Aldine Independent School District

Keeble Ec/Pre-K Center

2019-2020 Campus Improvement Plan



Board Approval Date: October 22, 2019

Mission Statement

We will promote the wellbeing of the whole child through all inclusive collaboration using the Montessori Approach.

Vision

We are ONE team ensuring the learning of EVERY child.

Value Statement

We value the ONE- we will strive to indiviulize instrustion to meet the needs of each student.

We will be intentional in our efforts to provide all stakeholders with the best experience possible. We want everyone who comes in contact with us to know that they matter. We will have exceptional custermer service on every level.

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Comprehensive Needs Assessment

Revised/Approved: August 09, 2019

Demographics

Demographics Summary

We are a Title I EC/PK/K school whose majority population is Latin. The next highest population is African American ending with White, Asian, and Mixed race respectively. Our school is classified as 93% economically disadvantaged. The majority of our students live in homes surrounding the school with some also coming from apartment complexes nearby.

Our Administrative team, as well as, our staff depicts our students in respect to diversity. Our students see themselves in every area of the school.

Demographics Strengths

Keeble's strengths cover three areas. There is strong parental involvement and parent-teacher rapport is good. This is due in part, to the stability in the neighborhood. As stated previously, a good portion of our students live in homes surrounding the school, thus those parents don't move as much so families attend Keeble. This is a known fact as we have seen siblings come through the school on a routine basis. Teacher-parent rapport is a double-edged sword. Once the communication barrier is removed, parents and teachers are on one accord. Parents are willing and able to volunteer at school and do so often.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The communication barrier definitely needs to be improved on both sides. There is a lack of community partnerships between the school and surrounding businesses. The PTO was not a strong force within the school in previous years. **Root Cause**: The root causes of these needs stem from school not actively seeking community partnerships and the inability to retain parents past pre-k. Some possible solutions to these needs are: selecting a grant coordinator from among the staff who will actively seek community partnerships. Now that kindergarten is on campus, some parents will remain at school for two years, allowing for the PTO to become more effective.

Student Academic Achievement

Student Academic Achievement Summary

CIRCLE Data:

Bilingual English

BOY EOY BOY EOY

L26% L91% Dif. 71% L31% L87% Dif. 64%

M46% M93% Dif. 50.5% M32% M90% Dif. 42%

School Google Assessment Check Sheet

Bilingual

Letter Sounds Upper 90% Lower 89% Letter Name Upper 78% Lower 79%

English

Letter Sounds Upper Lower 60% Letter Name Upper 76% Lower

Student Academic Achievement Strengths

From the beginning of the year baseline data all students demonstrated significant growth in the areas of language and math skills.

Based on our student growth percentages our English Language Learners and our Regular Pre-K population scores increased substantially.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: According the CIRCLE and Universal Screening Data the student's growth in math was lower than language. **Root Cause**: Our instructional delivery needs to address the alignment between instruction and assessments.

School Processes & Programs

School Processes & Programs Summary

Our programs include:

Montessori (with required certification)

Bilingual (with required certification)

ESL (with required certification)

Regular Education (with required certification)

Special Education (with required certification)

Our processes include:

INVEST (District Appraisal Instrument)

Trainings

Staff Development

Zone Tour (Teachers took a tour of zone where students live)

Small Group Instruction

Our committees include:

- Student Achievement- Improve tier 1 instruction so students enter first grade school ready, Fall and Spring Academic Night
- Attendance- Increase student and staff attendance, educate parents
- Community Engagement and Outreach- Fundraising, budget, social media, Parent engagement
- Safe and Secure Schools- Emergency Operations and Procedures
- PBIS/ Discipline- Improve behavior, decrease disruption, positive
- Technology- Increase student technology exposure on campus, Youtube Channel
- Sunshine Commitee- improve morale on campus

School Processes & Programs Strengths

Strengths:

Process plans are in place

Consistant updates for process trainings

Programs in place for teacher/paraprofessional trainings

High retention rate/low turn-over rate

Committee Members change year to year

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: School Processes and Programs tend to change with Federal, State, and District Mandates. However, Team Keeble continues to strive for complete compliance! **Root Cause**: Team Keeble must stay informed of the updated school processes and program needs in accordance with federal, state, and district requirements.

