

KEENE ELEMENTARY SCHOOL

2024-2025

Campus Improvement Plan

Plan for Continued Success

Title I School-wide Campus

SITE-BASED DECISION-MAKING COMMITTEE MEMBERS

Mrs. Kelly Turnage, Principal
Mrs. Jessica Batla, Counselor
Lauren Tomlinson, Teacher
Araceli Solis, Teacher
Tiffani Segura, Teacher
Callie Scogin, Teacher
Jasmine Villarreal, Teacher
Wes Knaub, Teacher
Courtney Galbreath, Teacher
Tony Book, District Professional
Diana Phillips , Parent Representative
Peggy Ackermann, Community Member
Eileen Ortiz, Business Representative

KEENE INDEPENDENT SCHOOL DISTRICT

Mission Statement

Every Child...Every Need...Every Day!

Keene ISD does not discriminate on the basis of race, religion, color, national origin, sex or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title 6 of the Civil Rights Act of 1964, as amended; Title 9 of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, as amended.

El distrito escolar de Keene no discrimina; en base a raza, credo, color, nacionalidad, sexo o incapacidad; en proveer servicios educativos, actividades y programas (incluyendo el vocacional) de acuerdo con el Título 6 del acta de los Derechos Civiles del 1964, Título 9 de Educacion del 1972, Seccion 504 del Acta de Rehabilitacion del 1973.

A translator will be provided if necessary. Un traductor se proveera si es necesario.

A Profile of the Elementary Campus

Data is taken from the 2022-2023 Texas Academic Performance Report

239	Total Enrollment
68%	At-Risk
3%	Gifted and Talented
16%	English Language Learners
8%	Special Education
77%	Economically Disadvantaged

Comprehensive Needs Assessment

This information has been based on CIRCLE, TXKEA, TPRI, STAR Reading, STAR Math, iStation, Running Records, and Eureka Math module tests for Keene Elementary School, as well as STAAR performance from SLA. We also used needs assessment data from parents (Satchel Pulse) Spring 2024. Individual student strengths and weaknesses were identified by disaggregating data by grade level, subject area, and objectives. Keene Elementary is a school-wide Title I campus with 100% designated in August 2023, as socio-economically disadvantaged students. As a result, State Compensatory Education funds are used to supplement the Title I services.

The Keene Elementary Comprehensive Needs Committee has recommended: continuing our 2023-2024 K-2 reading goals of increasing reading fluency and sight word knowledge. We will continue utilizing a teacher and para to support the RTI program and continuing daily in-school tutoring (SHINE) time for each grade level. School wide assessments will be done at beginning, middle, and end of year in reading that can measure these goals. For K-2 Math we will continue using the Eureka math curriculum that was started last year. School wide assessments will be done at the end of each Eureka math module for grades K-2. We will use teacher professional development days to plan curriculum and review data. We will be continuing with TEKS Resource as a district wide scope and sequence and lesson planning tool for teachers across grade levels in the areas of reading, math, writing, and science. We will continue to use Saxon phonics as our state approved phonics curriculum for K-2 students and Handwriting Without Tears as our handwriting curriculum for grades PK-2.

For our LEP students, we are providing in-class and pull-out support, continuing to focus on strategies teachers can use to help students grow in the areas of listening, speaking, reading, and writing.

We have great parent and family participation in academic and/or extracurricular activities. Some of these activities include participation in teacher-parent/family conferences, signing academic progress reports/students work, field trips, classroom volunteers, PTO members, Open House, family nights, and fundraisers. We will have family curriculum nights for reading and math and our district STEAM Fair. We have an active Parent-Teacher Organization that meets monthly.

The educational staff is highly motivated to increase student achievement. Our KES Leadership Team participates in Site-Based Decision-Making planning meetings, we have a KES leadership team. Our teachers continue to seek quality staff development and set high expectations for themselves and their students. Emphasis for all students is an understanding of concepts in reading, writing, social studies, mathematics, science, and raising the level of development of higher-level critical thinking skills as evaluated in the Texas Teacher Evaluation & Support System (T-TESS).

