Sheldon Independent School District

C.E. King Middle School

2024-2025 Campus Improvement Plan



Mission Statement

Our mission is to provide an engaging and safe environment that promotes substantial academic, physical, and social-emotional development for all students.

Vision

To consistently provide our school community with a shared purpose for success and to achieve academic excellence by holding all stakeholders accountable.

Value Statement

Education For All, No Excuses!

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Comprehensive Needs Assessment

Revised/Approved: August 23, 2024

Needs Assessment Overview

Needs Assessment Overview Summary

C. E. King Middle School is a campus in Sheldon ISD. KMS is projected to serve 1500 students in grades 6^{th} – 8^{th} during the 2024 – 2-25 School year, which is an increase from the previous year of 1313. The campus is a middle school. C. E. King Middle School's Mission is To provide a high quality education in an environment that is both safe and nourishing to the minds of a new generation of young learners that will result in high levels of achievement in order to prepare them for success in an ever-evolving world.

Our Vision is foster a community of learning characterized by:

- Students learning to collaborate effectively to solve problems and contribute to a better world.
- Empowering teachers as the most essential attribute of the learning process, and enabling them to effectively incorporate research based strategies to educate their students.
- Engaging parents as active participants and partners in the children's educational journey.

Comprehensive Needs Assessment Process

The KMS needs assessment process is described below. In order to develop an effective plan, input was provided by the KMS leadership team, whose members include the principal, other school leaders, specialized support personnel, teachers, parents, Sheldon ISD title 1 representatives, and a district administrator. The team convened at KMS in the instructional theater on May 9, 2024, to review the purpose of the Comprehensive Needs Assessment (CNA) and the process for creating the CNA. The committee met again on May 13, 2024, in the instructional theater, to determine focus areas and highlight the strengths and needs of the focus areas. . The team reviewed various data elements, such as district benchmark assessments, district and campus surveys, campus discipline data, enrollment data, and teacher assessments to determine the campus goals. The team determined strengths and weaknesses of school culture and climate, student achievement, staff retention and recruitment, student enrollment, and attendance. The committee further looked at the evidence that supports the strengths and needs of the focus areas as well as the root causes of the needs. The campus committee members are listed below:

Name	Position
Edward Taylor	Principal
Mable Crowder	Associate Principal/ Other School Leader
Misshunna Davis	Other School Leader
Richard Pena	Other School Leader
Tawana Johnson	Other School Leader
Liza King	Parent
Vanessa Cruz	Parent

Name	Position
Bridgette Mattina	Specialized Instructional Support Personnel
Candice McCall	Specialized Instructional Support Personnel
Marimar Andrade	Specialized Instructional Support Personnel
Diztorsha Lavan	Specialized Instructional Support Personnel
Sandra Menchaca	Specialized Instructional Support Personnel
Karleigh Webb	Specialized Instructional Support Personnel
Sarah Mandella	Specialized Instructional Support Personnel
Joshua Raglon	Teacher – Electives
Altera Williams	Teacher AVID
Florence Taylor	Teacher – Math
Penni Farrell	Teacher – Social Studies
Madeline Johnson	Teacher – ELA
Chaniyah Orphey	Teacher – Math
Tammy Baty-Rice	Teacher – Special Education
Toni Garrison	Teacher – Science
Aleiza Cabrera	Teacher – Spanish
Koleen Reynolds	Teacher AVID
Earnest Moore	Teacher – Science
Tacarra Williams	SISD Title 1 Representative
Janice Whiting	SISD Title 1 Representative
Ashley Sampson	District Administrator

The team determined that campus strengths are overall ELA performance in achievement data, teacher salary, district calendar, child care opportunities provided by the district, insurance and benefits provided by the district, staff surveys, walkthroughs, improved discipline data, and academic curriculum nights. Campus weaknesses include in academics, special education science and 7th grade math, the amount of uncertified teachers, teacher absences, parental involvement, action plans after surveys, and information disaggregation. Root causes of the weaknesses are teacher shortages, which causes the need for uncertified teachers. Math fluency was also identified as a root cause of low achievement in 7th grade math. The lack of prioritizing education was a root cause for low parental involvement. After carefully reviewing all data elements, the campus site-based team identified the following areas as the primary focus for the 2024-2025 school year:

1. The campus will in increase the retention of high performing teachers.

2. The campus will show an increase in overall academic achievement for all subjects and all students.
3. The campus will show an increase parental involvement.

