# Sheldon Independent School District

# C.E. King High School

# 2022-2023 Campus Improvement Plan

**Accountability Rating: B**



**Board Approval Date:** October 18, 2022
**Public Presentation Date:** October 18, 2022

# Mission Statement

Prepare every child to be college, career, or military ready and to help them reach their full potential of becoming responsible citizens and lifelong learners.

C.E. King 9th Grade Campus will provide a supportive, safe, and positive academic learning environment promoting lifelong learners and students prepared to be contributors to society.

# Vision

Collaboratively creating a culture that establishes accountability and fosters relationships to produce college, career, and military ready learners for a global society.

# Core Beliefs

EDUCATION FOR ALL, NO EXCUSES

COMPASSION, LOVE, & RESPECT FOR ALL

KNOW YOUR ROLE & PLAY YOUR PART

COMMITMENT: "ALL IN" LEADERSHIP

CHICK-FIL-A EXPERIENCE

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# Comprehensive Needs Assessment

**Revised/Approved: May 5, 2022**

## Needs Assessment Overview

**Needs Assessment Overview Summary**

KHS reviewed various campus data elements to evaluate the overall goals of the campus, to complete the campus program evaluation, and to outline components of a needs assessment. In order to develop an effective plan, input was provided by the Campus Parent & Family Engagement Committee as they reviewed the parent survey data and discussed how federal/state funds would be used to support campus goals and expectations at a meeting held on May 5th, 2022. The next steps were facilitated during the planning meeting held on May 5th, 2022 by the Campus SBDM Committee. The team was able to facilitate the development of the campus comprehensive needs assessment and KHS improvement plan for the 2022-2023 school year. A list of the campus team members is below along with a list of the Campus Parent & Family Engagement Committee Members.

- SBDM Committee Members:

| Name | Position | Name | Position | Name | Position | Name | Position | Name | Position |
|---|---|---|---|---|---|---|---|---|---|
| 1. Raff Saeed | Principal/co-chair | 6.Charlotte Bennett | Ace Academy Principal | 11.Stephanie Alfred | English | 16.Randy Cotton | AVID Coordinator | 21. Bernardo Hernandez | PSL Academy Principal |
| 2. Gloria Walker | Teacher/SBDM Chairman | 7.Tara Thompson | Principal of C/I | 12.Raul Marroquin | Fine arts | 17.Connie Menn | CTE | 22. Annette Clark | Dean of ECHS |
| 3. Rashida Petterson | Parent representative | 8.Joseph Green | FBL Academy Principal | 13.SMS E. Randolph | JROTC | 18.Megan Scopa | Science | 23. Traveon Bernard | After-School Program |
| 4.Tametta Mares | Business partner representative | 9.Kevin Hayes | MED Academy Principal | 14.Rafael Sepulveda | Math | 19.Amarinda Alvarez | Social Studies | | |
| 5.Duaine Harris | Principal of O/SS | 10.Kimberly Mouser | STEAM Academy Principal | 15. Glenn Tillman | Special Ed/ Secretary | 20.Derek Fitzhenry | Physical Education/AD | | |

- Campus Needs Assessment was first reviewed and revised on May 5, 2022, by members of the committee listed below.
- The development of the CIP began on May 5, 2002.
- Committee meets on the first Thursday of each month.
- The Campus SBDM committee approved updates to the CIP on September 1, 2022.

- KHS Parent Engagement Policy Committee

| Name | Position |
|---|---|
| Raff Saeed | Principal |
| Tara Thompson | Associate Principal of C/I |
| Gloria Walker | Coordinator/Teacher |
| Mr. Francis | Parent |
| Ms. Mendoza | Parent |
| Ms. Cherise Bogany | Parent |
| Ms. Rashida Pettterson | Parent |
| Cynthia McFadyen | Teacher |
| Tammy Mares | Teacher |
| Taja Butler | Teacher |
| Terrah Spencer | District Transition Specialist |
| Amarinda Alvarez | Teacher |
| Glenn Tillman | Teacher |

In order to develop an effective plan, input was provided by the Campus Parent & Family Engagement Committee as they reviewed the parent survey data and discussed how federal/ state funds would be used to support campus goals and expectations at a meeting held on May 5th, 2022.

After carefully reviewing all data elements, the campus site-based team has identified the following areas as the primary focus for the 2022-2023 school year:

1. Implement best practices to improve the academic performance for all students especially at-risk students, SPED and LEP/EL.

2. Implement a system to reduce tardiness to school and to class which can have a negative effect on school culture and student academic success especially for at-risk students and low achieving students.

3. Improve the implementation of Tier I instruction where teachers differentiate content, process, products, and/or the learning environment for all students.

4. Provide well-rounded instruction that will support the whole child through innovative lessons and activities.

5. Implement the state and district "safe start" plan with fidelity and make adjustments when necessary to keep students and staff safe and provide the highest level of instruction and engagement as possible.

**9th Grade Campus SBDM Committee Members**

| Dr. Amber Grady | Principal | Danielle Harney | CIS |
|---|---|---|---|
| Chad Davis | Associate Principal | Vanessa Martinez | Counselor |
| Dr. Regina James | Dean of Instruction | Veronica Hubbard | Counselor |

| Dr. Amber Grady | Principal | Danielle Harney | CIS |
|---|---|---|---|
| Juan Serrano | Assistant Principal | Lorin Qualls | Librarian |
| Dr. Kourtney Hines | CIS | Belita Brown-Young | Guardian |
| Shatauna Polk | CIS | | |

A review of the campus improvement plan took place on August 2, 2022, with the Campus Administrators and CIS team. During this meeting, we discussed data to set the overall goals for the campus. On September 9, 2022, we had our first SBDM meeting and reviewed our campus goals. We discussed the initiatives on campus and our future goals based on data-driven decision-making.

This campus is a School-wide program that facilitates a “Conceptual Consolidation” of federal, state, and local funds to improve student performance and upgrade the entire educational program. The Site-based decision-making team collaborates on how the funds will be utilized to enable all students to meet the challenging state academic standards.

# Demographics

**Demographics Summary**

C. E. King High School is a diverse campus with a student population of 2674. We receive students from C. E. King and Null Middle Schools. The majority of our students reside in the following major neighborhoods in the Sheldon area: Royalwood, Beaumont Place, Parkway Forest, Stone Field Manor, Hampton Oaks, and Hidden Meadows, Sierra Ranch, Sheldon Ridge, Lakewood.

**A. Student Enrollment**

| Year | Enrollment |
|---|---|
| 2017 | 2293 |
| 2018 | 2343 |
| 2019 | 2429 |
| 2020 | 2667 |
| 2021 | 3172 |
| 2022 | 2674 |

**B. Student Longitudinal Demographics by Ethnicity**

| Ethnicity | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 (Waiting on the TAPR) |
|---|---|---|---|---|---|---|
| Hispanic | 67.7 | 68.4 | 67.8 | 67.64 | 67.5 | |
| American Indian | .1 | .1 | .19 | .19 | .2 | |
| Asian | .6 | .1 | .65 | .60 | .5 | |
| African American | 24.3 | 24.3 | 24.9 | 26.21 | 27 | |
| Pacific Islander | .1 | .6 | .11 | .04 | 0.0 | |
| White | 6.5 | 5.9 | 5.2 | 4.42 | 3.8 | |
| Two or More Races | .7 | .6 | .92 | .90 | .90 | |

**C. Student Demographics by Gender (Waiting on the TAPR)**

| Gender | Campus (21-22) | District (21-22) | State (21-22) |
|---|---|---|---|
| Female | 49.4 | 49.1 | 48.9 |
| Male | 50.6 | 50.9 | 51.1 |

**D. Student Demographics by Special Populations (Waiting on the TAPR)**

| Special Population | Campus (21-22) | District (21-22) | State (21-22) |
|---|---|---|---|
| Special Education | 7.1 | 9.2 | 11.3 |

| Special Population | Campus (21-22) | District (21-22) | State (21-22) |
|---|---|---|---|
| LEP | 20.8 | 32.6 | 20.6 |
| Gifted & Talented | 6.0 | 5.2 | 8.3 |
| Section 504 | 2.7 | 2.6 | 7.2 |
| Economically Disadvantaged | 75.0 | 80.6 | 60.2 |

**E. Staff Demographics by Ethnicity (Waiting on the TAPR)**

| Ethnicity | Campus (21-22) | District (21-22) | State (21-22) |
|---|---|---|---|
| African American | 42.9 | 38.8 | 11 |
| Hispanic | 14.6 | 28.5 | 28.4 |
| White | 38.5 | 29.0 | 57 |
| American Indian | 0.0 | 0.0 | .3 |
| Asian | 1.7 | 1.4 | 1.8 |
| Pacific Islander | 2.3 | 1.6 | 1.2 |

**F. Staff Demographics by Gender (Waiting on the TAPR)**

| Gender | Campus (21-22) | District (21-22) | State (21-22) |
|---|---|---|---|
| Male | 44.5 | 24.2 | 23.8 |
| Female | 55.5 | 75.8 | 76.2 |

**G. Staff Demographics by Years of Experience (Waiting on the TAPR)**

| Years of Experience | Campus (21-22) | District (21-22) | State (21-22) |
|---|---|---|---|
| 1st year | 21.6 | 18.5 | 6.7 |
| 1-5 | 31.7 | 35 | 27.8 |
| 6-10 | 14.0 | 17.0 | 20.3 |
| 11-20 | 25.7 | 23.2 | 29.1 |
| 20+ | 7.0 | 6.4 | 16.1 |

**Teacher Demographics (21-22) (Waiting on the TAPR)**

Total Staff Members: 225.1

Professional Staff: 208.2

Teachers: 171.5
Professional Support: 27.7
Campus Administration (School Leadership): 9.0
Educational Aides: 16.9

**King 9th Grade Campus**

**A. Student Enrollment**

| Year | Enrollment |
|---|---|
| 2021 | 650 |
| | |
| | |
| | |

**B. Student Longitudinal Demographics by Ethnicity**

| Ethnicity | 2021 | 2022 (Waiting on the TAPR) | | | | |
|---|---|---|---|---|---|---|
| Hispanic | 67.6 | | | | | |
| American Indian | .2 | | | | | |
| Asian | .5 | | | | | |
| African American | 27 | | | | | |
| Pacific Islander | 0.0 | | | | | |
| White | 3.8 | | | | | |
| Two or More Races | .90 | | | | . | |