Perceptions

Perceptions Summary

Here at Keeble, there is a sense of community with our staff. We have a welcoming, family-like atmosphere. There is a great deal of unity in our team-approach as we all work together in making the children our priority. It is a warm, working environment that operates well with a great deal of collaboration.

Perceptions Strengths

Keeble staff works hard to individualize the instruction that is provided to our students. We provide a variety of parent workshops throughout the academic year and know we are doing great!

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Even if we are doing great, we can do better! We want to mobilize parents to be involved here at school and strive to make them feel empowered and valuable. **Root Cause**: We recognize that many parents come with a particular mindset and even distrust given their own educational lackings. Many families come to us with a sense of futility towards education. They couldn't prioritize their own education, therefore we have to break that cycle and encourage parents to feel valued here and join them to make education a priority for their children.

Priority Problem Statements

Problem Statement 1: According the CIRCLE and Universal Screening Data the student's growth in math was lower than language.

Root Cause 1: Our instructional delivery needs to address the alignment between instruction and assessments.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: School Processes and Programs tend to change with Federal, State, and District Mandates. However, Team Keeble continues to strive for complete compliance!

Root Cause 2: Team Keeble must stay informed of the updated school processes and program needs in accordance with federal, state, and district requirements.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Even if we are doing great, we can do better! We want to mobilize parents to be involved here at school and strive to make them feel empowered and valuable.

Root Cause 3: We recognize that many parents come with a particular mindset and even distrust given their own educational lackings. Many families come to us with a sense of futility towards education. They couldn't prioritize their own education, therefore we have to break that cycle and encourage parents to feel valued here and join them to make education a priority for their children.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The communication barrier definitely needs to be improved on both sides. There is a lack of community partnerships between the school and surrounding businesses. The PTO was not a strong force within the school in previous years.

Root Cause 4: The root causes of these needs stem from school not actively seeking community partnerships and the inability to retain parents past pre-k. Some possible solutions to these needs are: selecting a grant coordinator from among the staff who will actively seek community partnerships. Now that kindergarten is on campus, some parents will remain at school for two years, allowing for the PTO to become more effective.

Problem Statement 4 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Goals

Revised/Approved: September 30, 2019

Goal 1: Keeble EC/PK/K School Will Improve and Sustain Growth in Student Achievement

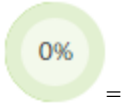
Performance Objective 1: By spring 2020, 80% of students and student groups in early childhood, pre-kindergarten, and kindergarten will increase or sustain academic performance in the area of math and reading literacy at or above grade level as measured by campus, district, and state level academic reports.

Evaluation Data Source(s) 1: Circle assessment, IStation, Campus and Benchmark assessments, Renaissance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide additional academic and language support to students through daily strategic programs such as intentional small group and one-on-one instruction using Montessori materials and additional math and language materials.	2.4, 2.5, 2.6	Administration Skills Testing RTI	LOP an increase in ROP an increase at MOY and EOY on universal screeners.	15%			
	Problem Statements: Student Academic Achievement 1						
2) Provide additional PLC meeting planning time in order to address the needs of the students based on the data provided from campus and district assessments.		Administration Skills Testing RTI	Increase in scores from BOY to EOY on the universal screener	25%	5%	10%	



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: According the CIRCLE and Universal Screening Data the student's growth in math was lower than language. **Root Cause 1**: Our instructional delivery needs to address the alignment between instruction and assessments.

Goal 1: Keeble EC/PK/K School Will Improve and Sustain Growth in Student Achievement

Performance Objective 2: Keeble EC/PK/K School will sustain the practice of employing 100% highly qualified teachers and monitoring retention and attendance as measured by data aligned with the Human Resources Strategic Plan and district time and attendance reports.