In addition, we have continued to monitor our behavior management systems school-wide. We will continue to update our behavior matrix and review yearly, focus on Keene 22, and provide incentives to encourage and recognize positive behavior.

An updated Comprehensive Needs Assessment will be conducted throughout the 2024-2025 school year, culminating in the Spring of 2025.

GOAL 1: Elementary students will achieve exemplary student performance in reading and math.

NEEDS ASSESSMENT: KES will have improved reading skills in the areas of phonemic awareness, phonics, reading fluency, sight word knowledge, and comprehension, in 2025.

Objective 1 For all students to be rated developed on CIRCLE, TXKEA, & TPRI (2024-2025).

Strategies	Resources	Person(s) Responsible	Timeline	Formative & Summative Evaluation
1. We will continually monitor the progress of student performance and growth with beginning of year, middle of year, and end of year reading assessments and running records.	Reading A-Z CIRCLE (PK) TXKEA (K) TPRI (1-2) Fountas & Pinnell BAS	Administrators Staff RTI interventionist	2024-2025	<ul style="list-style-type: none"> ● Fountas & Pinnell BAS guided reading levels beginning, Middle and End Assessments ● CIRCLE, TXKEA, and TPRI Beginning, Middle and End Assessments
2. Utilize Istation to identify strengths and weaknesses in reading in order to individualize student learning.	Title 1 funds	Administrators Teachers	2024-2025	<ul style="list-style-type: none"> ● TXKEA, and TPRI Beginning, Middle and End Assessments ● iStation monthly reports
3. Use web based computer program RAZ Plus for reading support in the classroom.	Student iPads	Teachers	2024-2025	<ul style="list-style-type: none"> ● TPRI ● BAS ● Classroom assessments
4. Provide support to students who are performing below grade level through RtI.	Keene Elementary RtI process data folders	Administration Teachers	2024-2025	<ul style="list-style-type: none"> ● TXKEA, and TPRI assessments ● Report cards ● BAS
5. RTI interventionist used to support struggling readers	SCE Title 1	Courtney Galbreath	2024-2025	<ul style="list-style-type: none"> ● TXKEA, and TPRI Beginning, Middle and End Assessments ● BAS

6. Two paraprofessional positions used to support our programming to decrease our learning gaps in reading and math.	SCE?	Shelby Dovel Regina Langidrik	2024-2025	<ul style="list-style-type: none"> ● CIRCLE, TXKEA, and TPRI Beginning, Middle and End Assessments ● BAS
7. STAR renaissance diagnostics tests 3 times per year for further data of strengths and weaknesses in reading and math, grade 2	iPads STAR program	Principal Teachers Paras	2024-2025	<ul style="list-style-type: none"> ● TPRI ● BAS
8. The Title I, Part A, schoolwide program is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency.	Staff Surveys Parent Surveys	Admin Teachers Parents	April 2025	<ul style="list-style-type: none"> ● Comprehensive Needs Assessment data reviewed throughout the year
9. The CIP is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local education agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school.	Site Based Decision Making Committee Meetings	Admin Teachers Counselor Parents, Community and Business Reps	Mar. 2025	<ul style="list-style-type: none"> ● Ongoing changes throughout the year in the CIP
10. 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	Needs assessments Stakeholder input	Admin Teachers Staff	2024-2025	<ul style="list-style-type: none"> ● MOY CIP Review January 2025 ● EOY CIP Review May 2025
11. The Title I, Part A Schoolwide plan is available to the LEA, parents, and the public, and the information contained in such a plan shall be in an	Title I Schoolwide Plan	Admin Federal Programs	2024-2025	<ul style="list-style-type: none"> ● Administration meetings and review

understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.		Director		
12. Schoolwide Reform Strategies that will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.	ELL teacher RTI teacher RTI para Co-teaching model used by ESL teacher and classroom teachers Response to Intervention	Administration Teachers	2024-2025	<ul style="list-style-type: none"> ● Fountas & Pinnell BAS guided reading levels beginning, Middle and End Assessments ● CIRCLE, TXKEA, and TPRI Beginning, Middle and End Assessments
13. Schoolwide Reform Strategies that will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, children with disabilities and English learners to meet the challenging State academic standards.	Tutoring after school	Admin Teachers Laughlin	2024-2025	<ul style="list-style-type: none"> ● Fountas & Pinnell BAS guided reading levels beginning, Middle and End Assessments ● CIRCLE, TXKEA, and TPRI Beginning, Middle and End Assessments
14. 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.	TIL Coaching Cycles	Admin Teachers Instructional Coach Paras	2024-2025	<ul style="list-style-type: none"> ● TPRI and TXKEA assessments ● Fountas & Pinnell BAS guided reading levels beginning, Middle and End Assessments ● TTESS ratings
15. Use of Handwriting Without Tears handwriting curriculums for PK-2nd grade	HWT materials SCE funds	Teachers	2024-2025	<ul style="list-style-type: none"> ● Walkthrough data ● Lesson plans

GOAL 1: Elementary students will achieve exemplary student performance in reading and math.

NEEDS ASSESSMENT: KES will have improved math skills in 2025.

Objective 2 For all students to master skills on Eureka Math modules at 100%.

1. Students will take the end of module assessments in math to diagnose areas of strengths and weaknesses.	Eureka module assessments	Administrators Staff	2024-2025	<ul style="list-style-type: none"> • DMAC reports
2. STAR renaissance diagnostics tests 3 times per year for further data of strengths and weaknesses in reading and math, grade 2	iPads STAR program	Principal Teachers Paras	2024-2025	<ul style="list-style-type: none"> • Eureka module assessments
3. Professional development days on academic calendar for 9weeks planning of Eureka math program, test development, data dives, and team discussions.	Eureka math materials	Teachers	2024-2025	<ul style="list-style-type: none"> • Eureka module assessments
4. Purchase of Eureka math materials and manipulatives.	budget	Admin	2024-2025	<ul style="list-style-type: none"> • Eureka module assessments

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

Objective 3 To improve attendance rates.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Use computer system to monitor student attendance in every class.	TxEIS software	Becky Nichols	2024-2025	<ul style="list-style-type: none"> • Comparison of attendance rates each nine weeks
2. Send campus-wide attendance letters communicating the importance of student attendance.	Administration, faculty	Becky Nichols	2024-2025	<ul style="list-style-type: none"> • Improved parent understanding • decreased absences and tardies
3. Recognize and reward students with no tardies or late pick-ups, perfect attendance, great conduct, and student of the month each 9 weeks.	brag tags student of the month medals and certificates	Admin Staff	2024-2025	<ul style="list-style-type: none"> • TxEIS reports
4. Home visits from KISD Police Department and follow up with County Courts as needed	KISD Police Chief Becky Nichols	Administration KISD Police Chief	2024-2025	<ul style="list-style-type: none"> • Improved attendance rates

GOAL 2 Keene Elementary will provide effective, timely assistance to help students be successful starting at early childhood and continuing through post-secondary education and/or entering into the workforce.

Objective 1 To encourage students to pursue education beyond high school.

Strategies	Resources	Person(s) Responsible	Timeline	Evaluation
1. Career Programs and special guests provided to expose students to opportunities and career pathways	Community members Teacher connections Red Cross, Fire Department, Keene Dental	Faculty Administration Counselor	2024-2025	<ul style="list-style-type: none"> • Community participation
2. Gifted and Talented students will be identified through specialized testing and will attend GT classes.	COGAT test Counselor Teachers	Faculty, Counselor, Administration	2024-2025	<ul style="list-style-type: none"> • Student enhancement • TXEIS reports

GOAL 2 Keene Elementary will provide effective, timely assistance to help students be successful starting at early childhood and continuing through post-secondary education and/or entering into the workforce.

Objective 2 To ensure students have a positive and successful experience in their early years of education.

