

# Summit Leadership Academy Campus Improvement Plan 2024-2025



**December 1, 2024**

## **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.  
The Summit will be an engaging and fun learning environment.

*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 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](http://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](http://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](http://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 style="text-align: center;">Migrant Student Plan          State Compensatory Budget          State Compensatory Definitions          ESSER I, II, III--Budget 2023-24          Attached separately.</p>	
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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>
Natasha Bell	Principal
Becky Nichols	Assistant Principal
Jessica Batla	School Counselor
Courtney Kittrell	Reading Teacher
Candace McCormick	Reading Teacher
Bree Evatt	Science Teacher
Ashley Seibert	Math Teacher
Michelle Korges	Reading Teacher
Leta Pugh	Math Teacher
Annelise Turner	Social Studies Teacher
Alyson O'Connor	Reading Teacher
Clayton Loek	Community/Parent Representative
Ashley Stanton	Business/Parent Representative
Adriana Moncada	ESL Representative
Johanna Penick	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 Recruit, support, retain teachers & principals	2 Build a foundation of reading and math	3 Connect high school to career and college	4 Improve low- performing schools
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# 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

221	Total Enrollment
33%	At Risk
30%	Special Education
17%	Speech Only/Special Education
12%	Gifted and Talented
18%	Emergent Bilinguals
85%	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. 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 student populations will meet state targets for growth in math and reading.**

**Objective 1:** *By August of 2025, 100% of all students and each student group, including Special Education students tested, will meet established standards for growth on Renaissance Testing.*

**Summative Evaluation:** *Each student group will meet the target for growth on the Student Growth Report integrated into Renaissance Testing.*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
PLC's	1	Principal, Assistant Principal, Teachers, specialists, instructional coach	3x per 9 weeks	Local Funds	Calendars & PLC Agendas	Improved student mastery and alignment of instruction and strategies
Targeted Instructional Coaching for Math and Reading Teachers	2	Curriculum Dept	Monthly	Local Funds	Feedback Documentation from Instructional Specialists	Improved assessment data and TTESS dimension data
Accelerated Instruction Plans for all students who failed STAAR in math the previous year	2	Certified Teachers, Principal, Assistant Principal	Yearly	Local Funds	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 Funds	Every 9 weeks testing	Improvement in progress monitor data
Renaissance Reading Progress Monitoring	1	Certified Teachers, Principal, AP	Every 9 weeks	Local Funds	Every 9 weeks testing	Improvement in progress monitor data
Targeted math fact mastery	3	Certified Teachers	Weekly	Local Funds	Formative Assessments, Summative Assessments	Improvement in student mastery and growth in student assessment data
Accelerated Instruction Plans for all students who failed STAAR in math the previous year	2	Certified Teachers, Principal, Assistant Principal	Yearly	Local Funds	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 Funds	Every 9 weeks testing	Improvement in progress monitor data
DMAC	2	Certified Teachers	Units	SCE	Unit Exams	Improvement in progress monitor data

**Goal 1: All student populations will meet state targets for growth in math and reading.**

**Objective 2: 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, social media, school messenger, parent newsletter	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 dropout 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
Attendance Liason	1	Assistant Principal & Truancy Officer	Ever 2 weeks	Local	Bi-weekly meetings , parent call logs	Decrease in absenteeism and tardy data
District-Wide Attendance & Truancy Plan	1	Administrative Team	Annually		Calendar, agenda, plan	Decrease in absenteeism and tardy data

**Goal 1: All Summit student populations will meet state targets for growth in math and reading.**

**Objective 3:** *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 (still pending release).*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
PLC	1	Summit Math/ELAR Teachers, instructional coach, Principal, Assistant Principal	On going		Instructional Strategies demonstrated in the classroom, Agenda	Improved student performance on unit/interim and state assessments
Spring Intercession	2	Summit Math/ELAR Teachers	March	Title	Walkthroughs	Improved student performance on unit/interim and state assessments
Small Group Instruction on Assessment Application	3	Teachers	Prior to Renaissance/ Interim/State Testing		Student Meetings for explicit app instruction	Increase in student use of test tools and accommodation tools
Targeted Instructional Coaching for Math and Reading Teachers	2	Curriculum Dept	Monthly	Local Funds	Feedback Documentation from Instructional Specialists	Improved assessment data and TTESS dimension data
Accelerated Instruction Plans for all students who failed STAAR in math the previous year	2	Certified Teachers, Principal, Assistant Principal	Yearly	Local Funds	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 Funds	Every 9 weeks testing	Improvement in progress monitor data

**Goal 1: All Summit student populations will meet state targets for growth in math and reading.**

**Objective 3: 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 (still pending release).*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Renaissance Reading Progress Monitoring	1	Certified Teachers, Principal, AP	Every 9 weeks	Local Funds	Every 9 weeks testing	Improvement in progress monitor data
Targeted math fact mastery	3	Certified Teachers	Weekly	Local Funds	Formative Assessments, Summative Assessments	Improvement in student mastery and growth in student assessment data
Accelerated Instruction Plans for all students who failed STAAR in math the previous year	2	Certified Teachers, Principal, Assistant Principal	Yearly	Local Funds	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 Funds	Every 9 weeks testing	Improvement in progress monitor data
DMAC	2	Certified Teachers	Units	SCE	Unit Exams	Improvement in progress monitor data