Demographics

Demographics Summary

Students are the reason that the campus and district exist. It is the responsibility of the school to provide an effective curriculum that will provide the tools necessary to equip students with the knowledge and skills to be successful in their respective careers. The environment in which students learn is critical and must be conducive to a valuable "teaching-learning" process. For these reasons, we have carefully evaluated the strengths that enhance the valued "teaching-learning" process and the circumstances that may detract from it. This summary of data includes an analysis of patterns and trends with a discussion of probable causes of high areas of student needs. Based on the campus' site-based decision-making committee, the district goals, and the Texas Academic Performance Report (TAPR) data, the following strengths and needs were identified by the SDMC and the Instructional Council. KMS CIP is an evaluation tool that uses data from state and local assessments, PEIMS, and special programs. This includes previous and current state assessment data, use of compensatory education funds, and quantitative data on all students, especially our special populations.

C. E. King Middle School is a very diverse demographic campus with a student population of 1331 students. We receive students from Carroll Elementary, Royalwood Elementary, and Monahan Elementary. The majority of students reside in the following major neighborhoods in the Sheldon area: ABC Trailer Estates, King Parkway Estates, Royalwood, Beaumont Place, Parkway Forest, Parkway Forest Apartment, South Lake Villa Apartments, Redwood Estates, Stonefield Manor, Tidwell Lakes, Sierra Ranch and Houmont Park Sunrise Pines, Edgewood Village and Hampton Oaks.

Our ethnicity breakdown is as follows:

Ethnicity	Number of Students	Percentage
African American	298	22%
Hispanic	956	71%
White	56	4%
Asian	8	1%
Two or More Races	16	1%
Other		

Here are other facts about our demographics for the 2023-2024 school year:

- KMS qualifies as a Title I school and the majority of the student population is eligible for free or reduced price meals.
- We have an English Learners (EL) population of 38%.
- Over half of our student population is identified as being at-risk with 89% of our students being Economically disadvantaged.

Based upon this information, we are seeing a significant increase of our Hispanic population. This indicates that our instructional programs and our outreach initiatives need to focus on instruction benefiting our growing population.

Demographics Strengths

- Equitable teacher-to-student ratio in core content areas.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student performance data pending STAAR Results.

Student Achievement

Student Achievement Summary

The following data were reviewed in relation to Student Achievement:

- STAAR 2023 results

In the spring of 2018, the Texas Education Agency released the new accountability system for Texas public schools. The new rating system consists of three domains. Below is the chart outlining the expectations set forth by the state and how King Middle School scored:

	Component Score	King Middle School
Overall		**Rating** **C** **Scale Score** 73
Domain 1: Student Achievement STAAR Performance	32	(not rated: Senate Bill 1365) 60
Domain 2: School Progress Academic Growth Relative Performance (Eco Dis:89.4%)	68 32	74 70
Domain 3: Closing The Gaps	27	69 (not rated: Senate Bill 1365)

According to the new accountability system, King Middle School received the letter C grade based on our 2022-2023 student performance.

			Total # of Tests	#Approaches	# Meets	# Masters	Component Score
KMS	All Grades	All Subjects	3327	70	30	15	38

Our campus goal for the 2023-2024 school year is 70% Approaches, 50% Meets, and 25% masters after reviewing the comprehensive data above. We will focus on closing the achievement gap, student achievement, and academic growth. Along with focusing on Math interventions for all students in order to provide opportunities for all children to meet the

challenging state academic standards. KMS will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. We will address the needs of all students in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

Student Achievement Strengths

Growth/maintenance was shown in all areas as noted below:

	Grade	Subject	Increase in compnent score 2023 vs. 2022
KMS	8	Alg I	
KMS	8	Math	
KMS	8	Reading	
KMS	8	Science	
KMS	8	SS	
KMS	7	Math	
KMS	7	Reading	
KMS	6	Math	
KMS	6	Reading	

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): Pending STAAR Data **Root Cause:** At least 50% of our students were virtual 2 years prior. During that time students lost valuable face to face instruction.