Strategies	Resources	Person(s) Responsible	Timeline	Evaluation
1. KES will provide a Meet the Teacher night for easier transition on the first day of school	Faculty Books	Administration Faculty	2024-2025	<ul style="list-style-type: none"> Overall successful school year
2. Pullout program for students with dyslexia using the Scottish Rite Dyslexia program	Scottish Rite program	Dyslexia teacher Counselor	2024-2025	<ul style="list-style-type: none"> Improved success for dyslexic students
3. Keene 22 Rules, House System, SPARKS house	KISD staff budget	KISD staff Teachers	2024-2025	<ul style="list-style-type: none"> improved attendance rates, increased academic achievement, decreased behavior referral
4. Counselor-provided social skills lessons. for all students.	counseling budget for resources	Jessica Batla	2024-2025	<ul style="list-style-type: none"> improved social skills and better behavior less discipline referrals
5. At-risk para and marshallese language support	Local funds	Regina Langidrik Adriana Moncada	2024-2025	<ul style="list-style-type: none"> Overall successful school year

GOAL 3 Teachers will be provided opportunities to grow professionally so that 100% of the teaching staff will remain highly effective in academic core subject area classes.

NEEDS ASSESSMENT: Teachers will need training to ensure student achievement.

Objective 1 To ensure that teachers are provided with ongoing staff development and resources needed to be successful.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. ESL training on instructional strategies	ESL resources	Moncada	August 2025	<ul style="list-style-type: none"> • TELPAS
2. Pay for teachers to obtain ESL certification	TEExES	Administration	2024-2025	<ul style="list-style-type: none"> • Increase EL student success
3. T-TESS Training for all new certified staff and yearly update for other teachers	T-TESS materials and portal resources	Administration	August 2024	<ul style="list-style-type: none"> • T-TESS outcomes • Walkthrough data
4. Read Academy for new PK-3 teachers	TEA funded	Admin Donath	2024-2025	<ul style="list-style-type: none"> • PD survey in the spring • TTESS outcomes • Walkthrough data
5. Brain Connections to Behavior and Learning PD	BUDGET	Kelly Turnage	August 2024	<ul style="list-style-type: none"> • discipline referrals decreased
6. Instructional Coaching	Curriculum Google calendar	Jeanne Hinerman Katie Mears Kelly Turnage	2024-2025	<ul style="list-style-type: none"> • walkthroughs • effective lesson planning by teachers • student success on state assessments
7. TEPSA Summer Conference	TEPSA	Kelly Turnage	June 2025	<ul style="list-style-type: none"> • Principal TPESS
8. Elevate Conference	budget	Razaq and Segura	June 2025	<ul style="list-style-type: none"> • T-TESS outcomes • Walkthrough data

GOAL 4 Keene ISD is committed to establishing a full partnership with educators, parents, family members and community stakeholders to ensure academic success.

NEEDS ASSESSMENT: More parents and family members to participate in parent conferences and be involved in school activities.

Objective 1: To expand communication with parents, family members and the community.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Administer parent/family members and teacher conferences with individual students	Teacher selected materials benchmarks, TPRI, TXKEA, report cards	Faculty	2024-2025	<ul style="list-style-type: none"> ● sign in sheets
2. Updated campus website, teacher websites, school reach, and information on social media	Website Facebook Twitter Call outs	Administration Teachers	2024-2025	<ul style="list-style-type: none"> ● Increased parent awareness and participation in events
3. Regularly scheduled events to involve parents and family members in school activities <ul style="list-style-type: none"> ● Meet the Teacher ● Open House ● Math & Reading night ● Book Fair ● Steam Fair ● Music programs and art shows ● Fun Run ● Thanksgiving feast ● Field Day 	Sign-in sheets Books and treats	Staff Parents Family	2024-2025	<ul style="list-style-type: none"> ● Participation ● Parent/Family Member feedback
4. Provide individual student assessment results to family members of PK-2nd graders	CIRCLE, TXKEA, TPRI TELPAS	Administration Teachers	2024-2025	<ul style="list-style-type: none"> ● sign in sheets
5. Continue online gradebook and Parent Portal for all grades	Parent/Family Member letter Parent Portal link Multiple Opportunities to sign-up	Administration Teachers	2024-2025	<ul style="list-style-type: none"> ● parent/family survey ● Number of Registered users
6. Provide opportunities for parent communication in Spanish and Marshallese as available	Marshallese and Spanish para	Administration	2024-2025	<ul style="list-style-type: none"> ● Better parent/family communication