**C. Student Demographics by Gender (Waiting on the TAPR)**

| Gender | Campus (21-22) | District (21-22) | State (21-22) |
|---|---|---|---|
| Female | 49.4 | 49.1 | 48.9 |
| Male | 50.6 | 50.9 | 51.1 |

**D. Student Demographics by Special Populations (Waiting on the TAPR)**

| Special Population | Campus (21-22) | District (21-22) | State (21-22) |
|---|---|---|---|
| Special Education | 7.1 | 9.2 | 11.3 |
| LEP | 20.8 | 32.6 | 20.6 |
| Gifted & Talented | 6.0 | 5.2 | 8.3 |

| Special Population | Campus (21-22) | District (21-22) | State (21-22) |
|---|---|---|---|
| Section 504 | 2.7 | 2.6 | 7.2 |
| Economically Disadvantaged | 75.0 | 80.6 | 60.2 |

**E. Staff Demographics by Ethnicity (Waiting on the TAPR)**

| Ethnicity | Campus (21-22) | District (21-22) | State (21-22) |
|---|---|---|---|
| African American | 42.9 | 38.8 | 11 |
| Hispanic | 14.6 | 28.5 | 28.4 |
| White | 38.5 | 29.0 | 57 |
| American Indian | 0.0 | 0.0 | .3 |
| Asian | 1.7 | 1.4 | 1.8 |
| Pacific Islander | 2.3 | 1.6 | 1.2 |

**F. Staff Demographics by Gender (Waiting on the TAPR)**

| Gender | Campus (21-22) | District (21-22) | State (21-22) |
|---|---|---|---|
| Male | 44.5 | 24.2 | 23.8 |
| Female | 55.5 | 75.8 | 76.2 |

**G. Staff Demographics by Years of Experience (Waiting on the TAPR)**

| Years of Experience | Campus (21-22) | District (21-22) | State (21-22) |
|---|---|---|---|
| 1st year | 21.6 | 18.5 | 6.7 |
| 1-5 | 31.7 | 35 | 27.8 |
| 6-10 | 14.0 | 17.0 | 20.3 |
| 11-20 | 25.7 | 23.2 | 29.1 |
| 20+ | 7.0 | 6.4 | 16.1 |

**Teacher Demographics (21-22) (Waiting on the TAPR)**

Total Staff Members: 225.1

Professional Staff: 208.2
Teachers: 171.5
Professional Support: 27.7

Campus Administration (School Leadership): 9.0
Educational Aides: 16.9

**Demographics Strengths**

We continue to close the performance gap between the demographic populations in each grade.

Equitable teacher-to-students in core content areas

Beginning of the year training, including special populations training, have been provided to ESL teachers and campus administrators in order to continue to successfully implement the ESL program. This is a district initiative to meet the needs of our rising ELL population. We will continue with training throughout the year including mini-sessions in faculty meetings and PLCs.

**King 9th Grade Campus:**

- Equitable teacher-to-student ratio in core content areas.
- Each core subject has been assigned a CIS to support students through rigorous teacher planning and teaching strategies.
- School numbers align with classrooms and teachers.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** Receiving additional culturally diverse materials and training to support our diverse needs of the campus.

# Student Achievement

**Student Achievement Summary**

**Student Achievement Data** (Based on Eduphoria and will be updated with the release of the TAPR report)

**Spring 2022 STAAR EOC, English I**

| | Total Students | Percent Score | Approaches | Meets | Masters |
|---|---|---|---|---|---|
| All Students | 827 | 55.04% | 51.63% | 31.80% | 2.78% |
| First-Time Testers | 748 | 56.70% | 55.88% | 34.89% | 3.07% |
| Retesters | 79 | 39.27% | 11.39% | 2.53% | 0.00% |

Spring 2022 STAAR EOC, English II

| | Total Students | Percent Score | Approaches | Meets | Masters |
|---|---|---|---|---|---|
| All Students | 800 | 56.19% | 51.62% | 36.88% | 2.62% |
| First-Time Testers | 702 | 58.07% | 56.70% | 41.17% | 2.99% |
| Retesters | 97 | 42.23% | 14.43% | 5.15% | 0.00% |

Spring 2022 STAAR EOC, US History

| | Total Students | Percent Score | Approaches | Meets | Masters |
|---|---|---|---|---|---|
| All Students | 601 | 60.15% | 79.03% | 51.41% | 21.96% |
| First-Time Testers | 578 | 60.55% | 79.93% | 52.42% | 21.97% |
| Retesters | 21 | 49.71% | 57.14% | 23.81% | 19.05% |

Spring 2022 STAAR EOC, Biology

| | Total Students | Percent Score | Approaches | Meets | Masters |
|---|---|---|---|---|---|
| All Students | 806 | 52.34% | 70.35% | 34.12% | 7.82% |
| First-Time Testers | 671 | 55.59% | 78.54% | 39.64% | 9.09% |
| Retesters | 135 | 36.18% | 29.63% | 6.67% | 1.48% |

Spring 2022 STAAR EOC, Algebra I

| | Total Students | Percent Score | Approaches | Meets | Masters |
|---|---|---|---|---|---|
| All Students | 833 | 46.25% | 60.74% | 24.61% | 10.56% |
| 8th | 225 | 59.96% | 88.44% | 47.56% | 23.56% |
| 9th | 579 | 41.65% | 51.64% | 16.75% | 6.04% |

**Spring 2022 STAAR EOC, English I**

| | Total Students | Percent Score Approaches | Meets | Masters |
|---|---|---|---|---|
| Retesters | 29 | 31.72% | 27.59% | 3.45% | 0% |

**King 9th Grade Campus**

**May 2022 STAAR Grade 8 Reading Preliminary**

| | Total Students | Scale Score | Approaches | Meets | Masters |
|---|---|---|---|---|---|
| 9th Grade Center | 616 | 1611 | 59.58% | 27.92% | 11.53% |
| Economic Disadvantage | 558 | 1608 | 59.14% | 27.06% | 10.57% |
| Asian | 6 | 1648 | 83.33% | 33.33% | 16.67% |
| Black/African American | 167 | 1598 | 55.09% | 23.35% | 8.38% |
| Hispanic | 411 | 1615 | 61.07% | 29.44% | 12.65% |
| Two or More Races | 5 | 1617 | 60% | 40% | 0% |
| White | 27 | 1627 | 59.26% | 29.63% | 14.81% |
| Currently Emergent Bilingual | 204 | 1576 | 47.55% | 19.61% | 6.37% |
| First Year of Monitoring | 8 | 1671 | 87.50% | 37.50% | 12.50% |
| Second Year of Monitoring | 5 | 1688 | 100% | 40% | 0% |
| Special Ed Indicator | 74 | 1521 | 25.68% | 9.46% | 5.41% |

**June 2022 STAAR Algebra I EOC Preliminary**

| | Total Students | Scale Score | Approaches | Meets | Masters |
|---|---|---|---|---|---|
| 9th Grade Center | 4 | 3657 | 75% | 0% | 0% |
| Economic Disadvantage | 4 | 3657 | 75% | 0% | 0% |
| Black/African American | 1 | 3861 | 100% | 0% | 0% |
| Hispanic | 3 | 3589 | 66.67% | 0% | 0% |
| Currently Emergent Bilingual | 1 | 3371 | 0% | 0% | 0% |

**May 2022 STAAR Grade 8 Mathematics Preliminary**

| | Total Students | Scale Score | Approaches | Meets | Masters |
|---|---|---|---|---|---|
| 9th Grade Center | 523 | 1560 | 34.61% | 5.74% | 0.38% |
| Economic Disadvantage | 475 | 1559 | 33.89% | 5.89% | 0.42% |
| Asian | 3 | 1687 | 66.67% | 33.33% | 33.33% |
| Black/African American | 151 | 1539 | 25.17% | 3.97% | 0% |
| Hispanic | 341 | 1565 | 37.24% | 5.57% | 0.29% |
| Two or More Races | 4 | 1565 | 50% | 0% | 0% |
| White | 24 | 1598 | 50% | 16.67% | 0% |
| Currently Emergent Bilingual | 184 | 1558 | 30.43% | 5.43% | 0.54% |
| First Year of Monitoring | 6 | 1660 | 83.33% | 16.67% | 16.67% |
| Second Year of Monitoring | 2 | 1511 | 0% | 0% | 0% |

**May 2022 STAAR Grade 8 Mathematics Preliminary**

| | Total Students | Scale Score | Approaches | Meets | Masters |
|---|---|---|---|---|---|
| Special Ed Indicator | 72 | 1509 | 15.28% | 1.39% | 0% |

**May 2022 STAAR Grade 8 Science Preliminary**

| | Total Students | Scale Score | Approaches | Meets | Masters |
|---|---|---|---|---|---|
| 9th Grade Center | 616 | 3518 | 46.27% | 13.15% | 2.76% |
| Economic Disadvantage | 558 | 3506 | 44.80% | 12.72% | 2.69% |
| Asian | 6 | 3926 | 83.33% | 50% | 0% |
| Black/African American | 168 | 3461 | 41.67% | 9.52% | 1.79% |
| Hispanic | 410 | 3525 | 47.07% | 13.66% | 2.93% |
| Two or More Races | 5 | 3613 | 40% | 40% | 0% |
| White | 27 | 3664 | 55.56% | 14.81% | 7.41% |
| Currently Emergent Bilingual | 202 | 3421 | 37.62% | 6.93% | 1.98% |
| First Year of Monitoring | 8 | 3792 | 75% | 37.50% | 12.50% |
| Second Year of Monitoring | 5 | 3868 | 60% | 40% | 0% |
| Special Ed Indicator | 74 | 3223 | 14.86% | 2.70% | 1.35% |

**May 2022 STAAR Grade 8 Social Studies Preliminary**

| | Total Students | Scale Score | Approaches | Meets | Masters |
|---|---|---|---|---|---|
| 9th Grade Center | 614 | 3318 | 23.45% | 3.26% | 1.30% |
| Economic Disadvantage | 557 | 3302 | 21.54% | 2.87% | 0.90% |
| Asian | 6 | 3485 | 66.67% | 0% | 0% |
| Black/African American | 168 | 3287 | 15.48% | 1.79% | 0.60% |
| Hispanic | 409 | 3316 | 24.94% | 3.42% | 1.22% |
| Two or More Races | 5 | 3356 | 20% | 0% | 0% |
| White | 26 | 3510 | 42.31% | 11.54% | 7.69% |
| Currently Emergent Bilingual | 202 | 3251 | 18.32% | 1.49% | 0% |
| First Year of Monitoring | 8 | 3548 | 25% | 12.50% | 12.50% |
| Second Year of Monitoring | 5 | 3382 | 40% | 0% | 0% |
| Special Ed Indicator | 74 | 3204 | 10.81% | 1.35% | 1.35% |

**Student Achievement Strengths**

**54.6% of our seniors earned CCMR for the 2020-2021 graduating class.**

**69% of our seniors earned CCMR for the 2021-2022 graduating class.**

83 Students earned a 3 or higher on an AP exam

142 students 9 or more hours of dual credit

38 students earned their certification from San Jacinto College

394 students, 136 seniors earned an industry based certification

39 students graduated with an Associates Degree

**King 9th Grade Campus**

40% of our 9th-grade students met the meets and master criteria on the 8th-grade reading STAAR test.

**Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Due to a high percentage of all students at approaches or below on the 2021-2022 STAAR test, Tier 1 instruction must be taught with fidelity to meet the needs of all students.

# School Culture and Climate

**School Culture and Climate Summary**

**C. E. King High School Mission Statement**

At C.E. King High School, we believe in preparing every child to be college, career, or military ready, and helping them reach their full potential of becoming responsible citizens and lifelong learners.

**C. E. King High School Vision Statement**

The vision of C.E. King High School is to collaboratively create a culture that establishes accountability and fosters relationships to produce college, career, and military ready learners for a global society.

At C.E. King HS we have 5 core beliefs that drive our decision making and create norms for how we conduct ourselves and provide a high quality educational experience for our students and community. These 5 core beliefs are as follows:

- Education is the greatest equalizer; we believe in education for all with no excuses.
- We work with Compassion, Love, and Respect by building positive relationships and appreciating diversity.
- Everyone knows what is expected of them. We know the roles we play and play our parts.
- Have commitment to our mission, "All In Leadership."
- Provide a "Chick-fil-A Experience" for all those that we interact with.

**King 9th Grade Campus**

The 2021-2022 school year is the first year for King 9th Grade Campus. The school culture and climate has been planned for this school year.

**School Culture and Climate Strengths**

The climate at KHS continues to become more positive each year. We have increased involvement in our numerous extracurricular activities with more families attending after school events. Our attendance rates have improved even as our enrollment continues to grow every year. Most students would describe campus life here as a fun and safe environment. Teachers are very focused on educating their students and holding them accountable for not only their academic progress, but also their behavior. Our staff is very devoted and always ready to put in additional time to accomplish whatever needs to be done on campus for us to be successful. Since the district activities are essentially the only events that take place in the small area defined as Sheldon, the KHS faculty and administrators take great care to plan events which include all campus groups throughout the year.

Weekly PLC meetings (virtual) for all subjects provide uninterrupted opportunities for teachers to collaborate with their teams and departments, one day after school. Core subjects will meeting with their PLC's during and after school hours.

Our leadership team meets weekly, separately from their departments

Monthly staff meetings keep everyone informed & allow time for collaboration

Since our district provides the vast majority of the events that take place in this community, we continue to add and/or strengthen our clubs, extracurricular activities and community wide events (Breast Cancer Awareness, Special Olympics, and Homecoming) to encourage the community members to participate with their kids.

Noticeable improvement in the cleanliness of the campus: Both inside the buildings and the grounds surrounding the campus.

Safe Start Plan in place along with Covid-19 response protocols to exposure and maximize softy for students and staff.

Noticeable improvement in the communication between the staff, faculty and administration

Supper Program provided for students.

**King 9th Grade Campus**

King 9th Grade Campus has prepared to meet the needs of our diverse students and parents through parent involvement activities and academic support.

King 9th Grade Campus has put systems in place that will ensure a safe learning environment for all students.

King 9th Grade Campus has established a staff that is strategically placed on campus to support hall monitoring and the flow of all students in between classes.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

A highly qualified, highly trained, motivated staff is perhaps the most important ingredient in the teaching-learning equation. As documented numerous times in various research studies, good teaching makes the difference in student success rates.

*Retention rates: 75.77%*

*New Teachers- 32.82%*

Teacher qualifications are verified through our Personnel Services department when a candidate is recommended for a position in Sheldon ISD. General qualifications consist of a valid Texas teacher certification in the anticipated area of instruction. In addition to this, we request all official college or university transcripts and service records of a candidate's experience that may includes work in another Texas School district. Paraprofessional qualifications consists of verification of a high school diploma or GED and all official college or university transcripts verifying courses you have completed (if applicable). Service records are also required if a candidate's experience includes work in another Texas school district.

**King 9th Grade Campus**

90% of teachers on the King 9th Grade Campus possess 3+ years of teaching experience.

King 9th Grade campus is fully staffed for the 2022-2023 school year in teaching positions.

**Staff Quality, Recruitment, and Retention Strengths**

We offer continuous support for our teachers through the following avenues: Instructional Coaches (core), Mentors (first yr and second year teachers) , team leads, department Heads, Academy Principals and Principals.

SISD offers many perks including a competitive salary, above average insurance rates and campus level support for new teachers and any teacher struggling with classroom issues. KHS recruits the best people for the job and we will work with any teacher to help them be successful which is evident as we continue to improve the teacher retention rate.

SISD attends job fairs to recruit the best candidates for our students.

**King 9th Grade Campus:**

The Principal met one on one with all transferred teachers from King high school.

Each staff was strategically placed in a role that would support all students through his/her strengths.

The administration attended job fairs to support the recruitment of all staff.

# Curriculum, Instruction, and Assessment

**Curriculum, Instruction, and Assessment Summary**

Core teachers district wide were selected to revise and develop all core curriculum. The move towards refining our current curriculum allows critical curricular needs to be addressed to improve student achievement in targeted areas. This hands-on approach gives teachers the ability to design and modify their plans, leading to the best instruction for our students. Core teachers have been allotted planning days away from the campus in order to focus their efforts on creating their new lessons & assessments. Also, KHS allots weekly PLC time for every department to come together and share the pros and cons of any lesson or strategy they're currently using. This not only strengthens the bond between colleagues, but creates opportunities for teachers to see lessons and strategies in a way they may have never thought of before, thus improving student success.

Experienced and highly effective teachers were also selected to develop aligned and rigorous assessment questions to be utilized for district level Snapshot formative assessments. This will provide EOC tested areas more data to monitor and develop intervention plans to address student needs.

Core and Elective teachers will continue to implement AVID schoolwide in addition to the SISD Instructional Principles, which includes many strategies that have been proven successful based on research such as critical reading, writing to learn, questioning, and collaborative group work. Teachers are expected to incorporate these strategies during every lesson cycle to increase engagement and student success.

**King 9th Grade Campus:**

Teachers will implement WICOR strategies campus-wide.

Panther Prime-time is scheduled daily so that 100% of the students can receive targeted curriculum support.

Content-based interventionists are assigned to plan and support students during push-in and pull-out academic time.

PLC times have been assigned weekly in order to allow teachers and CIS to collaborate, plan, data dig, and do focus walks.

**Curriculum, Instruction, and Assessment Strengths**

- Teachers re-teach concepts after reviewing assessment data on an on-going bases
- Teachers reflect, evaluate, and design curriculum for students
- Assessments are varied and frequent, using formative assessments throughout the semester to check for and reinforce understanding
- Aligning the summative exams with the curriculum to ensure tested material matches what the kids have been taught
- Teachers are encouraged to 'teach with the end in mind' (SMART goal setting)
- All teachers are utilizing the "5 Principles of Effective Instruction" which provides consistency in the delivery of material to the students and ensures the students are receiving the same instruction at the same pace.
- All teachers are utilizing AVID research-based strategies in every lesson.
- Campus instructional specialists support their teachers every day by modeling, co-teaching, planning and guiding intervention plans.
- PLC time to develop a continuous plan for improvement via lesson design, data analysis and intervention planning.

**King 9th Grade Center:**

Teachers will implement WICOR strategies campus-wide.

Panther Prime-time is scheduled daily so that 100% of the students can receive targeted curriculum support.

Content-based interventionists are assigned to plan and support students during push-in and pull-out academic time.

PLC times have been assigned weekly in order to allow teachers and CIS to collaborate, plan, data dig, and do focus walks.

# Parent and Community Engagement

**Parent and Community Engagement Summary**

C. E. King  values the support and feedback of our parents and community. To ensure that the community is well informed of campus information, communication is provided to all parents in English and Spanish. C. E. King will provide all communication in English and Spanish to continue our commitment to building a strong home-to-school partnership.

The success of an instructional program is often significantly influenced by how well parents and the community support the school. In order to achieve support, parents must become involved as partners in the education of their students and the community as a whole must support educational efforts.

KHS strives to include as many parents and community members as possible in assisting our faculty with the education and continued success of their children.

**King 9th Grade Campus**

King 9th Grade Campus is a new school this 2022-2023 academic year. The administration has planned parent and community engagement nights including Popsicles with the Principal, Freshman Orientation, and Curriculum Night.

**Parent and Community Engagement Strengths**

Parents are offered the opportunity to meet the teachers and administrators at "Meet the Panthers" night (virtually if needed). Over the past three years, the attendance for this event has increased yearly.

The KHS College Fair is offered in October to attract our seniors, juniors and their parents. The job fair will be conducted virtually and will include as many students/parents as possible.

We have a Spanish speaking liaison during the school day. This district employee helps the nurse, administrators and any faculty member who asks for translation help with parent contact about grades, behavior issues and medical concerns.

We have two Advise Texas advisers who reach out to students to better prepare them for college. They also offer assistance to the parents who may be unfamiliar with the college application process. We strive to include the family in this important decision.

**Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1 (Prioritized):** Ensuring that all of our parents have access to attending our school-wide activities.

# School Context and Organization

**School Context and Organization Summary**

C.E. King High School manages many programs that address student academics, provide for safety, and meet emergent needs. This includes two model college and career readiness programs that have earned the Texas Education designation--Sheldon Early College High School and Sheldon T-STEM Academy. The administrative team monitors instruction effectively, addresses needs and concerns in a timely manner, and provides a safe environment for all stakeholders to work and learn. Campus operations activities are proactive and involve many staff members. Budget allocations are made in order to secure resources that address campus needs. Staff members regularly engage in leadership and campus involvement activities. Team members are supportive and mentor new staff members. In addition, our master schedule meets the wide variety of student needs, while allowing for the students to be involved in as many electives as possible.