Evaluation Data Source(s) 2: Keeble is a Montessori School. 100% of new teachers in the 2019-2020 school year will obtain a Montessori certification.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 2) Provide additional PLC meeting planning time in order to address the needs of the students based on the data provided from campus and district assessments.		Administration Skills Testing RTI	Increase of 19% of bilingual scores from BOY to EOY on the universal screener. An increase of 40% in english scores from BOY to EOY.	20%			
2) Keeble EC/PK/K School will sustain the practice of employing 100% highly qualified teachers and monitoring retention and attendance as measured by data aligned with the Human Resources Strategic Plan and district time and attendance reports.		Principal	100 % of the new teachers in the 2019-2020 school year will finish the Montessori Certification program at MTEI in May 2020.	10%			
3) Keeble will send teachers to Montessori training at the MTEI so that they are able to obtain their Montessori certification. The Montessori program strengthens academic achievement by offering a hands on approach to learning, thus providing a well-rounded curriculum.		Principal	All teachers will receive a Montessori certification that will equip them to provide high quality Montessori instruction. As a result, student achievement will increase.	20%			



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Keeble EC/PK/K School Will Improve and Sustain Growth in Student Achievement

Performance Objective 3: The district School Health Advisory Council (SHAC) will be sustained throughout the school year to consult with the district on health related matters as measured by the district scorecard.

Evaluation Data Source(s) 3: Staff meetings where the nurse and physical education teacher will share information from the SHAC meetings. The school nurse and physical education teacher will facilitate health and wellness activities for staff and community members

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The school nurse and PE teacher will attend district meetings and share information in regards to health related matters. They will implement strategies of wellness. These activities will include staff, students, families, and community. A suggestion would be the Keeble Community Fun Run (or walk).		Nurse and PE teacher	Nurse and PE teacher will attend meetings and share information concerning wellness. They will engage stakeholders in at least one wellness activity per semester.	5%			



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Keeble EC/PK/K School Will Improve and Sustain Growth in Student Achievement

Performance Objective 4: Keeble EC/PK/K School will remain in compliance with new legislative laws by reviewing and revising Board and Administrative policies as needed throughout the school year.

Evaluation Data Source(s) 4: Keeble will follow all rules, guidelines, procedures as stated in the district and state policies at 100%. Keeble will not have violations that will cost the district extra expences.

Summative Evaluation 4:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Keeble will operate at the standards outlined outlined in board and state policies. Keeble will ensure that students are receiving a high quality education, parents are aware of student progress and the events that take place at Keeble, stakeholders will have an opportunity to have a voice in decision making and participate in campus activities.		Administrations, parent representative, and community/ business partner representative	The climate committee, teachers, parents, and other school staff work together to create an Action Team for Partnerships to focus and increase family engagement at Keeble by 30%.	10%			



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 1: Keeble EC/PK/K School Will Improve and Sustain Growth in Student Achievement

Performance Objective 5: Keeble EC/PK/K School will increase instruction in the English Oral Language through whole group and small group instruction using researched based strategies from SIOP and thinking strategies to target PK objectives and Kinder ELPS

Evaluation Data Source(s) 5: Students will improve by 50% in their oral language development from the BOY screener to the EOY screener.

Summative Evaluation 5:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide more oral language activities within instruction. Provide instructional materials with will allow student to orally speak. Provide activities with will increase student academic vocabulary.		Administration, Skills, Testing, RTI	Students will have more opportunities to speak orally during instruction; Students will be able to understand, or use academic language. Pre-K Circle scores will increase in the areas of Rapid Vocabulary and Story Retell & Comprehension.	20%			



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Keeble EC/PK/K School Will Provide a Safe and Secure Learning Environments for all students and stakeholders.

Performance Objective 1: Keeble EC/PK/K School's effective student management framework will be developed and implemented which emphasizes Positive Behavior Interventions and Support (PBIS) to reduce behavior incidents by 10% as measured by district discipline reports.

Evaluation Data Source(s) 1: Keeble will use eschool and district data to compare campus and district reports pertaining to student discipline and behavior.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Actively work with parents to improve behavior of struggling students		Assistant principal, RTI, EIT	Working with parents will improve the behavior of struggling students. Behavior incidents will decrease by 10%.	15%			



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Keeble EC/PK/K School Will Provide a Safe and Secure Learning Environments for all students and stakeholders.