	and parents/family members			
7. Signs outside at dismissal for parents and students to see and other target specific invitations.	signs, letters	Admin, teachers	2024-2025	<ul style="list-style-type: none"> ● Increased parent communication
8. Each Title I, Part A campus convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved.	Open House Night Title I Meeting	Sandy Denning	January 14, 2025	<ul style="list-style-type: none"> ● Increased parent communication
9. Each school served shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parent and the school.	Parent Family Involvement Agreement in Student Handbook	KISD registration online resource	July 2024	<ul style="list-style-type: none"> ● Increased parent communication
10. The LEA has School-Parent compacts at each Title I, Part A campus that outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.	School Parent Compact	KISD registration	2024-2025	<ul style="list-style-type: none"> ● Increased parent communication
11. The LEA shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.	Value and Utility of Parents Powerpoint and discussion	Administration Staff	August 2024 April 2025	<ul style="list-style-type: none"> ● staff understands value of parents and how to support our relationships throughout the school year
12. Each Title I, Part A campus provides to parents information that shows how the school's student's achievement on the State's academic assessments compared to students served by the local educational agency and the State.	STAAR Report Card TAPR	Administration	2024-2025	<ul style="list-style-type: none"> ● increased communication of STAAR data
13. Parent Engagement Meetings	Title III	Denning, Villarreal, Moncada	2024-2025	<ul style="list-style-type: none"> ● Increased parent communication

GOAL 4 Keene ISD is committed to establishing a full partnership with educators, parents, family members and community stakeholders to ensure academic success.

Objective 2 To create an atmosphere where students and staff have a sense of school pride and accomplishment.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Partnering with High School students, teachers, coaches, and administration to interact with students by greeting students in the morning and reading with students during the day	High school	Administration	2024-2025	<ul style="list-style-type: none"> ● Students will have mentor relationships with high school students.
2. Encourage involvement between local businesses and the school	Local businesses	Administration	2024-2025	<ul style="list-style-type: none"> ● Increase the community presence in our school
3. Honor roll, attendance, behavior awards, and compliment cards	snacks toys brag tags	Teachers Administration	2024-2025	<ul style="list-style-type: none"> ● Positive feelings from students.
4. Acknowledgment of teacher accomplishments and kudos shared to all staff through weekly news and treats left in lounge throughout the year	KES staff newsletter budget for snacks	Administration	2024-2025	<ul style="list-style-type: none"> ● teachers feel valued and appreciated ● teacher surveys
5. Formation and support of a strong teacher leadership team	Meetings each semester	Leadership team members	2024-2025	<ul style="list-style-type: none"> ● Teacher feedback ● Agendas
6. Keene 22 rules and House system. Weekly focus on each rule and identifying students who excel in each rule. Weekly videos.	Keene 22 documents SPARKS budget	Administration Teachers	2024-2025	<ul style="list-style-type: none"> ● Stakeholder surveys ● Decreased discipline problems ● More pride in our school

GOAL 5 School campuses will maintain a safe, disciplined environment conducive to student learning.

NEEDS ASSESSMENT: Continued improvement with fire/tornado drills.

Objective 1 To keep all children safe in the event of an emergency.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Review and implement safety procedures for all kinds of emergencies	District developed crisis plan	Administration Faculty	2024-2025	<ul style="list-style-type: none"> Staff and students are familiar with the plans and are able to execute efficiently
2. Maintain all safety drill procedures with students and faculty	District developed crisis plan Staff meetings	Administration Faculty	2024-2025	<ul style="list-style-type: none"> Safely executed drills feedback to staff after drills are completed
3. Standard Response Protocol training for staff	Technology money or safety grants	Administration Faculty	2024-2025	<ul style="list-style-type: none"> Feedback from staff and parents/family
4. CPI updates and training for required staff members	JCSSA	Administration Faculty	2024-2025	<ul style="list-style-type: none"> Team will effectively and efficiently respond when needed
5. Use of RAPTOR, doorbells, and emergency buttons	Safe and healthy schools	Administration Faculty	2024-2025	<ul style="list-style-type: none"> safe and secure school

GOAL 5 School campuses will maintain a safe, disciplined environment conducive to student learning.

