to assure all staff is highly effective.	Title I	Principal	Each Semester	Teacher Certification
2. Implement an effective teacher mentoring system in order to retain highly effective teachers.	Local	Principal, New Teacher Mentor	Yearly	Agenda; Sign in sheets
3. Administrators will provide new teacher in-service.	Local	Principal, Curriculum Dept.	Yearly	Agenda; Sign in sheets
4. Pay retention bonuses to returning staff each fall	ESSR	District	Annually	Retention Data
5. Principal will hire certified teachers and highly effective paraprofessionals.	Local	Principal	Yearly	Teacher certifications
6. Notify parents of teachers who lack certification to meet highly effective requirements with the exception of teachers who qualify under district of innovation.	Local	Principal	As required	Letter to parent

**GOAL 3      The district will provide opportunities for teachers to grow professionally so that 100% of the teaching staff will remain highly effective in academic core subject area classes.**

**Objective 2      KHS will provide meaningful and quality professional growth opportunities for all staff.**

<p>1. In order to educate all students by highly effective teachers and paraprofessional, staff will:</p> <ul style="list-style-type: none"> <li>a. Provide planned content-based, professional development for STAAR/EOC Math, ELA, Science, and Social Studies curriculum.</li> <li>b. Implement classroom management strategies and activities in order to address students with discipline problems.</li> <li>c. Follow district referral process (special programs, etc.) for students and train new staff members on the process.</li> <li>d. Participate in training utilized to meet the needs of students with disabilities.</li> <li>e. Attend campus staff development on ESSA, overrepresentation on ethnic groups receiving special education services LEP students' referrals, and conflict resolution.</li> </ul>	<p>CTE Local Title I SCE</p>	<p>Principal, Assistant Principal, KHS Staff</p>	<p>Yearly</p>	<p>Agendas, sign -in sheets Teachers posted classroom procedures Referral papers</p>
<p>2. Department aligned conference periods and teacher work days will provide time for teachers to collaborate and grow professionally.</p>	<p>Local</p>	<p>Principal</p>	<p>Each six weeks</p>	<p>Agendas, sign- in sheets</p>



**GOAL 4 Keene ISD is committed to promoting engagement between educators, parents, family members and community to promote academic success.**

**NEEDS ASSESSMENT – G, J**

**Objective 1** 100% of KHS stakeholders will be provided various options for meaningful engagement.

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Provide ongoing support to parent and family engagement activities such as college night, FAFSA night, and academic showcases.	Local	Principal, High School Staff	Aug. –May	Agendas, sign -in sheets
2. Provide clear communication to parents and family members by the following: a. Student Handbook b. Code of Conduct c. Campus website d. SBDM Committee e. Progress Reports f. Report Cards g. Parent Portal Grade book h. Open House i. Fish Camp j. FAFSA Parent Night k. Parent/Teacher Conferences l. E-Mail m. District Marquee n. Local newspaper o. Flyers p. Teacher websites q. School Messenger r. Social Media	Local	Principal, High School Staff, SBDM	Aug. –May	Agendas, sign- in sheets Website Participation Log
3. Provide information regarding higher education admissions and financial aid opportunities.	Regular Programs Allotment Local	Principal, Counselor, Senior Counselor	Each semester	Agendas, sign- in sheets Website
4. Participation in college day activities with nearby school districts and colleges.	Local	Principal, Counselor	Aug. –May	Agendas Student absence request
5. Provide 2 excused absences for juniors and seniors to visit a university or college of their choice.	Local	Principal, Assistant Principal	Yearly	Student absence request

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
6. Each Title I, Part A campus convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.	Title Local	Federal Programs Director	Fall 2022	Open House / Hot Dog Supper
7. Each school served shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parent and the school.	Title Local	Federal Programs Director	Aug. –May	Student Handbook
8. The LEA has School-Parent compacts at each Title I, Part A campus that outline how parents, the entire school staff, and students will share the responsibility for improved 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.	Title Local	Federal Programs Director	Yearly	Student Handbook
9. The LEA shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.	Title Local	Superintendent, Curriculum Department, Federal Programs Director	Aug. –May	Sing in Sheets, Agendas

<p>10. Each Title I, Part A campus provides to parents information that shows how the school's student's achievement on the State's academic assessments compared to students served by the local educational agency and the State.</p>	<p>Title Local</p>	<p>Principal, Counselor</p>	<p>Yearly</p>	<p>Website, School Board Meeting, Student Report provided by the state</p>
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**GOAL 5 The District will maintain a safe, disciplined environment conducive to student learning.**

**NEEDS ASSESSMENT – F, G, I**

**Objective 1** KSH faculty and staff will ensure and improve campus safety by reducing the number of criminal and noncriminal incidents by 10% for the 2022-2023 school year as well as investigate and establish programs to reduce discipline incidents.