**Goal 2: All Summit student populations will meet state targets for growth in 5th grade science.**

**Objective 1:** *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 (still pending release).*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Targeted Instructional Coaching for 5th Grade Science Teacher	1	Curriculum Dept	Monthly	Local Funds	Feedback Documentation from Instructional Specialists	Improved assessment data and TTESS dimension data
Region 11 Trainings over new Science TEKS	2	Science Teachers	As Scheduled by Region 11	Local Funds	Instructional Strategies demonstrated in the classroom	Improved student performance on unit/interim and state assessments
PLC with 3rd-5th Grade Science Teachers	2	Summit Science Teachers	On going		Instructional Strategies demonstrated in the classroom	Improved student performance on unit/interim and state assessments
SAVAAS/Science Penguin Curriculum	2	Summit Science Teachers	On going	Title, Local Funds	Weekly lesson plans	Improved assessment data

**Goal 3: All Summit student populations will increase ECR (extended constructed response) achievement in writing.**

**Objective 1:** *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 (still pending release).*

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
PLC with Summit ELAR Teachers	1	Summit ELAR Teachers	On going		Instructional Strategies demonstrated in the classroom	Improved student performance on unit/interim and state assessments
Aligned Acronym Posters for Classroom Walls	3	Summit ELAR Teachers Principal	BOY	Local funds	Walkthrough data	mproved student performance on unit/interim and state assessments
ECR Calibrated Scoring on benchmarks	2	Summit ELAR Teachers	MOY		Agenda and more aligned scoring	Target skill deficits

**Goal 4: 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	3	Principal, Human Resources	Upon successful completed of ESL certification exam	Local	ESL Certification added to TEA portal	Increase in ESL-certified teachers
Certification Testing	1	TEA, Principal, New Teacher	Ongoing		Passed certification tests by EOY	TEA-certified by EOY
Teacher assignments will align with content knowledge strength and TEA certifications	1	Principal	Annual placements		Aligned classroom instructors to content	Increase in student mastery of content: increase in student assessment data
READ Academies (3rd Grade Teacher)	2	Curriculum Dept Region 11	25-26 SY	Local	Increase in reading strategy integration into all contents	Increase on reading/math grade level equivalency



**Goal 4: 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	1	Principal	February		Google Calendar Invites	Retain effective staff, low turnover
2-3 Interviews Prior to Hiring (Culture/Instructional)	1	Principal	March-May		Google Calendar Invites	Recruitment of effective teachers for the 2023-2024 school year
Retention Stipend	2	District	Annual	Local	September Disbursement	Retention Data
Aspiring Leadership Academy	3	District	Quarterly		Teacher Leadership on Campus	Growth in campus goals and school improvement
On-campus child care KLLA	3	District	On going	Local	Teacher participation	Retention data

**Goal 5: 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

**Goal 6: 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 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	Decrease in discipline referrals, observational data	Mastery of Targeted Keene 22 Skills for 3rd Grade
4th Grade Charger Challenge	1	4th Grade Team	Spring, 2023	Local	Decrease in discipline referrals, observational data	Mastery of Targeted Keene 22 Skills for 3rd Grade
5th Grade The Great Debate	1	5th Grade Team	Spring, 2023	Local	Decrease in discipline referrals, observational data	Mastery of Targeted Keene 22 Skills for 3rd Grade
Growth Day	1	Principal, teachers	Quarterly	Local	Awards for alignment with Keene 22 skills	Mastery of Targeted Keene 22 Skills
Keene 22 Scope & Sequence	1	District-level	On going		Weekly announcements	Increase awareness and practice in our Keene 22

**Goal 6: 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 the National Elementary Honor Society, House Leadership, Student Advisory Council, Classroom Economy Job Roles, Student Council and a variety of clubs.*

**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
National Elementary Honor Society	1	Chapter Advisor	Semester	Local	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
Multiple Clubs	3	Teachers, Principal	Ongoing	Local	Attendance at meetings	Increase in leadership capacity.