In an effort to improve student learning outcomes, C.E. King High School has the following programs and processes in place:

Instructional:

- Professional Learning Communities for every subject meeting weekly for 90 minutes
- Common Planning period for all EOC tested subjects.
- Instructional focus of AVID WICOR strategies in every classroom posted on teachers lesson plans
- Embedding interventions in Algebra, Eng 1-2, Bio, and USH for KHS students.
- ECHS/TSI Saturday School
- Instructional Principles focus 50/50 language production, Clear Learning Objectives, Formative Assessment, PUSH, Complete Sentences and Fundamental Five. (Framing the Lesson, Power Zone, Purposeful small group talk, Recognize and Reinforce, Write Critically)
- Best Practices

Curricular:

- Sheldon Shield curriculum for all core areas
- College Board Pre-AP Framework
- Edgenuity/E20/20 for credit recovery & initial credit
- CBE exams for initial credit
- Chrome books for every students to keep school accessible during pandemic and beyond.
- Smart boards in every classroom
- Intervention Courses for English, Social Studies and Math
- CTE Dual Technical Programs
- Dual Credit Academic Programs
- ECHS and T-STEM Programs
- AP Exams/Pre-AP for 9th and 10th grade

In efforts to maintain high staff morale and teacher retention, C.E. King High School has the following programs...

Personnel

- First/Second Year Teacher Academy
- Leadership Institute
- Stipends in critical needs, EOC tested areas and teacher leadership roles
- Care Team/Social Committee (Sun-Shine Committee)

C.E. King High School recognizes its role in building school pride through the offering of extra and co-curricular organizations.

Organizational:

- Academic organizations (National Honor Society, National Science Honor Society)
- Community service organizations (ECHS Ambassadors, King Cares, AFJROTC, KCU, PALS)
- Extra curricular organizations (Student Council, ECHS Ambassadors, King Cares, KCU, Athletics)
- Co-curricular organizations (Band, Choir, Dance, Theatre, FFA)

Recognizing that campus leaders must be professionally developed to perform their role effectively, C.E. King High School has the following programs:

1. Sheldon ISD T-STEM Academy in the STEAM ACADEMY

2. Sheldon Early College High School

3. KING NURSES IN TRAINING (KNIT)

4. GEAR UP Program

Administrative:

- AP Academy
- Texas Association of Secondary School Principals (2 annual meetings and summer workshop).
- Weekly Instructional Leadership Meeting
- Weekly Campus Level Administrative Meetings
- Weekly Learning Walks (Administrative Partnership)
- Instructional Rounds
- Quick Walks

School Parent Parental Engagement Policy:

- Copy located in English on CIP addendum page.
- Upon approval by the Sheldon ISD board of trustee, the final CIP will be translated in Spanish to meet the needs of our student population and community.
- District Parent & Family Engagement Policy is included in the Parent/Student Handbook. District & Campus Parent & Family Engagement Policies are located in the campus front foyers, District Office lobby, North Channel Library, and Greensbrook Community Center.

CIP:

- Upon approval by the Sheldon ISD board of trustees, the final CIP will be translated into Spanish to meet the needs of our student population and community.
- Campus CIP is available in English/Spanish via the Campus website. A hard copy is located in the campus main office, North Channel Library, ECHS office suite, the Curriculum and Instruction office

**School Context and Organization Strengths**

C.E. King High School provides specific programs for teacher effectiveness, staff morale, leadership development and student achievement. Through these programs a focus remains on student improvement and growth at all academic levels and community involvement. Programs include--

1. Dual Credit/Dual Enrollment Programs (on the KHS campus, at the local community college, and online)

2. CTE Programs

KHS students are organized into Academies which support student monitoring and management both inside and outside the classroom.

Testing procedures and supplemental instruction program management systems involve and serve many students.

Tutorials, Interventions, and the Saturday School Program are available for all students and run at a high level of instruction.

The campus has an effective capacity for large group remediation as EOCs/standardized tests approach each year.

**Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1 (Prioritized):** Expose teachers to PD on how to backward plan lessons to ensure alignment with state standards. **Root Cause:** The need to increase the effectiveness of instruction and increase student achievement beyond an "approaches" level of achievement.

**Problem Statement 2 (Prioritized):** Increase the stakeholder "buy-in" on campus by exposing students to variety of opportunities for growth and celebrating achievement beyond traditional occasions, (i.e. honors or sports) **Root Cause:** The need to be more inclusive of all our students, faculty, and parent populations and make them feel welcomed and valued by the campus community.

**Problem Statement 3 (Prioritized):** The campus continues to reach out to parents and community members to build strong relationships that will impact our students and community, including virtual meetings and home visits. In a effort to increase parent engagement, we need to expand opportunities for parents to feel valued and to be contributing members of the school community. **Root Cause:** We need to increase opportunities for collaboration with parents and community members whether in face to face meetings or by electronic means. We need a variety of channels in which to advertise events and increase participation in school activities.

# Technology

**Technology Summary**

Although our campus has an adequate collection of technology equipment, in an effort to introduce our students to the global learning community, we need to add more modern technology. Our goal for the year includes proposals for additional iPad carts and the requisite training for teachers and students. We will continue to design projects that utilize BYOD skills. LOTE teachers will use Skype, Google hangouts and epals to foster relationships with students in other countries. We will also encourage students to continue finding educational apps that will guide their learning and help them experience more than what they see right outside our four walls. Teachers are incorporating more sites like edmodo and socrative into their lesson planning.

The following is a list of educational technology used around our campus;

Classroom computer – teacher use--one per teacher

Students are also "one-to-one".

**King 9th Grade Campus**

Students will be a "one-to-one" campus

Each classroom is equipped with a smart board to support students learning.

Research-based interventions are being purchased to support Tier1 learning.

**Technology Strengths**

Strong infra-structure

A knowledgeable District Tech support group (District help desk)

On-campus tech support personnel

**King 9th Grade Campus**

All students and teachers will have access to technology to support learning.

# Priority Problem Statements

**Problem Statement 2**: Receiving additional culturally diverse materials and training to support our diverse needs of the campus.

**Root Cause 2**:

**Problem Statement 2 Areas**: Demographics

**Problem Statement 1**: Due to a high percentage of all students at approaches or below on the 2021-2022 STAAR test, Tier 1 instruction must be taught with fidelity to meet the needs of all students.

**Root Cause 1**:

**Problem Statement 1 Areas**: Student Achievement

**Problem Statement 6**: Ensuring that all of our parents have access to attending our school-wide activities.

**Root Cause 6**:

**Problem Statement 6 Areas**: Parent and Community Engagement

**Problem Statement 3**: Expose teachers to PD on how to backward plan lessons to ensure alignment with state standards.

**Root Cause 3**: The need to increase the effectiveness of instruction and increase student achievement beyond an "approaches" level of achievement.

**Problem Statement 3 Areas**: School Context and Organization

**Problem Statement 4**: Increase the stakeholder "buy-in" on campus by exposing students to variety of opportunities for growth and celebrating achievement beyond traditional occasions, (i.e. honors or sports)

**Root Cause 4**: The need to be more inclusive of all our students, faculty, and parent populations and make them feel welcomed and valued by the campus community.

**Problem Statement 4 Areas**: School Context and Organization

**Problem Statement 5**: The campus continues to reach out to parents and community members to build strong relationships that will impact our students and community, including virtual meetings and home visits. In a effort to increase parent engagement, we need to expand opportunities for parents to feel valued and to be contributing members of the school community.

**Root Cause 5**: We need to increase opportunities for collaboration with parents and community members whether in face to face meetings or by electronic means. We need a variety of channels in which to advertise events and increase participation in school activities.

**Problem Statement 5 Areas**: School Context and Organization

# Comprehensive Needs Assessment Data Documentation

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

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations

**Student Data: Assessments**

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data

**Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data

**Student Data: Behavior and Other Indicators**

- Attendance data
- School safety data

**Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

**Parent/Community Data**

- Parent surveys and/or other feedback

**Support Systems and Other Data**

- Communications data
- Study of best practices

# Goals

**Revised/Approved: May 5, 2022**

**Goal 1:** KHS will maximize student learning for all.

Performance Goal: By June 2023, C. E. King High School will increase the overall STAAR/EOC component score from 38 to 43 by increasing the number of students who achieve meets and masters.

**Performance Objective 1:** By the end of the 2022-2023 school year, scores for STAAR EOC's will increase in the content areas as listed below:

Algebra I: The percentage of students at Approaches will increase from 75% to 80%
The percentage of students at Meets will increase from 38% to 43%
The percentage of students at Masters will increase from 15% to 20%

English I: The percentage of students at Approaches will increase from 52% to 57%
The percentage of students at Meets will increase from 31% to 36%
The percentage of students at Masters will increase from 3% to 8%

English II: The percentage of students at Approaches will increase from 60% to 65%
The percentage of students at Meets will increase from 41% to 46%
The percentage of students at Masters will increase from 2% to 7%

Biology: The percentage of students at Approaches will increase from 70% to 75%
The percentage of students at Meets will increase from 32% to 37%
The percentage of students at Masters will increase from 6% to 11%

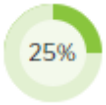
US History: The percentage of students at Approaches will increase from 87% to 92%
The percentage of students at Meets will increase from 58% to 63%
The percentage of students at Masters will increase from 26% to 31%

King 9th Grade Campus:
By June 2023, King 9th Grade Campus will increase overall STAAR/EOC component scores to:
Alg 1 - Approaches 70/ Meets 35/Master 12
ELA - Approaches 70/ Meets 39/ Master 20
Biology - Approaches 57/ Meets 23/ Master 8
Total Component Score of 41

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR/EOC Results in Spring of 2022 for first time testers