Objective 2 To be clear and consistent with discipline.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Review and improve student code of conduct and school wide discipline plan.	Leadership Team	Administration Faculty	2024-2025	<ul style="list-style-type: none"> ● Decrease in office referrals
2. Develop positive school wide procedures for behavior and classroom management.	Leadership Team	Administration Faculty	2024-2025	<ul style="list-style-type: none"> ● Staff will all have a similar understanding of expectations ● Decrease in office referrals
3. Train faculty and staff and review implementation and procedures of the discipline plan.	Leadership Team	Administration Faculty	2024-2025	<ul style="list-style-type: none"> ● Plan will be implemented by all, with fidelity ● Decrease in office referrals
4. Communicate discipline plan to parents and keep them informed of their child’s behavior.	Discipline forms, parent portal, phone calls	Administration Faculty	2024-2025	<ul style="list-style-type: none"> ● Parents/family members will be aware of their child’s behavior at school
5. Implementation of the Keene 22 Rules and House system.	Dojo Points Nine weeks Reward days	KISD Administration KES Faculty	2024-2025	<ul style="list-style-type: none"> ● Students will have a motivation to always do what is right ● Decrease in office referrals
6. Utilize a discipline matrix for decision making by all stakeholders.	Leadership team	Leadership team Teachers	2024-2025	<ul style="list-style-type: none"> ● Decrease in office referrals ● Feedback from staff
7. Training for staff who need additional support with behavior management.	JCSSA Region 11	Administration Teachers	2024-2025	<ul style="list-style-type: none"> ● Decrease in office referrals ● Feedback from staff

GOAL 5 School campuses will maintain a safe, disciplined environment conducive to student learning.

Objective 3 To provide students with programs and resources to help them be safe and successful.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Continue family number pickup system for all dismissals.	Colored cards, computers, TxEIS, copy machine, laminator	Faculty Office staff	2024-2025	<ul style="list-style-type: none"> Parents/family will always bring their card Decrease in the number of late pick ups
2. Repair and maintain equipment and facility.	Maintenance	Administration	2024-2025	<ul style="list-style-type: none"> Students will be able to safely utilize all equipment

GOAL 6 An appropriate overall financial condition of the district will be maintained through effective planning and efficient management of the budget.

Objective 1 To have a sound and solid budget.

Strategies	Resources	Person(s) Responsible	Timeline	Formative Evaluation
1. Develop a budget and follow it to ensure we are fiscally sound	Budget TxEIS Administration	Administration	2024-2025	<ul style="list-style-type: none"> Budget
2. Assess all expenditures to ensure good financial stewardship and maximization of our resources	Budget TxEIS	Administration Leadership Team	2024-2025	<ul style="list-style-type: none"> Budget analysis

Addendums

- Migrant Student Plan (SSA with ESC 11)
- State Compensatory - Budget 2023-24
- Title I, II, III, IV – Budget 2023-24

Highly Qualified PK Family Engagement 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"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • 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.
Grades K-3	<ul style="list-style-type: none"> • Who have made a qualifying move within the previous 1-year period; <p style="text-align: center;"><u>AND</u></p> <ul style="list-style-type: none"> • Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u> • For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Keene
Region: 11