Performance Objective 2: Keeble EC/PK/K School will remain in compliance with new legislative laws by reviewing and revising Board and Administrative policies as needed throughout the school year.

Evaluation Data Source(s) 2: Campus, district and state reports pertaining to compliance. School Area Superintendent's reports pertaining to campus day to day functions.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Administrators and campus leaders will attend trainings to stay current on the laws and policies of the district and the state.		Administration	By remaining current with legislative laws, board and administrative policies, Keeble's campus leaders commit to be knowledgeable in education law at the district and state level to better serve and protect our students.	5%			



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 2: Keeble EC/PK/K School Will Provide a Safe and Secure Learning Environments for all students and stakeholders.

Performance Objective 3: Develop an emergency plan to address creating a safe and secure school by addressing a crisis situation, fire, tornado, and lock downs.

Evaluation Data Source(s) 3: The emergency plan is shared with stakeholders and each month a report is sent to the district outlining areas that have been addressed for the month

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Follow all requirements set by the district for safety		Assistant Principal	Keeble staff will be trained and prepared to act during an emergency. Ensuring safety for all, students and staff.	20%			



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: Attract, recruit, and engage parents, guardians and community partners to capitalize on their strengths, resources and talents to meet student needs and align to learner outcomes.

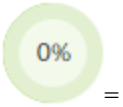
Performance Objective 1: Based on annual stakeholder surveys, Keeble EC/PK/K School will receive a 90% approval rating from parents, community, business partners, and district employees and address 100% of stakeholder concerns.

Evaluation Data Source(s) 1: Survey data obtained from parents, community, business partners, and district employees.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide parents with surveys to provide input as to how to improve campus operations.	3.1, 3.2	Administrators	Keeble practices will be strengthened in the area of campus operations as well as in the area of parent involvement.	20%			
	Problem Statements: Perceptions 1						



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Even if we are doing great, we can do better! We want to mobilize parents to be involved here at school and strive to make them feel empowered and valuable. **Root Cause 1**: We recognize that many parents come with a particular mindset and even distrust given their own educational lackings. Many families come to us with a sense of futility towards education. They couldn't prioritize their own education, therefore we have to break that cycle and encourage parents to feel valued here and join them to make education a priority for their children.

Goal 3: Attract, recruit, and engage parents, guardians and community partners to capitalize on their strengths, resources and talents to meet student needs and align to learner outcomes.

Performance Objective 2: Increase student, staff, parent, and community satisfaction rate by 5% by providing positive customer service in a welcoming atmosphere within all campuses, facilities, and departments as measured by stakeholder surveys.

Evaluation Data Source(s) 2: Comparison data obtained from BOY to EOY surveys.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Provide surveys to get feedback on how to improve operations.		Leadership, community partners, administrators.	Keeble will receive a high approval rating from the community and district.	15%			



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: Attract, recruit, and engage parents, guardians and community partners to capitalize on their strengths, resources and talents to meet student needs and align to learner outcomes.

Performance Objective 3: Keeble EC/PK/K School will promote and publicize positive features of Keeble to the general public and district stakeholders by the end of the school year.

Evaluation Data Source(s) 3: SAS and district documentation at the EOY.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Display upcoming events on the marque, web site, and make call outs.		Assistant Principals	There will be a 30% increase in community and parental involvement during school events.	25%			



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 3: Attract, recruit, and engage parents, guardians and community partners to capitalize on their strengths, resources and talents to meet student needs and align to learner outcomes.

Performance Objective 4: Keeble EC/PK/K School will provide workshops for parents to enhance parent student relationships through ARC , provide workshops for healthy eating habits, and provide parent workshops for academic guidance at home

Evaluation Data Source(s) 4: Surveys from parents after attending workshops.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Provide workshops for parents to enhance the relationship between home and school.		Social Worker, campus leaders	Families will volunteer to work hand and hand with Keeble. As a result, student achievement will increase at the EOY.	20%			



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 4: Keeble EC/PK/K School Will Maintain Fiscal Solvency by Applying Sound Financial Principles and Practices

Performance Objective 1: Keeble EC/PK/K School's fiscal policies will promote and support critical educational programs based on student achievement and program evaluation data at the campus and district levels.