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** ELA- Continue to provide curriculum support to incorporate more writing lessons. Instructional time balanced between reading and writing. In class coaching and PD for ELA2 through PD. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative;<br>* Review 9 week assessment data for all EOC tested areas.<br>* 3-4 week common assessments and/or campus based assessments (core)<br>* Review 9 week assessment results in the area of ELA writing<br><br>Summative:<br>* STAAR/EOC assessment data<br>**Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, Curriculum Specialist for ELA<br><br>**ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** EOC scores of first time testers and re-testers will improve by implementing and monitoring student progress and schedule accelerated instruction and interventions that will support the improvement of student progress from increasing the STAAR EOC component score from 34 - 41 (September 2022, December 2022, March 2023, May 2023).<br>**Strategy's Expected Result/Impact:** After school tutorials with transportation provided in all subjects<br>Saturday tutorials for EOC subjects<br>SMART After School Tutorials<br><br>Formative:<br>* 9 week DCAs<br><br>Summative:<br>* STAAR/EOC assessment data<br>**Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, Curriculum Specialist |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Implement interventions for sophomore and juniors yet to pass STAAR/EOC; these students have been placed in common classes which will focus on related objectives. (September 2022, December 2022, March 2023, May 2023)<br><br>ESF: 2.3 ( Project Based Learning )<br>**Strategy's Expected Result/Impact:** EOC Scores of first time testers & re-testers<br><br>Formative:<br>* 9 week assessment data for all EOC tested areas<br><br>Summative:<br>* STAAR/EOC assessment data<br>**Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction |  | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Develop action plans to create targeted TEKS-based intervention for areas of weakness identified by Unit Tests and DCAs for all EOC tested areas. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Following each district based assessment, teachers desegregate data based on assessment to determine instructional needs during PLCs.<br><br>Formative:<br>* Unit Tests and DCAs<br><br>Summative:<br>* STAAR/EOC assessment data<br>**Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction and Instructional Specialists<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction |  | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Continue to support the after School Program to provide academic assistance in reading, math, science, social studies, and college and career readiness. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* Student Surveys<br>*Attendance sign in sheet<br><br>Summative:<br>End of the year report<br>**Staff Responsible for Monitoring:** After School Program Site Coordinator<br><br>**Funding Sources:** Staff and instructional materials and supplies - 265-21st Century After-School Program (Cycle 10) - $10,000 |  | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** 100% of the faculty will utilize AVID strategies, best practices, and 21st century tools to improve academic performance for all students by implementing WICOR strategies in all classes. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Evidence of AVID strategies in lesson plans<br><br>Formative:<br>* Walkthroughs (data)<br><br>Summative:<br>* % of classrooms integrated WICOR strategies<br>**Staff Responsible for Monitoring:** Associate principal for Curriculum and Instruction; Instructional Specialists; AVID Coordinator |  | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** Use smaller ESL cohorts in sheltered classes, manipulatives, ESL software, in class support provided by ESL paraprofessional, controlled scheduling and teachers who have been trained to meet the needs of our EL students in a sheltered environment. (2022-2023)<br>**Strategy's Expected Result/Impact:** Mastery of all levels of progress in all 3 areas including; grammar, conversational ability and reading skills<br>Display ELPS and Language Objectives in classrooms<br><br>Formative<br>* Unit Tests and DCAs<br><br>Summative<br>* STAAR Assessment<br>**Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, Sheltered Instruction Teachers |  | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 8:** King 9th Grade Campus: Planned 30 minutes a day for school-wide STAAR-based tutorials.<br>**Strategy's Expected Result/Impact:** Improve Tier 1 instruction for all students by providing an opportunity for all students to meet the challenging state academic standards.<br>**Staff Responsible for Monitoring:** Dean of Instruction, core administrator and CIS |  | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 9:** King 9th Grade Campus: 100% of the faculty will utilize WICOR strategies to improve academic performance.<br>**Strategy's Expected Result/Impact:** All students will practice strategies that will strengthen their writing, inquiry, collaboration, organization, and reading skills across all subjects.<br>**Staff Responsible for Monitoring:** Dean of Instruction, core administrator and CIS |  | | | |

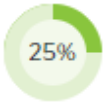
| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 10:** King 9th Grade Campus: Faculty members will participate in a book study and implement high-yield instructional strategies from "Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement" by Eric Jensen<br>**Strategy's Expected Result/Impact:** All faculty members will utilize high-yield instructional strategies in their classrooms that will support them in reaching all students.<br><br>**Funding Sources:** Engaging Students with Poverty in Mind - 199-State Comp. Ed. - $1,500 |  | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** KHS will maximize student learning for all.

Performance Goal: By June 2023, C. E. King High School will increase the overall STAAR/EOC component score from 38 to 43 by increasing the number of students who achieve meets and masters.

**Performance Objective 2:** By the end of the 2022-2023 the percentage of students that graduate will maintain at 98%.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Five additional sections of E20/20 courses were added to the master schedule for 2022-2023 school year to allow more students access to credit recovery during the school day.<br>**Strategy's Expected Result/Impact:** Formative:<br>*Fewer at-risk seniors in the spring semester<br>* Fewer KASE placements<br><br>Summative:<br>* Higher graduation rates<br>**Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Implement "Summer School Now" ("Fall School Now" as necessary) a campus based program, offered in addition to our traditional summer school program, which is designed to help students recover credits during the school year instead of waiting until summer. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** * Student regaining credits earlier<br><br>Formative:<br>* Fewer KASE placements<br><br>Summative:<br>* Higher graduation rates<br>**Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Counselors will run credit verification reports at the beginning of the school year during initial scheduling to identify all at-risk students needing credit recovery and check after each grading period and also periodically for seniors throughout the spring semester. (September 2022, December 2022, March 2023, May 2023).<br>**Strategy's Expected Result/Impact:** *Improved communication with seniors at risk<br><br>*Credit recovery Placement<br><br>Formative:<br>* Lower failure rates per 9 weeks<br><br>Summative:<br>* Higher graduation rates<br>* Credit verification report<br><br>**Staff Responsible for Monitoring:** Counselors and Associate Principal of Curriculum and Instruction | 30% | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Students will receive progress reports every 3-week grading period and if failing will be expected to receive a parents' signature.<br>**Strategy's Expected Result/Impact:** Formative<br>*Less failures per nine weeks<br><br>Summative<br>*Less seniors at-risk of not graduating by spring semester of their senior year<br>*higher graduation rate | 25% | | | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

**Goal 1:** KHS will maximize student learning for all.

Performance Goal: By June 2023, C. E. King High School will increase the overall STAAR/EOC component score from 38 to 43 by increasing the number of students who achieve meets and masters.

**Performance Objective 3:** By June of 2023, C.E. King High School will have a 96% attendance rate.

**Evaluation Data Sources:** End of year attendance rate.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Use of campus attendance personnel to follow up on student attendance issues. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>*Reduced chronic attendance issues of individual students per 9 weeks<br><br>Summative:<br>* End of the year attendance report through skyward<br>**Staff Responsible for Monitoring:** Campus Attendance Officer and the Associate Principal of Operations and Student Services in collaboration of the Academy Principals will monitor attendance. |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Continued First-day procedures training for staff in attendance procedures and embedded refreshers in faculty meetings. (September 2022-June 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* Improve teacher accuracy of attendance records<br><br>* 9 weeks attendance reports<br><br>Summative:<br>* End of the year attendance report through skyward<br>**Staff Responsible for Monitoring:** Campus Principal, Attendance clerk, Campus Attendance Officer, and Hallway Monitors |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Review of chronic attendance issues by Academy Principals and Counselors.(September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* Reduced chronic attendance issues of individual students<br><br>* 9 weeks attendance reports<br><br>Summative:<br>* End of the year attendance report through skyward<br>**Staff Responsible for Monitoring:** Academy Principals and Counselors |  | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Increase parent communication through attendance letters, parent conferences and reporting to local court system for chronic truancy. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* Reduced chronic attendance issues of individual students<br><br>* 9 weeks attendance reports<br><br>Summative:<br>* End of the year attendance report through skyward<br>**Staff Responsible for Monitoring:** Campus Attendance Clerk, Campus Attendance Officer, and Academy Principals |  | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

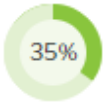
**Goal 1:** KHS will maximize student learning for all.

Performance Goal: By June 2023, C. E. King High School will increase the overall STAAR/EOC component score from 38 to 43 by increasing the number of students who achieve meets and masters.

**Performance Objective 4:** Increase submission of college applications and college acceptances from 84% to 90% of seniors completing a college application. (January 2023; June 2023)

**High Priority**

**Evaluation Data Sources:** Student participation in events supporting college and career awareness

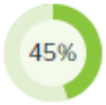
| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Provide enrichment opportunities relating to the promotion of college readiness are as follows; campus visits through the AVID program, college night, parent/student college night, senior success days, continue effective use of college and career center. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:**<br><br>Formative:<br>* Attendance: sign-in sheets<br><br>Summative:<br>* Graduation<br>**Staff Responsible for Monitoring:** Campus Principal, Lead Counselor, Coordinator of Advanced Academics<br><br>AVID, ROTC, Advise Texas Counselor (CCC)<br><br>**Funding Sources:** - 199-General funds - $2,000 |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Implement programs that enable students to develop the skills necessary for employment and post secondary education, including AVID schoolwide standards especially in the areas of organization and academic behavior. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** * Increase in student overall performance<br><br>Formative:<br>* Walkthrough data<br><br>Summative:<br>* Teachers will differentiate learning in their classrooms for AVID students<br>**Staff Responsible for Monitoring:** Campus Principal<br>AVID Coordinator and AVID faculty<br><br>**Funding Sources:** - 199-General funds - $7,999 |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Maintain and expand participation in college week, thereby increasing college enrollment. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Increased applications for college admission and scholarships (November, January, May)<br><br>Formative:<br>* sign in sheets<br><br>Summative:<br>* Graduation<br>**Staff Responsible for Monitoring:** AVID and ROTC and CCC |  | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Establish Senior Night to distribute college informational packets to parents and students. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Increased college applications (November, January, May)<br><br>Formative:<br>* sign in sheets<br><br>Summative:<br>* Graduation<br>**Staff Responsible for Monitoring:** Academy Principals, Academy Counselors, College and Career Team<br><br>**Funding Sources:** - 199-General funds - $500 |  | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Implementation of the AVID Schoolwide Domains as structured by the AVID Secondary Coaching and Certification Instrument. (September 2022, December 2022, March 2023, May 2023, July 2023)<br>**Strategy's Expected Result/Impact:** Increase in student overall performance and AVID certification of AVID Emerging School wide Site<br><br>Formative:<br>* sign in sheets<br><br>Summative:<br>* Data collection<br>**Staff Responsible for Monitoring:** Campus Principal, AVID Coordinator, and AVID Site Team Evidence |  | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** Systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective students and improve academic performance for 100% of students. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Increase in the number of students meeting college readiness standards<br><br>Formative:<br>* sign in sheets<br><br>Summative:<br><br>* Data collection through eduphoria<br>**Staff Responsible for Monitoring:** Principal; Associate principal for Curriculum and Instruction; AVID High School Coordinator |  | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** KHS will maximize student learning for all.