Problem Statement 2: Pending STAAR data **Root Cause:** More hands on experiences/resource interactions are needed.

Problem Statement 3: Pending STAAR data **Root Cause:** Bridge the gap between elementary and middle school by identifying struggling readers and focusing on reading daily.

District Culture and Climate

District Culture and Climate Summary

The following resources were utilized in determining the school culture and climate summary: KMS School Climate Survey; attendance rates of students and staff; discipline data of students; safety procedures and emergency protocols; and feedback from student grade level groups.

District Culture and Climate Strengths

The following were strengths:

- 80 staff responses to 20 questions
-
    - PLC/Planning
    - Availability
    - Principal

- Student attendance (95%)
- Staff attendance increased

Problem Statements Identifying District Culture and Climate Needs

Problem Statement 1 (Prioritized): Face to face parent engagement and community outreach was limited. **Root Cause:** Not enough communication to families.

Problem Statement 2: Due to increase of English Learners, teachers will need increased support and training to meet the academic needs of this at-risk population. **Root Cause:** Need for SIOP training for 100% of teachers, effective Tier 1 instruction planning during PLCs.

Problem Statement 3: Special population students serviced by one teacher. **Root Cause:**
Master Scheduling and need for additional teachers with certifications to service ELL/GT/Special Education students.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- We beagn the year with 100% highly qualified staff.
- Throughout the course of the year, 3 out of 3 teachers completed their testing requirements to become fully certified.
- 5 teachers resigned by the end of the 2022-2023 school year.

Staff Quality, Recruitment, and Retention Strengths

- All staff are highly qualified in respective subject areas.
- 12 out of 13 ELA teachers are highly qualified.
- Strategies from professional development with respect to reading and writing in addition to AVID strategies evident in classroom observations and feedback from students.
- A new CIS for social studies will be added to the campus.
- Interventionists for 7th grade Reading and Math were added to the campus during the 2021-2022 school year.
- We will continue to build towards 100% proficiency in utilization of Google Suite for all staff members
- Implement Sheldon non-negotiables and Best Practices Model and Data Driven Instruction
- A new teacher position was added for science, social studies, and physical education.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The number of teachers who have ESL certification is low. **Root Cause:** Need for additional training for teachers to get ESL certified.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Sheldon ISD Non-Negotiables 2022-2023

- Focus on ELA and Math, yet all core areas and electives will participate
- Student work posted bi-weekly with full TEKS
- Interactive journals in core areas
- Full TEKS posted in room
- Stations
- Total Participation
- Data Meeting Room with Data Wall
- TEKS- Reflections on Learning (PLCs)
- Intervention/Acceleration Program (during the school year)
- Bi-Weekly At-Bats
- In-School and after school pull-outs

Focus On Learning - Data Driven Instruction

- Book Study Driven by Data 2.0, by Paul Bambrick Santoyo
- PLC Cycle of Data Driven Instruction

Curriculum, Instruction, and Assessment Strengths

- Lesson Cycle (Bell Work—Guided Practice—Independent Practice—Exit Ticket)

- Panther Binders
- AVID focus on WICOR, Binders, and Note-taking
- Positive Behavior Intervention Support
- Morning Meets
- Best Practices
- Data Trackers

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): Weekly in class interventions within stations took place in some classes but there is a need in all core areas. **Root Cause:** Teachers need training in station development and data analysis.

Family and Community Engagement

Family and Community Engagement Summary

Family and community support and input are necessary for us to be successful with our students. We were able to host various activities, events, and activities to showcase our students' talents (Academic UIL). In addition, we also provided events that educated parents about the systems, programs, and initiatives that we provided to the students of KMS(STAAR/TELPAS testing meetings and health safety meetings). Data used to determine the strengths and needs of our family and community involvement included parental survey feedback, attendance rates, and KMS website traffic. 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.

Family and Community Engagement Strengths

-
    - Over 300 families in attendance on Meet the Teacher Night
    - Strong attendance for performance concerts and athletic events
    - STEM Program (Summer camp, Fall & Spring showcase)
    - Halloween Open House Drive Through 50+ families attended
    - Promotion Ceremony for 8th graders (end of year 150 families)
    - Increased Advertisement to increase participation in Panther PTO
    - STAAR/TELPAS Assessment meeting attendance
    - COVID-safety protocols meeting attendance

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: Approximately 45% of parents are involved at the start of school but we see a regression in attendance throughout the year **Root Cause:** Timing of events may need to show variation for participation and engaging activities need to be created.