Evaluation Data Source(s) 1: BOY and EOY campus and district assessments.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Money will be spent to improve student instruction; thus improving student achievement.		Administrators , Skills, Testing, RTI	15% of the school budget will be used for supplying critical needs areas.As a result, student success will increase by providing additional resources that will be given to teachers based on their student's needs and used in the classroom.	15%			



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 4: Keeble EC/PK/K School Will Maintain Fiscal Solvency by Applying Sound Financial Principles and Practices

Performance Objective 2: Keeble EC/PK/K School will maintain fiscal solvency by ensuring 100% implementation of sound financial planning, principles, and practices as measured by district budget analysis reports and district scorecard.

Evaluation Data Source(s) 2: Budget data reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Keeble will maintain fiscal solvency at 100%		Bookkeeper, principal	Funds used appropriately will enhance student achievement and campus improvement;	15%			



= Accomplished

= Continue/Modify


= No Progress

= Discontinue

Goal 5: Keeble EC/PK/K School Will Manage District Operations and Assets in an Efficient Manner

Performance Objective 1: 100% of key work processes within Keeble EC/PK/K will be optimized to ensure efficiency and effectiveness as measured by department and district scorecards.

Evaluation Data Source(s) 1: Department and district scorecards

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Leaders will attend training and SD to make sure that we are knowledgeable of district and state requirement. Keeble will follow all processes as outlined by the district to ensure efficiency and effectiveness.		Administrators	District and state processes will be followed at 100% so that Keeble will operate at the highest standard.	20%			



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 5: Keeble EC/PK/K School Will Manage District Operations and Assets in an Efficient Manner

Performance Objective 2: Keeble EC/PK/K School will monitor and control budgets to expend their allocated budgets as needed by the end of the school year as measured by department budget expenditure reports and scorecard.

Evaluation Data Source(s) 2: District budget reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Expend the budget as needed to ensure the advancement of the whole student.		Bookkeeper, Budget Committee Members, Principal, Leadership team	Students overall achievement will increase.	10%			



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Goal 5: Keeble EC/PK/K School Will Manage District Operations and Assets in an Efficient Manner

Performance Objective 3: Keeble EC/PK/K School will remain in compliance with new legislative laws by reviewing and revising Board and Administrative policies as needed throughout the school year.

Evaluation Data Source(s) 3: District reports, SAS data collections

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Leadership will attend trainings to make sure we are current on the laws and policies that pertain to Aldine.		Leadership team, parent representative, community representative	Accountability will ensure compliance	15%			
	Problem Statements: School Processes & Programs 1						



= Accomplished  = Continue/Modify 

= No Progress  = Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: School Processes and Programs tend to change with Federal, State, and District Mandates. However, Team Keeble continues to strive for complete compliance! **Root Cause 1**: Team Keeble must stay informed of the updated school processes and program needs in accordance with federal, state, and district requirements.

State Compensatory

Budget for Keeble Ec/Pre-K Center:

Account Code	Account Title	Budget
6100 Payroll Costs		
211-C1E-6112-01-11-30-1000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$21,302.00
211-C1E-6119-00-11-30-1RSL	6119 Salaries or Wages - Teachers and Other Professional Personnel	$145,535.00
211-C1E-6129-00-11-30-1RSL	6129 Salaries or Wages for Support Personnel	$85,700.00
	6100 Subtotal:	**$252,537.00**
6300 Supplies and Services		
211-C1E-6329-00-11-30-1000	6329 Reading Materials	$22,762.00
211-C1E-6399-00-61-30-4PNV	6399 General Supplies	$2,300.00
	6300 Subtotal:	**$25,062.00**
6400 Other Operating Costs		
211-C1E-6499-08-61-30-4PNV	6499 Miscellaneous Operating Costs	$481.00
	6400 Subtotal:	**$481.00**

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Leadership group met on August 05, 2019 to analyze data. We complete the SWOT analysis forms based on school data from 2018-2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