Performance Goal: By June 2023, C. E. King High School will increase the overall STAAR/EOC component score from 38 to 43 by increasing the number of students who achieve meets and masters.

**Performance Objective 5:** 75% of the 2023 graduates will meet the CCMR indicator for college and career readiness by August 2023.

**HB3 Goal**

**Evaluation Data Sources:** On-Data dashboard; AP scores of 3 or higher; SAT/TSIA/ACT data, dual credit completion, certificates earned by CTE complete, Associate Degrees

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Seniors that have not earned credit for being College or Career Ready will be evaluated to be placed in College Prep math and College Prep English.<br>**Strategy's Expected Result/Impact:** Formative:<br>*Number of students that are in a program or a preparatory program that will allow them to be college and career ready.<br><br>Summative:<br>*CCR percentage<br>**Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction<br><br>**Funding Sources:** |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Implement Pre-AP framework, as well as professional development for Pre-AP and AP teachers. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:**<br>Formative:<br>* PSAT mean score for ninth grade Pre-AP cohort (fall and spring)<br><br>Summative:<br>* AP exams<br><br>-Impact: Pre-AP rigor aligned to AP expectations will increase AP performance over a three-year period.<br>**Staff Responsible for Monitoring:** Coordinator of Advanced Academics, KHS Pre-AP Coordinator, Associate Principal of Curriculum and Instruction<br><br>**Funding Sources:** - IMA funds - $0, - 199-General funds - $0 |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Increase dual credit participation by implementing middle school/high school outreach. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* Sign-in sheets<br><br>Summative:<br>* Enrollment in new KHS dual credit programs<br>**Staff Responsible for Monitoring:** GEAR UP/Dual Credit Coordinator; Lead Counselor; CTE Coordinator; Secondary Counselors; KHS Academy Principals<br><br>**Funding Sources:** - 199-General funds - $0 | 25% | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Implement Naviance use in the College and Career Center. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* Naviance utilization report among seniors<br><br>Summative:<br>* Class of 2021 college applications and FAFSA applications<br>**Staff Responsible for Monitoring:** Advise TX Advisers, College Success Advisor, Director of CTE<br><br>**Funding Sources:** - 244-Perkins V Grant - $0 | 25% | | | |

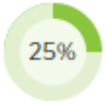
| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Increase the number of CTE courses that offer certification opportunities; Industry-based certifications or Level I/level II certifications (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>*Courses offered on Master Schedule<br>*Course enrollments<br><br>Summative:<br>*Students earning certifications<br>**Staff Responsible for Monitoring:** Director of CTE, Associate Principal of Curriculum and Instruction | 10% | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** Provide campus, district and AVID professional development and resources to increase school wide systems for college readiness by utilizing research-based WICOR strategies. September 2022, December 2022, February 2023, April 2023, and July 2023<br>**Strategy's Expected Result/Impact:** Formative:<br>* Walkthroughs; Sign-in sheets<br><br>Summative:<br>* One hundred percent (100%) of all AVID campuses will achieve 90% of their AVID Site Team goals and earn AVID national certification for fidelity of implementation.<br><br>Impact: Students develop soft skills and academic behaviors for success in advanced classes and postsecondary education. Early implementation on a continuum increases effectiveness.<br><br>**Staff Responsible for Monitoring:** Principals; Coordinator of Advanced Academics; AVID Site Coordinator/Co-Director<br><br>**Funding Sources:** Instructional Materials - 199-State Comp. Ed. - $5,000, Professional Development - 199-State Comp. Ed. - $15,000, - 199-General funds - $1,500 | 30% | | | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 7:** Implement GEAR UP strategies (academic rigor, college and career exploration/advising, work-based learning, alliances, and technology) with fidelity to support college and career readiness for primary and priority students. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* GEAR UP parent/student sign-in sheets<br><br>Summative:<br>* GEAR UP Detailed Review of Program Activities and Metrics<br><br>**Staff Responsible for Monitoring:** Coordinator of Advanced Academics; Principals; GEAR UP Coordinator; Director of Federal Programs and Grants | 15% | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 8:** College and Career Centers will implement one-to-one advising with all seniors to ensure that each student has an individualized post-secondary plan. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* College and Career Center Tracking Data<br><br>Summative:<br>* Class of 2022 college applications and FAFSA applications<br><br>Impact: Students will pursue post-secondary options that meet their specific interests and needs, resulting in an increased number of college graduates from Sheldon ISD.<br>**Staff Responsible for Monitoring:** College Success Adviser and Advise TX Adviser<br><br>**Funding Sources:** - 199-General funds - $0 |  | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 9:** Support dual credit recruitment, retention, and completion rates via a combination of recruitment events in the evening and during the school day as well as tutorial support for dual credit students.<br>**Strategy's Expected Result/Impact:** Students develop soft skills and academic behaviors for success in advanced classes and postsecondary education. Early implementation on a continuum increases effectiveness.<br>**Staff Responsible for Monitoring:** AVID Site Coordinator and site team; Lead counselor<br><br>**Funding Sources:** - 199-General funds, - 199-State Comp. Ed. |  | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 10:** The percentage of graduates that earn an industry-based certification from the TEA approved list will increase by encouraging teacher participation in the exam and by allowing Saturday testing dates.<br>(January 2023; March 2023; June 2023)<br>**Strategy's Expected Result/Impact:** Formative<br>*Number of students taking certification exams<br>*Number of teachers certified<br>**Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, Director of CTE<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |  | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** KHS will maximize student learning for all.

Performance Goal: By June 2023, C. E. King High School will increase the overall STAAR/EOC component score from 38 to 43 by increasing the number of students who achieve meets and masters.

**Performance Objective 6:** The percentage of graduates that meet the Texas Success Initiative (TSI) criteria for ELA/Reading and Mathematics will increase to 44% by August 2025.

**Evaluation Data Sources:** Quarterly TSIA participation and score reports

End of Year Participation Reports (Target = 85% juniors; 95% seniors); End of Year Senior Score Report =35% college ready on TSI criteria

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Increase the percentage of juniors and seniors who have taken at least one postsecondary exam (TSIA, SAT, ACT) and the percentage of seniors who meet the college-readiness criteria for math and English. (November 2022, January 2023, March 2023, June 2023)<br>**Strategy's Expected Result/Impact:** Impact: Students who have taken the assessment are more likely to enroll in postsecondary education.<br>**Staff Responsible for Monitoring:** KHS Assoc. of C&I, KHS Principal, GEAR Up Coordinator, College Success Adviser<br>**Funding Sources:** - 274 GEAR UP Grant, - 199-General funds | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Provide workshops and counseling support so that 100% of seniors apply for financial aid by submitting a FAFSA or TASFA application. October 2022, January 2023, June 2023<br>**Strategy's Expected Result/Impact:** Formative and Summative: TASFA/FAFSA Reports Impact: Students who receive financial aid are more likely to attain college-ready scores on TSI assessments and pursue postsecondary education; impacts TEA high school graduation requirement for 2022 cohort.<br>**Staff Responsible for Monitoring:** Principal, College Success Adviser, GEAR UP Coordinator<br>**Funding Sources:** - 274 GEAR UP Grant |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Implement third-year GEAR UP strategies (academic rigor, college and career exploration/advising, work-based learning, alliances, and technology) with fidelity to support college and career readiness for primary and priority students. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative: GEAR UP sign-in sheets<br><br>Summative: GEAR UP end-of-year data for program activities and Metrics<br>**Staff Responsible for Monitoring:** Principal, College Success Adviser, GEAR UP Coordinator<br><br>**Funding Sources:** - 274 GEAR UP Grant |  | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** ECHS will increase student preparation for college and career readiness by 10% as evidenced by TSIA readiness in Math and Reading, by providing blended academic, behavioral, cognitive, and effective supports to decrease the current dropout rate and increase the students chances of graduating from high school with either their Associate's Degree or up to 60 college credits. (January 2023; June 2023; August 2024)<br>**Strategy's Expected Result/Impact:** Successful completion of San Jacinto College courses at the ECHS or SJC campuses by an increased rate of 20%<br>**Staff Responsible for Monitoring:** ECHS Dean, ECHS counselor<br><br>**TEA Priorities:**<br>Connect high school to career and college<br>**- ESF Levers:**<br>Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |  | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Implement after school and Saturday TSIA Preparation sessions for ECHS and STEM students. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Percentage of ECHS students identified as College and Career Ready will increase.<br><br>Formative:<br>* sign in sheets<br><br>Summative:<br>* Data collection through eduphoria<br>**Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, STEAM Academy Principal, ECHS Teachers, STEM teachers |  | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** KHS will maximize student learning for all.

Performance Goal: By June 2023, C. E. King High School will increase the overall STAAR/EOC component score from 38 to 43 by increasing the number of students who achieve meets and masters.

**Performance Objective 7:** King 9th Grade Campus: By June 2023, 100% of King 9th Grade Campus students will pass two or more of their STAAR tests.

**Evaluation Data Sources:** STAAR tests scores

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Develop action plans to create targeted TEKS-based interventions for areas of weakness identified by unit tests and DCA's.<br>**Strategy's Expected Result/Impact:** Dean of Instruction, content administrator, teachers and CIS | 40% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Collaborative planning with all core teachers and interventionists.<br>**Strategy's Expected Result/Impact:** Address all students especially the needs of at-risk by planning with each subject interventionist.<br>**Staff Responsible for Monitoring:** Dean of Instruction, content principal, teachers, and CIS | 30% | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Implement Region IV Accelerated Intervention student curriculum for intervention use and reteaching<br>**Strategy's Expected Result/Impact:** Show growth of all students through research-based instruction and support.<br>**Staff Responsible for Monitoring:** Dean of Instruction, teachers, CIS, core administrator | 40% | | | |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

**Goal 2:** KHS will attract, develop and retain highly effective staff.

**Performance Objective 1:** By the end of the 2022-2023 school year, 90% of the teachers will attain a level of proficiency or above on T-TESS.