District Organization

District Organization Summary

KMS is predicted to enroll over 1400 students for the 22-23 school year.

The breakdown of core teachers is as follows:

- ELA 11 teachers
- Math 10 teachers
- Science 9 teachers
- Social Studies 9 teachers

Intervention for ELA/Math are provided on each grade level 6-8.

- Math 3 teachers
- ELA 3 teachers

Special Services at KMS include:

- Life Skills (2 teacher, 2 paraprofessionals)
- BEST-Behavior Program (1 teacher, 2 paraprofessionals)
- AVIDcacy Reading/Math (1 teacher/grade-level = 3 total)
- In Class Support 1 teacher per grade level and 5 paraprofessionals.

The office staff consists of the following staff members.

- Principal
- Associate Principal
- Dean of Instruction
- Assistant Principal X2
- Counselor x3
- Secretary
- Attendance Clerk
- PEIMS Clerk

The following elective classs are provided to students:

- Band
- Choir
- Art
- PE
- Journalism
- Speech

- Touch Data/CCR
- AVID
- CAP
- Dance
- Orchestra
- Theater
- BIM
- Intro to Family and Consumer Science

3 instructional specialists and Dean of Instruction are included in the support team

Daily PLC/Intervention time is built into the master schedule to support all students, regardless of their level, to achieve at their potential.

District Organization Strengths

Strengths include:

- Intervention teachers for ELA/Math provided on each grade-level.
- Diverse electives provided to students
- Staff diversity
- Curriculum Support staff to oversee curriculum and instruction on campus and CIS provided to each core ocntent area.

Problem Statements Identifying District Organization Needs

Problem Statement 1 (Prioritized): Students failing STAAR Math out weigh intervention class sizes for the current school year. **Root Cause:** The need for extension exercises at home.

Technology

Technology Summary

The traditional way we “do school” will change as students have more access to the world around them. If we are producing globally competitive students, we have to adapt to the world they will encounter.

We currently have various forms of technology available. The following is a list of educational technology used in our classrooms:

- Classroom computer – teacher use
- Scanners
- Laser printers
- Presentation centers (TV, laptop, VHS, DVD carts)
- Sound system
- LCD projectors – in each classroom
- Document readers – in each core classroom
- 6 Thirty unit COWs (computers on wheels)
- 30 Google Chromebooks in each Social Studies classrooms, 4 carts in ELA, 1 cart in Alg.I, 1AVID/SPARK cart and 2 in circulation that can be checked out through the Library. Remaining Core Contents have recently received 20 or more Google Chromebooks.
- E-Instruction Mobi
- E-Instruction Student Response Systems
- Voice enhancement system – in each classroom (excluding gyms)
- Clickers (IC)

Based upon the results of the STAAR chart technology proficiency survey, the majority of our staff scored at the level of "Somewhat Advanced." The technology proficiency for the majority of our student body is "Emerging Advanced."

With the 21-22 school year devices (chromebooks) for students were one to one. There was an increase of devices due to the Pandemic in the 20-21 school year. The campus is now 1-1 in terms of technology for students.

The use of various educational applications and programs in the classroom are great tools for teaching and learning. Many teachers also utilized the Internet to seek out new learning materials, information, or photos to enhance student learning.

There is now Wireless Access Points in each classroom as a result, WI-FI access has improved but still have some connectivity issues.

The effect of using technology in all content areas is positive, innovative and modern. It is necessary to use technology in content in order to prepare students for higher education. It keeps the students engaged during the instructional period. Students are able to observe and complete presentations, participate in hands-on activities, and build technical skills. Extra items not provided make a significant impact. Standard items for core classrooms would be very welcome. It is great to have the capability to share these different media types using this equipment. This is a definite way to reach students. They are very much technology literate. The campus staff and students use Google Apps and Google Classroom continuously throughout the school year. Technology is essential to the Digital Learning Plan developing 21st Century learning skills to prepare our students for post-secondary readiness.