A. Marshall- Principal

J. Dixon- AP

J. Toscano- AP

G. Espejel- Testing/Skills

M. Redsun- Social Worker

G. Richmond- Music Teacher

M. Morson- Special Ed. Teacher

T. Thomas- PK Teacher

T. Wanza- Counselor

G. Guerrero- Literacy Coach

A. Winfield- RTI Interventionist

A. Wilson- Skills Specialist

L. Kerrigan- Kindergarten Teacher

J. Hernandez- Skills Specialist

E. Villalobos- Head Start Lead Teacher

S. Johnson- Business Partner

2.2: Regular monitoring and revision

We met with the staff, created committees and plan was revised and shared with the entire school. Quarterly meeting has been scheduled.

2.3: Available to parents and community in an understandable format and language

The CIP is on our website and parents can come to the front office to request a copy.

2.4: Opportunities for all children to meet State standards

We are providing many opportunies for students to meet the standards. We have the RtI teacher paid from local; the Skill Specialists and two paraprofessionals to support the Kindergarten students in the reagular ed classes are paid with Title I funds. Also, we followed the Montessori curriculum in Kindergarten and in Prekindergarten. We have alligened the Montessori curriculum to the Kindergarten scope and sequence. We also, provided many activities during the school year to help parents and students to increased the vocabulary and academic skills.

1 1 1 Provide additional academic and language support to students through daily strategic programs such as small group and one on one using Montessori materials and additional math and language materials. Pg. 10 of CIP

2.5: Increased learning time and well-rounded education

1 2 1 Keeble will send teachers to Montessori training at the MTEI so that they are able to obtain their Montessori certification. The Montessori program strengthens academic achievement by offering a hands on approach to learning, thus providing a well-rounded curriculum. pg. 11 of CIP

1 5 1 Provide more oral language activities within instruction. Provide instructional materials which will allow student to orally speak. Provide activities which will increase student academic vocabulary. pg. 15 of CIP

2.6: Address needs of all students, particularly at-risk

All the students in PK are at risk because of being Economically Disadvantaged or not becoming fluent English speakers. Bilingual and ESL certified teachers are addressing the ELL students' needs. Teachers follow their team planner to address all the students' needs by provinding one to one or small group interventions. RtI and Dyslexia strategies are used to help these students, too. Also, all of our Special Ed Teachers are highly qualified to address and implement the students' IEPs.

3 4 1 Provide workshops for parents to enhance the relationship between home and school. pg. 22 of CIP

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Keeble's PFE policy was distributed during our fall Open House. The policy was created in English and Spanish. Our PFE Policy and the names and roles of the individuals who assisted in the development can be found as an addendum and in the Title I Crate.

Keeble's PFE policy was distributed during our Spring Parent Involvement Night in both English and Spanish. The PFE was reviewed with parents and changes and/or revisions were requested. None were submitted at this time.

3.2: Offer flexible number of parent involvement meetings

August 16th: Campus Orientation

September 24th: Fall Open House

September 26th: Parent Volunteer Training

October 24th: Family Fun Run

October 30th: Parenting Class

November 13th: Parenting Class

December 11th: Parenting Class

January 15th: Parenting Class

February 5th: Parenting Class

February 13th: Father Daughter Dance

March 4th: Spring Parent Involvement Night

March 18th: Parenting Class

March 25th: Parenting Class

March 27th: Pastries with Parents

April 7th: Health Fair

April 8th: Parenting Class

April 15th: Parenting Class

April 24th: A Special Night/ Children's Music Festival

April 30th: Mother and Son Dance

Title I Personnel

Name	Position	Program	FTE
Ashley Wilson	Language Arts Skills	Title 1	1.0
Jose Hernandez	Math Skills	Title 1	1.0
Sulibeth Zavala	Educational Aide	Title 1	1.0