<b>Strategies</b>	<b>Resources</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Formative Evaluation</b>
1. Provide a Crisis Management Plan with the following procedures to inform faculty and staff on emergency drills, consisting of the following: a. Tornado, fire and Active Threat lockdown procedures b. Evacuation c. Crisis Management d. CPR/AED/First Aid/Blood Pathogen Training e. Yearly Safety Audit	Local School Safety Allotment	Principal, School Nurse, Campus Safety Team, Police Chief	Yearly	Agendas, sign- in sheets Crisis Management Plan Safety Audit Report
2. Perform practice drills and make modifications based on student and staff safety.	Local School Safety Allotment	Principal, Assistant Principal, Chief of Police	Monthly	Calendar, Drill Logs
3. Faculty, Staff and district Police will supervise students before, during and after school.	Local School Safety Allotment	Principal, KHS Staff, Police Chief	Daily	Staff Expectations T-TESS
4. SBDM will review campus safety procedures.	Local School Safety Allotment	Principal, Assistant Principal, SBDM	Yearly	Agendas, sign- in sheets
5. Campus evacuation routes and emergency procedures are posted in each classroom, exits and office areas.	Local School Safety Allotment	Principal, Assistant Principal, Safety Team	Yearly	Posted signs
6. Staff will report facility needs by submitting timely work orders.	Local School Safety Allotment	Principal, Assistant Principal, KHS Staff	As needed	Completed task
7. Continue to use visitor ID check with Raptor System.	Local School Safety Allotment	Principal, Secretary	Daily	Visitor Log
8. Summary reports and student disciplinary incidents will be reviewed by administrators.	Local School Safety Allotment	Principal, Assistant Principal	Each six weeks	Ascender discipline reports
9. Utilize video surveillance system	Local School Safety Allotment	Principal, Assistant Principal, Police Chief	Daily as needed	Reduction in incidents
10. Counseling, community and support services will be provided to students	Local School Safety Allotment	Principal Counselor	Daily	Pamphlets Website Announcements, Counselor Visitor Log

11. Continue to implement drug free activities during Red Ribbon Week	Local School Safety Allotment	Principal, Counselor, Student Council	October	Calendar
12. Continue student trainings to address peer pressure, drug free lifestyles, abstinence, Bullying and character development such as Aim for Success.	Local School Safety Allotment	Principal, Assistant Principal, Counselor,	Yearly	Agenda Survey results from program
13. Continue to monitor facilities and furniture for needed replacements	Local School Safety Allotment	Principal, KHS Staff	Daily as needed	Work Orders Purchase Orders of replacement equipment
15. Utilize installed safety buttons and intercom systems for communicating during crises.	School Safety Allotment	Principal	As needed	Crisis Management Plan

## Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12,  Ungraded (UG) or  Out of School (OS)	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period; <u>AND</u></li> <li>• Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.</li> </ul>
Grades K-3	<ul style="list-style-type: none"> <li>• Who have made a qualifying move within the previous 1-year period; <u>AND</u></li> <li>• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u></li> <li>• For students in grades K-2, who have been retained, or are overage for their current grade level.</li> </ul>

School District:	Keene ISD
Region:	11

## Priority for Service (PFS) Action Plan School Year: 22-23

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., “Migrant PFS Action Plan Section”), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<p><u>Goal(s)</u>: Identify and provide services to migratory students who are failing or at risk of failing to meet the State’s content and performance standards, and whose education has been interrupted during the regular school year, with priority</p>	<p><u>Objective(s)</u>:</p> <ul style="list-style-type: none"> <li>• Identify migratory students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available.</li> <li>• Identify migratory students who are missing significant amounts of instructional time by enrolling late and/or having excessive absences.</li> <li>• Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children.</li> <li>• Provide supplemental information to parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions to their children.</li> <li>• Use data to plan the Priority for Services Action Plan for 2022-2023 school year, and assist the district with supplemental services when not provided by other federal or non-federal programs.</li> </ul>
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Required Strategies	Timeline	Person(s) Responsible	Documentation
<b>Monitor the progress of MEP students who are on PFS.</b>			
<ul style="list-style-type: none"> <li>▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.</li> </ul>	September – May	MEP Staff	NGS generated reports

<ul style="list-style-type: none"> <li>▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate</li> </ul>	September 31	ESC MEP Staff	Copy of signed plan reviewed by ESC MEP Staff
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criteria for defining student success, including timelines for achieving stated goals and objectives.			
Additional Activities			
<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> <li>▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.</li> </ul>	September – May 25 <sup>1</sup>		
<ul style="list-style-type: none"> <li>▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.</li> </ul>	Twice per semester	MEP School Liaison/ Contact, MEP ESC Specialist	Contact Log
<ul style="list-style-type: none"> <li>▪ During the academic calendar, the district’s Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.</li> </ul>	Twice per semester	MEP School Liaison/ Contact, MEP ESC Specialist	Activity Log



Additional Activities			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.</li> </ul>	Sept.-May	MEP School Liaison/ Contact MEP ESC Specialist	Activity log, sign-in sheets

<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.</li> </ul>	Sept. – May	MEP School Liaison/Contact MEP ESC Specialist	Time-stamped notices,
<ul style="list-style-type: none"> <li>The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.</li> </ul>	Sept. – May	MEP School Liaison/Contact MEP ESC Specialist	Activity Log, Time stamped handouts
Additional Activities			

LEA Signature: Sandra Denning

LEA Signature Date: 7/19/22