Technology is utilized as a means of conducting research, creating projects, and accessing various web pages by teachers to generate study materials and create online activities. Additionally, access to online subscriptions of district materials also supports curriculum and instruction. Our teachers use Mobi in the classrooms to actively monitor students while accessing computer programs from anywhere in the classroom. Professional Development opportunities will be provided through monthly lunches and learns, Technology professional and campus professional developments as requested through PLCs.

Technology Strengths

- One to one technology ratio for all students and teachers. All teachers are provided a laptop and all students are issued a chrome-book.
- New interactive touchscreens have been installed in the instructional theater that will assist in planning meetings.
- Designated professional development to utilizing technology for both staff and students. We focused primarily on utilizing Google Drive across the campus. As a result, many of our staff members have become more familiar with the features of Google Drive and utilized the program(s) to collaborate on lesson plans and communication.
- Teachers also utilize Google Classroom to interact with students, give assignments and offer feedback on projects and activities that are turned in
- Infrastructure will be strong enough to allow for students to utilize Wi-Fi.

Problem Statements Identifying Technology Needs

Problem Statement 1 (Prioritized): Lack of interactive technology in teacher classrooms which will aid in lesson facilitation and student participation. **Root Cause:** Moved to new building without such devices; therefore incremental purchases will need to be made.

Problem Statement 2: Lack of technology resources/programs to aid in student growth in technology **Root Cause:** STAAR transition to the online requires students to be skillful in technology devices and programs.

Priority Problem Statements

Problem Statement 1: Student performance data pending STAAR Results.
Root Cause 1:
Problem Statement 1 Areas: Demographics

Problem Statement 2: Pending STAAR Data
Root Cause 2: At least 50% of our students were virtual 2 years prior. During that time students lost valuable face to face instruction.
Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Lack of interactive technology in teacher classrooms which will aid in lesson facilitation and student participation.
Root Cause 3: Moved to new building without such devices; therefore incremental purchases will need to be made.
Problem Statement 3 Areas: Technology

Problem Statement 4: Weekly in class interventions within stations took place in some classes but there is a need in all core areas.
Root Cause 4: Teachers need training in station development and data analysis.
Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Face to face parent engagement and community outreach was limited.
Root Cause 5: Not enough communication to families.
Problem Statement 5 Areas: District Culture and Climate

Problem Statement 6: Students failing STAAR Math out weigh intervention class sizes for the current school year.
Root Cause 6: The need for extension exercises at home.
Problem Statement 6 Areas: District Organization

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Revised/Approved: August 23, 2024

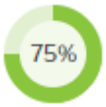
Goal 1: SISD will maximize student learning for all.

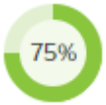
KMS will maximize student learning for all.
Performance Goal: By June 2025, KMS will increase the overall STAAR component score from 34 to 38 by increasing the number of students who achieve approaches, meets, and masters by 10%.

Performance Objective 1: By the 2024-2025 STAAR assessment, the percentage of students who approach, meet, and master the STAAR Math will increase. The goal for all grade levels and contents will be 75% Approaches, 50% Meets, and 25% Masters.

High Priority

Evaluation Data Sources: Data sources will include weekly CFA's, 9 weeks DCAs, Interim Assessments, STAAR 2024 assessment data, STAAR Summary report, Lead4ward, and the TAPR report).

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: This strategy addresses the needs of all students in the school. We will conduct conferences with departments after common assessments (i.e. Snapshots, 9 Week Assessment, Mock, STAAR) and purchase resources (Target Board, Lowman's, IXL) to: a. Identify student performance by strands. a. Math Teachers will receive exemplar lessons, modeling, and training by CIS, district approved personnel and/or consultant contractors. b. Identify objectives which are below 70% (or up to 65% depending on number of objectives) that need to be retaught c. Develop and implement intervention plans and strategies to increase performance in low objectives d. Teachers will receive teacher guides and all Students will receive planners for instructional purposes (September 2024, November 2024, December 2024, January 2025, March 2025) **Strategy's Expected Result/Impact:** Strategy's Expected Result/Impact Increased student performance with difficult TEKs as shown on snapshots, 9 Week Assessments, interim assessments, and STAAR through the use of additional data digs and online resources. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals, and Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** note books - 199-State Comp. Ed. - $1,000				