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Andrenetta Marshall	
Administrator	Juan Toscano-Garza	
Administrator	Jennifer Dixon	
Paraprofessional	Karla Garza	
Social Worker	Marian Redsun	
Classroom Teacher	Marie Morson	
Testing	Guadalupe Espejel	Testing/Skills
Non-classroom Professional	Ashley Winfield	RTI Interventionist
Skills	Ashley Wilson	
Classroom Teacher	Gloria Richmond	
Non-classroom Professional	Gloria Guerrero	
Skills	Jose Hernandez	
Non-classroom Professional	Erika Villalobos	
Non-classroom Professional	Trina Garner- Wanza	
Classroom Teacher	Lisa Kerrigan	
Classroom Teacher	Tristin Thomas	

Family and Community Involvement Committee

Committee Role	Name	Position
Administrator	Andrenetta Marshall	Principal
Classroom Teacher	Tristin Thomas	Teacher
Classroom Teacher	Marie Morson	Teacher
Classroom Teacher	Rebecca Lavergne	Teacher
Community Representative	Aaron Beeler	Community Representative
Community Representative	Rosie Udeh	Community Representative
Non-classroom Professional	Trina Garner-Wanza	Counselor
Business Representative	Stephen Johnson	Business Representative

Addendums

ALDINE INDEPENDENT SCHOOL DISTRICT
Budget Amendment Request Form

Campus # 151
Campus/Dept.: Keeble Primary Date: 10/18/19
ACCOUNTING USE ONLY:
BGE/BGR No.: _____

Note: Use only one Fund and only whole dollar amounts

* New	Fund	Sub-Fund	Function	Department	Approration	Unit	Sub-Unit	Object	Sub-Object	Year	Program	Sub-Program	Increase Expenditure Budget	Decrease Expenditure Budget	Goal	Objective	Strategy
*	xxx	xxx	xx	xxx	xxxxxxx	xxxx	xxx	xxxx	xx	x	xx	xxxx	Increase	Amount Decrease	1	1	3
	211	C1E		000	C1E1511	0151	151	6112	01	0	30	1000		21,302.00			
	211	C1E		000	C1E1511R	0151	151	6129	01	0	30	1RSL	21,302.00		1	1	1
	211	C1E		000						0							
	211	C1E		000						0							
	211	C1E		000						0							
	211	C1E		000						0							
	211	C1E		000						0							
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	211	C1E		000						0							
	211	C1E		000						0							
	211	C1E		000						0							
Total:													21,302.00	21,302.00			

Reason for Amendment Request - Identify reason for removing/adding funds. Justification required for each movement made in each line item above (regardless of amount).

Transferring money for additional support staff for Kindergarten small group and 1 to 1 for literacy pull outs.

Print Form for Signing

Signatures - (Must be completed for processing)

Assistant Princpal:
Teacher:
Teacher: Heeke a Mescher
Parent:
Bookkeeper:

I hereby certify that (a) I accept all requirements of the funding sources, (b) assure all programs and/or activities will be conducted in accordance with all Federal, State, and Local laws and regulations, and (c) ensure that these budget modifications are based on campus needs and reflected in the Campus Improvement Plan. All revised budgets and forms have been uploaded in Plan4Learning.

Principal: Dr. A Marshall **Date:** 10/18/2019

Write "No Changes" in the blank space if not doing a Fall Amendment: _____

Print

FALL AMENDMENT CHECKLIST

(This checklist should have school information and be signed, dated, and uploaded to Schoology as a pdf document by

SUNDAY, OCTOBER 20TH 2019

(Initial each box as completed)

☑ My CIP is complete and uploaded to Plan4learning.com (P4L).

☑ My Title 1 school-wide program is integrated into my CIP and has been approved by the Campus Steering Committee.

☑ We attest that all activities and programs funded with our Title 1, Part A budget are supported by identified needs and documented in our CIP in P4L.

☑ All necessary files: **(1) (everyone) FALL AMENDMENT CHECKLIST (pdf)**, (2) (if making changes) FALL AMENDMENT EXCEL WORKBOOK, (3) (if making changes) GRANT AMENDMENT FORM (3rd tab) pdf have been uploaded to (a) Aldine Schoology and (b) Plan4Learning.

School Number: 151

Dr. A Marshall
Principal Signature

School Name: Keeble EC/PK/K School Date 10/18/19