**Goal 7: 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 home learning 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
Monthly Parent Newsletter	1	Grade Levels, Student Leadership	Monthly	Local	Month distribution of newsletter	Increase in student mastery of content objectives
Math and reading supply distribution	2	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	2	Principal, Grade Level Teachers	December	Local	Building of kits	Increase in parent involvement in home learning
Family Meetings	2	Principal, Assistant Principal, Teachers, parents	Quarterly	Local	Sign-In Sheet	Increase in parent involvement in home learning
Family Projects	2	Principal, Assistant Principal, teachers, parents	Quarterly	Local	Projects	Increase in student mastery of content objectives, Increase in parent involvement in home learning
School-wide math aligned homework plan	1	Teachers	Weekly	Local	Homework folder	Increase in student mastery of math objectives & math facts

**Goal 8: Every Summit student and staff member will feel safe and respected.**

**Objective 1: Foster a safe learning environment where everyone feels secure and encouraged to learn.**

**Summative Evaluation:**

Activity/Strategy	Priority #	Person(s) Responsible	Timeline	Resources (Local funds, State, SCE, Title)	Evidence of Implementation	Evidence of Impact
Safety Drills	1	Campus Admin KISD Police	Monthly	Title	Safety Drill Logs	Teacher/Student mastery of drill procedures
Safety Week	2	Campus Admin KISD Police	Fall/Spring	Title	Safety Drill Logs	Teacher/Student mastery of drill procedures
Campus Security Checks	1	KISD Police	Daily		KISD Police Security Google Form Daily Check	Secure Campus Building
Raptor Security Check-In	1	Front Office	Daily	Title	Tags for Visitors	Secure Campus Building

# 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.



## Summit Leadership Parent & Family Engagement Program

What is it?	Every Summit Student will exceed growth in leadership and learning, because when you grow the whole child you grow the whole community.
Funding	Title I funds and Local funds will be allocated for the implementation of the parent and family engagement program. Such programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children.
Review	All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the needs of the PFE Program.
Family Meetings	<p>Parent meetings offer a time for the school and family to communicate necessary information.</p> <ul style="list-style-type: none"> <li>● Meet the Teacher</li> <li>● Parent Teacher Conferences</li> <li>● Transition from Summit to Junior High Orientations</li> <li>● Parent Portal Training</li> <li>● Summit Site Base Meeting</li> <li>● Grade Level Newsletter Communication</li> <li>● Quarterly Family Meetings</li> </ul>
How to be involved	<ul style="list-style-type: none"> <li>● Become a part of the PTO</li> <li>● Engage in Classroom communication <i>i.e.</i> Talking Points</li> <li>● Engage in the Summit Facebook page, and District Facebook page</li> <li>● Attend the meetings above and the families trainings below</li> </ul>
Family Trainings/ Activities	<p>Family trainings are an opportunity for family members to learn new knowledge and skills from other parents, community members, and educators. The schedule and locations listed below are subject to change. Any changes made will be communicated via the call out system, email, Talking Points, school website, and Summit Facebook page.</p> <ul style="list-style-type: none"> <li>● Meet the teacher</li> <li>● Hispanic Heritage night</li> <li>● Hot Dog Supper</li> <li>● Donuts for Grownup</li> <li>● Thanksgiving Feast</li> <li>● Evening at the Summit</li> <li>● Tours as Requested</li> </ul>

	<ul style="list-style-type: none"> <li>● Charger Shake</li> <li>● The Great Debate</li> <li>● The Charger Challenge</li> <li>● Field Trips</li> <li>● Holiday Parties</li> <li>● STEAM Fair</li> <li>● ESL Engagement</li> <li>● Pacific Islander Night</li> <li>● Daddy Daughter Dance</li> <li>● Mother Son Night</li> <li>● Book Fair</li> <li>● Living Museum</li> <li>● Safety Week</li> <li>● Awards Ceremony</li> <li>● Family House Party</li> <li>● Summit Family Meetings</li> <li>● Family Holiday Party</li> <li>● Family STAAR Party</li> </ul>
Curriculum	<p>The Summit Leadership Academy utilizes a high quality curriculum that supports students' success.</p> <ul style="list-style-type: none"> <li>● Stemsopes</li> <li>● Istation</li> <li>● Eureka</li> <li>● Lowman Education</li> <li>● Zearn</li> <li>● Renaissance</li> <li>● Social Studies Weekly</li> <li>● Science Penguin</li> <li>● TEKS Resource System</li> <li>● Lead4ward</li> </ul>
Forms of Academic Assessments	<p>The Summit Leadership Academy has a common formative assessment that every teacher gives. No matter the teacher, each child is assessed via the same assessment provided by TEKS resource system which models each assessment after the State of Texas Assessments of Academic Readiness or STAAR test.</p> <ul style="list-style-type: none"> <li>● Previous STAAR released tests</li> <li>● Renaissance</li> <li>● DMAC Unit Test</li> <li>● STAAR Interim</li> </ul>

<p>Expected Achievement levels on academic assessments</p>	<p>The State's Performance Standards can be found on this website:<a href="https://tea.texas.gov/">https://tea.texas.gov/</a></p> <p>The Summit Leadership Academy tracks each child's growth throughout the year via local assessment (mentioned above).</p>
<p>Ways to request regular meetings</p>	<p>Guardians can bring any suggestion, ideas, or concerns to the Family Meetings listed above. However, if they need to meet with the administrators or their child's teacher another time, they can email that individual person, message through Talking Points, or contact the school secretaries. We welcome any ideas, feedback, and concerns as we want our school to be a place where everyone feels safe and welcome.</p>