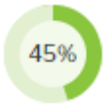
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: This strategy is aimed at students who are African American, economically disadvantaged, and receive special education services that currently do not align with rigorous state math academic standards. Students will attend Panther Academy, tutorial and be assigned I-Ready tutorials. African American students will grow by 10% in approaches, meets and masters from current levels of 39%, 20%, and 6% respectively. Economically disadvantaged students will grow by 10% in approaches, meets and masters from current levels of47%, 27%, and 9% respectively. Students who receive special education services will grow by 10% in approaches, meets and masters from current levels of 20%, 7%, and 1% respectively. Students will utilize data trackers to keep track of data during all assessments. Students will be assigned tutorials based on their needs according to their data. The campus will work with hired tutors/consultants to improve student scores. Teachers will receive professional development to use effective active monitoring that will provide opportunities to adjust objectives that fall below 70% (or up to 65% depending on the number of objectives) and require reteaching. (September 2024, November 2024, December 2024, January 2025, March 2025) **Strategy's Expected Result/Impact:** Strategy's Expected Result/Impact Increased student performance with difficult TEKs as shown on snapshots, 9 Week Assessments, interim assessments, and STAAR through the use of additional data digs and online resources. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals, Instructional Coaches, and Teachers **TEA Priorities:** Improve low-performing schools **Funding Sources:** ELA & Math Resources (Lowman's, Brain Pop,& IXL) - 199-State Comp. Ed. - $16,100				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will implement small group instruction and student independent learning stations within of core content classrooms (Reading, Math, Science, and Social Studies) to support students and focus on instructional strategies to strengthen the academic program in the school, increase the quality of learning time, and to provide an enriched accelerated curriculum through the STEM program and AVID courses in order to provide a well-rounded education. **Strategy's Expected Result/Impact:** Strategy's Expected Result/Impact Increased student performance with difficult TEKs as shown on snapshots, 9 Week Assessments, interim assessments, and STAAR through the use of additional data digs and online resources. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals, Instructional Coaches, AVID Coordinator and Teachers **Funding Sources:** - 211-Title I				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide targeted interventions after school and STAAR Saturday School for students in lowest performing demographics who are identified as being at-risk of not graduating. Funding for after school targeted tutoring. (September 2024, November 2024, and April 2025) **Strategy's Expected Result/Impact:** Increased scores for At-Risk students on all assessments throughout the 2024-2025 school year. **Staff Responsible for Monitoring:** Administrators, Department Chairs, Teachers, Instructional Coaches **TEA Priorities:** Improve low-performing schools **Funding Sources:** Tutoring Facilitation - 199-State Comp. Ed. - $15,000	70%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Semester PD for ESL Essentials-- Refreshers (ELPS etc.) for ESL Essentials #1 provided in August 2024 **Strategy's Expected Result/Impact:** Full implementation of all five components of the ESL essentials by all teachers to aid in ELL student growth **Staff Responsible for Monitoring:** Principal, Multilingual Program Specialist	100%	100%	100%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Students will track assessment data using a TEKS tracking system in class beginning with previous year's STAAR scores . (September 2024, October 2024, December 2024and March 2025) **Strategy's Expected Result/Impact:** Increase student awareness of academic goals and progress throughout the year. **Staff Responsible for Monitoring:** Instructional coaches, teachers, administrators **TEA Priorities:** Improve low-performing schools	100%	100%	100%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Teachers will implement stations within the classroom of core contents (Reading, Math, Science, and Social Studies) to support students and focus on instructional strategies in small groups.(August 2024, September 2024, November 2024, January 2024, and March 2024, April 2025) **Strategy's Expected Result/Impact:** Increase student knowledge and foundational skills through daily/weekly interventions. **Staff Responsible for Monitoring:** CIS/Dean of Instruction **TEA Priorities:** Improve low-performing schools **Funding Sources:** Resources to create stations: copy paper, colored paper, notebooks, manipulatives, etc. - 199-State Comp. Ed. - $5,000				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Continue to provide ongoing AVID professional development and campus implementation to help increase student college and career readiness, organizational skills, and writing skills through the use of WICOR strategies in Tier 1 instruction. Students will attend College Field Trips to promote College and Career Readiness. Updated Technology will be purchased for the AVID Department in April 2024. This strategy will provide opportunities for all children to meet the challenging state academic standards. (September 2024, October 2024, November 2024, February 2025 and March 2025, June 2025) **Strategy's Expected Result/Impact:** Improved Reading/Writing/Science/Social Studies scores through improved student organization and work production with teacher feedback. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals, Instructional Coaches, AVID Coordinator and Teachers **Funding Sources:** AVID - AVID Systems $2000, Binders $2000, Agendas $5000, Supplies $1000, Field Trips $2000, Professional Development $18,000 - 211-Title I - $30,000				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Attend professional development that will enhance the practices of using federal funds to support the needs of economically disadvantages students. **Strategy's Expected Result/Impact:** Building the capacity of education professionals to provide disadvantaged children with a high quality education. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** $1000 - 211-Title I				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for all.