By the end of the 2022-2023 school year, C.E. King High School/Sheldon ECHS will be above 90% of it's professional teaching staff for the 2022-2023 school year.

**High Priority**

**Evaluation Data Sources:** Review T-TESS Results

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Support the teachers by implementing the following in order to improve the delivery of instruction.<br>-Provide ongoing dialogue & collaboration with appraiser<br>-Offer feedback (from appraisers) following all observations/walk- throughs pertaining to T-TESS appraisal<br>-Provide ongoing T-TESS training<br>-Provide monthly opportunities for reflections and updates as they pertain to T-TESS at faculty meetings (September 2022-June 2023)<br>ESF: 2.1/2.3 ( T-TESS data)<br>**Strategy's Expected Result/Impact:** Formative:<br><br>* Classroom observation protocols<br><br>Summative:<br>* T-TESS results<br>**Staff Responsible for Monitoring:** Campus Administrators<br><br>**ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Track teacher staff development opportunities (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* Eduphoria-certificates of completion ( January, May)<br><br>Summative:<br>*Teacher certifications<br>**Staff Responsible for Monitoring:** Campus Administrators<br>Campus Secretaries |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Create a Master Schedule that will continue to allow daily common planning time for core content areas only. Curriculum planning days will be allowed for core subjects throughout the year as planned by administration. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* periodic district meetings<br><br>Summative:<br>* Master schedule audit<br>**Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, counselors, Teachers |  | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Maintaining Sunshine Committee to build morale among our faculty and staff by organizing monthly spirit events held during the school day. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* Sign in sheets<br>* Periodic Meetings<br><br>Summative:<br>*Increased retention rates<br>**Staff Responsible for Monitoring:** Sunshine Committee |  | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Provide in-district training for the After School Program staff on Program Requirements, Classroom and Time Management, Working with Difficult Students, Communicating with Parents, The Delivery of the Instructional Lesson Plans, etc. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br><br>* Staff participation and completion of training<br>* Attendance sign in<br>Summative:<br>* staff evaluation<br>**Staff Responsible for Monitoring:** After School Program Site Coordinator<br><br>**Funding Sources:** Professional development opportunities and materials - 265-21st Century After-School Program (Cycle 10) - $500 |  | | | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 6:** Provide training for the After School Program Site Coordinator by attending Local, State, and National Conferences as required for deemed necessary to fulfill the requirements of the grant. (February 2023, March 2023, April 2023, and/or June 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br><br>* Professional development follow-up sheet<br>* Certificate of Attendance<br><br>Summative:<br>* Report through Eduphoria<br>**Staff Responsible for Monitoring:** After School Program Site Coordinator<br><br>**Funding Sources:** Professional development opportunities - 265-21st Century After-School Program (Cycle 10) - $3,500 |  | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** KHS will attract, develop and retain highly effective staff.

**Performance Objective 2:** King 9th Grade Campus: By the beginning of the 2022-2023 school year, KHS 9th Grade Campus will have 90% of staff on board.

**Evaluation Data Sources:** HR hiring spreadsheet.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Attend regional educator job fairs throughout the summer and school year. **Staff Responsible for Monitoring:** Principal and Dean of Instruction | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Promote events, benefits, and a positive climate of the school on social media outlets. **Staff Responsible for Monitoring:** Principal | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 2:** KHS will attract, develop and retain highly effective staff.

**Performance Objective 3:** King 9th Grade Campus: By the end of the 2022-2023 school year, KHS 9th Grade Campus 90% of the teachers will attain a level of proficient or above on T-TESS (Domain 2).

**Evaluation Data Sources:** TTESS and walk throughs

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 1:** Create a master schedule that will continue to allow daily common planning time for core content areas and effective professional learning communities.<br>**Staff Responsible for Monitoring:** Principal and Associate Principal | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 2:** Support teachers by offering continuous feedback (from appraisers) based on weekly walkthroughs and T-TESS observations.<br>**Staff Responsible for Monitoring:** Administrator team and CIS | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 3:** Implement frequent and detailed walkthroughs based on weekly data comprising teacher performances on T-TESS Domains.<br>**Staff Responsible for Monitoring:** Administrator team | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| **Strategy 4:** Provide professional development opportunities for continuous teacher growth, leadership growth, and development. Campus leaders will also participate in a book study "How to Thrive As a Teacher Leader".<br>**Strategy's Expected Result/Impact:** Provide professional development opportunities for continuous teacher growth, leadership growth, and development. Campus leaders will also participate in a book study "How to Thrive As a Teacher Leader". September 2022-May 2023<br>**Staff Responsible for Monitoring:** Principal, CIS, Dean of Instruction, Content Administrator<br><br>**Funding Sources:** How to Thrive as a Teacher Leader - 199-State Comp. Ed. - $260 | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**Goal 2:** KHS will attract, develop and retain highly effective staff.

**Performance Objective 4:** King 9th Grade Campus: By the end of the 2022-2023 school year, KHS 9th Grade Campus will retain 90% of the staff.

**Evaluation Data Sources:** Teacher retention forms

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Maintaining a Sunshine Committee to build morale among our faculty/staff by organizing monthly spirit events held during the school day.<br>**Staff Responsible for Monitoring:** Sunshine committee administrator and sunshine committee<br>**Funding Sources:** School related materials and supplies - 199-General funds - $1,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** The Principal will meet with each staff member in a personal conference at the beginning and end of each school year.<br>**Staff Responsible for Monitoring:** Principal | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** KHS will continue to build positive relationships with parents and community members.

**Performance Objective 1:** KHS will seek opportunities to have parents/guardians/community involved in school events, programs, and academic activities.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Increase in parental/guardian attendance.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Parents of students participating in the After School Program will be invited to participate in activities such as the Spring Showcase, Parent/Community Advisory board meetings held once per quarter, and monthly parent education activities on a variety of topics presented in English and Spanish. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* Agenda, sign-in sheets, and minutes from Advisory board meetings<br><br>Summative:<br>* Parent & Student participation<br>**Staff Responsible for Monitoring:** After School Program Site Coordinator<br><br>**Funding Sources:** Contract with vendors and instructional materials to support presentations/refreshments - 265-21st Century After-School Program (Cycle 10) - $1,000 |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** To continue our commitment to building a strong home-to-school partnership, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in that language. (September 2022, December 2022, March 2023, May 2023)<br><br>ESF: 4.4 ( campus Twitter, parent letters, call out)<br>**Strategy's Expected Result/Impact:** Formative:<br>* Sign in sheets, agendas of meetings, communication log<br><br>Summative:<br>* More parental involvement<br>**Staff Responsible for Monitoring:** Campus Administrators, Staff<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Continue to maintain/acquire School-Business Partnerships that support our instructional program. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* Numbers of Partnerships in January and May<br><br>Summative:<br>* Continued involvement with At Risk Coordinator<br><br>**Staff Responsible for Monitoring:** Principal, Associate Principal of Curriculum and Instructions, Academy Principals and counselors |  | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** KHS will provide the parent compact, site-based meetings, and PTO meetings (Parent Teacher engagement meetings) once a month, Monday in the evening, and other varied times and days during the school day; reference school calendar. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* Agendas and sign in sheets, events held by PTO<br><br>Summative:<br>* More parental involvement<br>**Staff Responsible for Monitoring:** Principal, Associate Principal of Curriculum and Instruction, Academy Principals, SBDM Coordinator, SBDM Committee, PTO Coordinator |  | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Facilitate community alliances and partnerships that support work-based learning in career and technical education.<br>August 2022, October 2022, January 2023, May 2023<br>**Strategy's Expected Result/Impact:** Formative: Sign-in sheets and agendas<br>Summative: Increase percentage of industry partners (35%) to support 100% of all KHS career clusters in implementing one work-based learning experience<br>**Staff Responsible for Monitoring:** STEAM Academy Principal, Executive Director of Innovative Programs<br><br>**Funding Sources:** - 199-General funds |  | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 3:** KHS will continue to build positive relationships with parents and community members.

**Performance Objective 2:** King 9th Grade Campus: KHS 9th Grade Campus will seek opportunities to have parents/guardians/community involved in school events, programs, and academic activities.

**Evaluation Data Sources:** Event sign-in sheets

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Parents of students will be invited to participate in activities such as Popsicles with the Principal(s), Freshman Orientation, Coffee with the Principal, Parent/Community Advisory board meetings (SBDM), Family Content Nights, and parent education activities on a variety of topics.<br>**Staff Responsible for Monitoring:** King 9th Grade Campus administrators and committee members.<br>**Funding Sources:** Supplies for Each Event - 199-General funds - $1,500 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Communicate with parents/community members in English and Spanish regarding student progress/ performance, upcoming events, and other school issues on a regularly scheduled basis.<br>**Staff Responsible for Monitoring:** King 9th Grade Center administrators | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** KHS will ensure a safe and positive learning environment for the students and staff.

**Performance Objective 1:** KHS will implement & maintain the Multi-Hazard Emergency Operations Plan (MHEOP) with 100% accuracy. (September 2022, December 2022, March 2023, May 2023)

**Evaluation Data Sources:** Passing score for Fire Marshall visit and Pest Control survey. Consistently locked doors and visible AP/Constable presence.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Implement crisis management plan by providing comprehensive training to the staff on emergency procedures and running monthly safety drills. (September 2022, December 2022, March 2023 May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br><br>* Log of completed drills<br>Efficient operation during normal drills as noted by AP's<br><br>Summative:<br><br>*After Action report<br>**Staff Responsible for Monitoring:** Campus Principal and Associate Principal of Operations and Student Services |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Provide additional safety training for the staff via Safe Schools online modules. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br><br>* Certificates of completion by the given due date.<br>* sign in sheets<br>* Reports in October and December)<br><br>Summative:<br><br>* Data through Eduphoria<br>**Staff Responsible for Monitoring:** Campus Administrators |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Pass the fire marshal evaluation for fire safety.<br>**Strategy's Expected Result/Impact:** Formative:<br><br>After fire marshal visits, staff will make any recommended changes as shared with each staff member.<br>**Staff Responsible for Monitoring:** Associate Principal of Operations and Student Services |  | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** KHS will ensure a safe and positive learning environment for the students and staff.