Priority for Service (PFS) Action Plan

Filled Out By: Sandra Denning
Date: 7-19-2022

School Year: 2022 - 2023

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>Goal(s): 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>Objective(s):</p> <ul style="list-style-type: none"> Identify migratory students who enroll late and withdraw early and provide supplemental services to each student when no other school district services are available. Identify migratory students who are missing significant amounts of instructional time by enrolling late and/or having excessive absences. 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. 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. 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.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September – May, on or	MEP Staff	NGS generated reports

	before the 15 th day of every month		
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	September 31	ESC MEP Staff	Copy of signed plan reviewed by ESC MEP Staff
Additional Activities			
<ul style="list-style-type: none"> Technology Assistance with DuoLngo 	September - May	MEP District Liaison	Activity Log
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> 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. 	September –May 25 th day of every month	MEP District Contact	Copy of sent emails, or other documentation of distributing reports
<ul style="list-style-type: none"> 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. 	Twice per semester	MEP School Liaison/ Contact, MEP ESC Specialist	Contact Log
<ul style="list-style-type: none"> 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. 	Twice per semester	MEP School Liaison/ Contact, MEP ESC Specialist	Activity Log
Additional Activities			
<ul style="list-style-type: none"> Professional Development and student supports 	September 30	MEP District Liaison	Certificate
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> 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. 	Sept.-May	MEP School Liaison/Contact MEP ESC Specialist	Activity log, sign-in sheets

<ul style="list-style-type: none"> ▪ 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. 	Sept. – May	MEP School Liaison/Contact MEP ESC Specialist	Time-stamped notices,
<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Sept. – May	MEP School Liaison/Contact MEP ESC Specialist	Activity Log, Time-stamped handouts
Additional Activities			
<ul style="list-style-type: none"> ▪ Reading and Math Instruction by a Certified Teacher 	Sept - May	MEP School Liaison	Student Schedules

Sandra Denning 7-19-22
 LEA Signature Date Completed

_____ _____
 ESC Signature Date Received

STATE COMPENSATORY EDUCATION

2022-2023 Budget Allocations

District Level

61xx	Payroll	\$ 0
62xx	District Contracted Services	\$1080.00
63xx	General Supplies	\$ 0
64xx	Professional Development	\$900.00

Keene High School

61xx	Payroll Costs – 4.5 FTE	\$112,346
62xx	Contracted Services (DMAC, Copiers)	\$8689.00
63xx	General Supplies (Edmentum, Library Books, supplies)	\$28,000.00
64xx	Miscellaneous and/or Professional Development	\$ 0

Keene Junior High School

61xx	Payroll Costs – 6.5 FTE	\$301,049.41
62xx	Contracted Services (DMAC, Copiers)	\$7309.00
63xx	Supplies (Reading, Testing, iXL, supplies, Library Books)	\$11,100.00
64xx	Miscellaneous and/or Professional Development	\$100.00

The Summit Leadership Academy

61xx	Payroll Costs – 2 FTE	\$23,488.20
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62xx Contracted Services (DMAC, Copier, Contracted Services) \$5,739.00

63xx General Supplies (Software and Supplies) \$2,600.00

64xx Miscellaneous \$0

Keene Elementary

61xx Payroll Costs - 6 FTE \$181,792.18

62xx Contracted Services (DMAC, Copier) \$5,639.00

63xx General Supplies (Reading, Supplies) \$2,290.00

ESSER I, II, III

2022-2023 Budget Allocations

District Level

61xx	Payroll	1 FTE	\$ 52,637.290
62xx	District Contracted Services (GCA, Radein)		\$130,000
63xx	General Supplies (US Test Prep, SeeSaw, Renaissance Get More Math, iXL, EDMAR)		\$60,000.00
64xx	Professional Development		\$0

Keene High School

61xx	Payroll Costs – 1 FTE		\$17,666.19
62xx	Contracted Services		\$0
63xx	General Supplies		\$0
64xx	Miscellaneous and/or Professional Development		\$ 0

Keene Junior High School

61xx	Payroll Costs – 1 FTE		\$51,190.05
62xx	Contracted Services		\$0
63xx	Supplies		\$0
64xx	Miscellaneous and/or Professional Development		\$0

The Summit Leadership Academy

61xx	Payroll Costs – 1 FTE	\$17,824.00
62xx	Contracted Services	\$0
63xx	General Supplies	\$0
64xx	Miscellaneous	\$0

Keene Elementary

61xx	Payroll Costs - 4 FTE	\$84,840.36
62xx	Contracted Services	\$0
63xx	General Supplies	\$0
64xx	Miscellaneous	\$0