KMS will maximize student learning for all.
Performance Goal: By June 2025, KMS will increase the overall STAAR component score from 34 to 38 by increasing the number of students who achieve approaches, meets, and masters by 10%.

Performance Objective 2: By the end of the 2024-2025 school year, the level of students that perform at approaches meets, and masters on STAAR will increase for students participating in the EL and Special Education program.

EL Language Proficiency: By June 2025, the EL Proficiency score will increase from a component score of 31% to 35%.
Special Education student proficiency will increase from a component score of 19% to 25%

ELL students' STAAR Reading level will increase to meet the overall student goal 75%, 50%, & 25%.
6th grade Approaches, Meets, and Masters 62%,26%,2%.
7th grade Approaches, Meets, and Masters 62%,34%,13%.
8th grade Approaches, Meets, and Masters 70%,35%,10%.

ELL students STAAR Math level will increase to meet the overall student goal 75%, 50%, & 25%.
6th grade Approaches, Meets, and Masters 65%, 27%,10%.
7th grade Approaches, Meets, and Masters 49%,15%,10%.
8th grade Approaches, Meets, and Masters 55%,10%,10%.

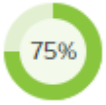
SPED students STAAR Reading levels will increase to meet the goal 50%, 25%, & 15%.
6th grade Approaches, Meets, and Masters 34%, 15%,10%.
7th grade Approaches, Meets, and Masters 30%,12%,10%.
8th grade Approaches, Meets, and Masters 44%,12%,10%.

SPED students STAAR Math levels will increase.
6th grade Approaches, Meets, and Masters 38%, 15%,10%.
7th grade Approaches, Meets, and Masters 19%,5%,2%.
8th grade Approaches, Meets, and Masters 16%,8%,2%.

Evaluation Data Sources: Data will include 9 weeks DCAs, Interim Assessments, STAAR 2024 assessment data, STAAR Summary report, Lead4ward, and the TAPR report).

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Targeted tutorials, Saturday school for intervention and pullouts for students failing content area TEKS after assessments. This strategy addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging state academic standards. September 2024-May 2025. **Strategy's Expected Result/Impact:** Increased scores for all students on all assessments throughout the 2024-25 school year. This strategy will meet the needs of all students to meet the challenging state academic standards, **Staff Responsible for Monitoring:** Teachers and Instructional Coaches **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **Funding Sources:** Materials/Resources - 199-State Comp. Ed. - $12,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor and provide feedback on implementation Weekly in PLCs 2024-25 school year. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, & May 2025 **Strategy's Expected Result/Impact:** Continuously monitor and support teacher growth in EL and SPED strategies. Consistent Implementation of ELPS and second language acquisition. **Staff Responsible for Monitoring:** Administrators/specialist/Instructional Coaches **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Weekly/Bi-weekly common formative assessments August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, & May 2025 **Strategy's Expected Result/Impact:** Assess student growth and determine areas for reteach **Staff Responsible for Monitoring:** Instructional Coaches, Teachers **TEA Priorities:** Improve low-performing schools				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Interactive Technology will be used by all teachers to model instructional strategies. Students will use Interactive technology to display work to the class and drive student-led activities. Technology (including laptops, Chromebook carts, charging towers and chargers) is needed for KMS staff (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, March 2025, April 2025 and May/June 2025) **Strategy's Expected Result/Impact:** Increased student performance with difficult TEKS as shown on snapshots, 9 Week Assessments, and STAAR. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Funding Sources:** Interactive Technology, Smartboards, keyboard, mice, clickers, etc. - 199-State Comp. Ed. - $2,000	85%			

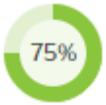
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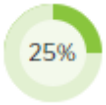
Goal 2: SISD will attract, develop, and retain highly effective staff.