**Performance Objective 2:** KHS will create and maintain a positive environment for both students and teachers, thereby reducing office referrals from by 15%

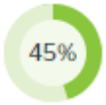
**High Priority**

**Evaluation Data Sources:** Review of discipline action codes

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Consistent procedures will be established and practice by each Academy on campus. (September 2022, December 2022, March 2023, May 2023)<br><br>ESF: 3.2 ( Data through Eduphoria)<br>**Strategy's Expected Result/Impact:** * Minutes from each debrief following a drill and/or campus issues<br><br>Formative:<br>* Monthly report<br><br>Summative:<br>* Data through eduphoria<br>**Staff Responsible for Monitoring:** Campus Principal and Academy Principal<br><br>**ESF Levers:**<br>Lever 3: Positive School Culture |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Consistent use of a discipline matrix by all Academy Principals when assigning consequences for student's inappropriate behavior. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Fewer discipline referrals<br><br>Formative:<br>* 9 weeks data for discipline referrals and ISS placements through skyward<br><br>Summative:<br>*Data through skyward<br>**Staff Responsible for Monitoring:** Campus Principal and all Academy Principals |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Utilize campus PBIS committee to reward positive behavior and provide meaningful incentives for our students to make good choices. (September 2022, December 2022, March 2023, May 2023)<br><br>ESF: 4.2 ( PBIS: Positive Behavioral Intervention Support, Skyward data)<br>**Strategy's Expected Result/Impact:** * Increased number of students being recognized for positive behavior<br>* Increased submission of student names by teachers for PBIS incentives<br><br>Formative:<br>* sign in sheets<br><br>Summative:<br>* Data collection through skyward<br>**Staff Responsible for Monitoring:** Campus Administrators, PBIS Committee members<br><br>**ESF Levers:**<br>Lever 5: Effective Instruction |  | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** KHS will maintain an At Risk Specialist that will provide Social Services, Group Therapy, Community Service, and Character Education. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Discipline and student behavior<br><br>Formative:<br>* 9 weeks report for discipline and student behavior<br><br>Summative:<br>*Discipline and behavior data through skyward<br>**Staff Responsible for Monitoring:** KHS AT Risk Specialist |  | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Provide enrichment programs such as dance, sports, driver's education, cooking, gardening, social learning, theater arts, etc.<br>(September 2022, November 2022, January 2023, March 2023, May 2023, & June 2023)<br>**Strategy's Expected Result/Impact:** Student attendance and student performance<br><br>Formative:<br>* Periodic Monthly meetings, sign in sheets<br><br>Summative:<br>* Data through skyward<br>**Staff Responsible for Monitoring:** After School Program Site Coordinator<br><br>**Funding Sources:** Vendors to provide enrichment activities to encourage student participation - 265-21st Century After-School Program (Cycle 10) - $10,000 |  | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** KHS will ensure a safe and positive learning environment for the students and staff.

**Performance Objective 3:** KHS will Educate students and parents on violence prevention and intervention (September 2022, December 2022, March 2023, May 2023)

**High Priority**

**Evaluation Data Sources:** Counseling log and documentation

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Conduct awareness education and training on Dating Violence for:<br>A. Students<br>B. Staff<br>C. Parents<br>(02/21)<br>**Strategy's Expected Result/Impact:** Formative:<br><br>* All staff complete On-line course<br><br>Summative:<br><br>* T-TESS conferences<br>**Staff Responsible for Monitoring:** Campus counselors, Staff Development Team, Parent Involvement Facilitator |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Students who are in violent dating relationships will be provided counseling from school counselors (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br><br>* Counseling log and documentation<br><br>Summative:<br><br>* Data through skyward<br>**Staff Responsible for Monitoring:** Campus counselors |  | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** KHS Counselors will change students' schedules as necessary to separate students in violent dating relationships and to enforce protective orders. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* Skyward log of changes<br>Summative:<br>* Data through skyward<br>**Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, Academy Principals, and counselors |  | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** KHS will ensure a safe and positive learning environment for the students and staff.

**Performance Objective 4:** KHS 9th Grade Campus will implement & maintain the Multi-Hazard Emergency Operations Plan (MHEOP) with 100% accuracy monthly (September 2022, December 2022, March 2023, and May 2023).

**Evaluation Data Sources:** MHEOP reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Implement the crisis management plan by providing comprehensive training to the staff on emergency procedures each semester and running monthly safety drills (September 2022, December 2022, March 2023, and May 2023).<br>**Staff Responsible for Monitoring:** Safety administrator | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Provide additional safety training for the staff via Safe Schools online modules (September 2022, December 2022, March 2023, and May 2023).<br>**Staff Responsible for Monitoring:** Safety administrator | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** KHS will ensure a safe and positive learning environment for the students and staff.

**Performance Objective 5:** KHS 9th Grade Campus will create and maintain a positive environment for both students and teachers thereby reducing level-one office referrals by 15%.

**Evaluation Data Sources:** Discipline reports

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Consistent procedures will be established and practiced by each student and staff member (September 2022, December 2022, March 2023, and May 2023).<br>**Staff Responsible for Monitoring:** Teaching staff and administrators | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Consistent use of the discipline matrix (including restorative practices) by all administrators when assigning consequences for students' inappropriate behavior (September 2022, December 2022, March 2023, and May 2023).<br>**Staff Responsible for Monitoring:** Administration | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Campus level PBIS team will meet monthly to evaluate discipline data and create positive incentives for students and staff (September 2022, December 2022, March 2023, and May 2023)<br>**Staff Responsible for Monitoring:** PBIS team and PBIS administrator<br><br>**Funding Sources:** Incentives for Students and Staff - 199-General funds - $1,500 | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Students will participate in SEL activities and sessions daily for 20 minutes to provide support for Social-Emotional Learning<br>**Staff Responsible for Monitoring:** Interventionist and content administrator | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 5:** KHS will maintain and monitor systems to ensure financial accountability.

**Performance Objective 1:** KHS will utilize 100% of all federal and state funds during 2022-2023 to meet the goals and expectations for all students. We will have 60% of the budget spent by October of 2022 and the remainder by May of 2023.

**High Priority**

**Evaluation Data Sources:** Review annual budget at the end of the academic year.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** By December 2022, 60% of the KHS budget addressing the needs of our students will be utilized (September 2022, December 2022, March 2023, May 2023).<br>**Strategy's Expected Result/Impact:** Formative:<br>* periodic Meetings<br><br>Summative:<br>* Itemized budget report<br>**Staff Responsible for Monitoring:** Campus Principal<br>Campus bookkeeper | 40% | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Generating monthly expenditure reports to provide an opportunity for review to determine additional funding needs. (September 2022, December 2022, March 2023, May 2023)<br>**Strategy's Expected Result/Impact:** Formative:<br>* Periodic Meetings<br><br>Summative<br>* Budget report<br>**Staff Responsible for Monitoring:** Campus Principal<br>Campus Bookkeeper | 40% | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** The SBDM committee will share needs of funds spent in monthly meetings<br>**Strategy's Expected Result/Impact:** This will guide the principal's decision making in allocating funds.<br>**Staff Responsible for Monitoring:** Principal | 30% | | | |

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

**Goal 5:** KHS will maintain and monitor systems to ensure financial accountability.

**Performance Objective 2:** KHS 9th Grade Campus will utilize 100% of all federal and state funds during the 2022-2023 school year to meet the goals and expectations of all students. We will have 60% of the budget spent by December 2022 and the remainder by May 2023.

**Evaluation Data Sources:** Financial records/budget

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Generate monthly expenditure reports to provide an opportunity for review so that additional funding needs can be determined.<br>**Staff Responsible for Monitoring:** Principal |  | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Through periodic meetings, by December 2022, 60% of the King 9th Grade Campus budget will be used to address the needs of our students.<br>**Staff Responsible for Monitoring:** Principal |  | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

# State Compensatory

## Budget for C.E. King High School

**Total SCE Funds:** $0.00
**Total FTEs Funded by SCE:** 2
**Brief Description of SCE Services and/or Programs**

## Personnel for C.E. King High School

| Name | Position | FTE |
|---|---|---|
| Dr. Raff Saeed | Principal | 1 |
| Tara Thompson | Associate Principal of C/I | 1 |

# Campus Funding Summary

| 199-General funds | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 4 | 1 | | | $2,000.00 |
| 1 | 4 | 2 | | | $7,999.00 |
| 1 | 4 | 4 | | | $500.00 |
| 1 | 5 | 2 | | | $0.00 |
| 1 | 5 | 3 | | | $0.00 |
| 1 | 5 | 6 | | | $1,500.00 |
| 1 | 5 | 8 | | | $0.00 |
| 1 | 5 | 9 | | | $0.00 |
| 1 | 6 | 1 | | | $0.00 |
| 2 | 4 | 1 | School related materials and supplies | | $1,000.00 |
| 3 | 1 | 5 | | | $0.00 |
| 3 | 2 | 1 | Supplies for Each Event | | $1,500.00 |
| 4 | 5 | 3 | Incentives for Students and Staff | | $1,500.00 |
| | | | | **Sub-Total** | $15,999.00 |

| 199-State Comp. Ed. | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 10 | Engaging Students with Poverty in Mind | | $1,500.00 |
| 1 | 5 | 6 | Professional Development | | $15,000.00 |
| 1 | 5 | 6 | Instructional Materials | | $5,000.00 |
| 1 | 5 | 9 | | | $0.00 |
| 2 | 3 | 4 | How to Thrive as a Teacher Leader | | $260.00 |
| | | | | **Sub-Total** | $21,760.00 |

| 244-Perkins V Grant | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 5 | 4 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| 265-21st Century After-School Program (Cycle 10) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 5 | Staff and instructional materials and supplies | | $10,000.00 |
| 2 | 1 | 5 | Professional development opportunities and materials | | $500.00 |
| 2 | 1 | 6 | Professional development opportunities | | $3,500.00 |
| 3 | 1 | 1 | Contract with vendors and instructional materials to support presentations/ refreshments | | $1,000.00 |
| 4 | 2 | 5 | Vendors to provide enrichment activities to encourage student participation | | $10,000.00 |
| | | | | **Sub-Total** | $25,000.00 |

| IMA funds | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 5 | 2 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

| 274 GEAR UP Grant | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 6 | 1 | | | $0.00 |
| 1 | 6 | 2 | | | $0.00 |
| 1 | 6 | 3 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |

# Addendums