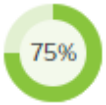
KMS will attract, develop, and retain highly effective staff.

Performance Objective 1: KMS will provide high-quality and ongoing professional development to administrators, teachers, and staff members that support core instruction, Response to Intervention (RtI) and curriculum implementation.

Evaluation Data Sources: Weekly Professional Learning Communities (PLCs) will provide opportunities for collaborative planning, data-driven decision making, consistency across classrooms and grade levels, professional learning for teachers developing awareness of his/her own content area.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teaching staff will attend various professional development sessions tailored to their specific content area and share information obtained at the training to content and elective teachers and paraprofessionals weekly during PLC. CAST for science teachers Power Up AVID Region 4 Lead 4ward September 2024, November 2024, December 2024, January 2025, March 2025 **Strategy's Expected Result/Impact:** Certificates, sign-in sheets **Staff Responsible for Monitoring:** Principal, dean of instruction, campus instructional specialists **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teaching staff will attend various professional development sessions tailored to their specific content area and share information obtained at the training to content and elective teachers and paraprofessionals weekly during PLC (August 2024, October 2024, & February 2025). **Strategy's Expected Result/Impact:** Improved performance. **Staff Responsible for Monitoring:** Assistant Principals, Principal, Instructional Coaches, staff **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Professional Development - 199-State Comp. Ed. - $5,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Back to school and ongoing professional development sessions will include mini sessions based on campus needs assessment, campus initiatives, campus policies/procedures, Sheltered Instruction Plus, AVID and AVID Summer Institute etc. (Cultural Awareness and Responsiveness, AVID Strategies, Campus Initiatives, and Technology (Apps and devices) in the classroom). (July 2024, August 2024, October 2024, & February 2025, May 2025, and June/July 2025.) **Strategy's Expected Result/Impact:** Track percentage of teachers/staff attending professional development each 9-week period using sign-in sheets, agendas, and meeting minutes. **Staff Responsible for Monitoring:** Principal, Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** AVID conference/ training - 199-State Comp. Ed. - $15,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

KMS will attract, develop, and retain highly effective staff.

Performance Objective 2: KMS met its goal of retaining 90% of teachers for the 2023-2024 school year our goal is to increase that to 92% for the upcoming 2024-25 school year, and 100% retention of first-year teachers.

Evaluation Data Sources: 92% of all teachers on the KMS campus will sign contracts. T-TESS Summative Evaluations.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Mentoring Program for New Teachers to provide support, guidance, and devote training. Monthly Meetings August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, & May 2025 **Strategy's Expected Result/Impact:** Mentor/mentee log of contact hours to aid in teacher growth. **Staff Responsible for Monitoring:** KMS Lead Mentor, Assistant Principals, Principal, Novice Teachers, Mentor Teachers **TEA Priorities:** Recruit, support, retain teachers and principals	70%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Staff morale building activities (i.e. social outings, perfect attendance, end-of-the-year celebration, NMS vs KMS Tailgate, Christmas Party, KingKudos, and faculty member of month) throughout the year. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, & May 2025 **Strategy's Expected Result/Impact:** Based on staff survey, at least 95% of campus staff will feel their school is a good place to work and learn. **Staff Responsible for Monitoring:** Sunshine Committee, Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Teacher Incentives - 199-General funds - $8,000	65%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

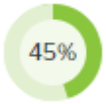
Goal 3: SISD will promote parent, family, and community engagement.

KMS will provide a learning community that is inclusive of parents to strengthen home school communication.

Performance Objective 1: By May 2025, parent and community attendance at school-related functions will increase from 44% to 60%. Begin tracking parental attendance to school events and activities in order to have a yearly increase of 16% for the 2024-2025 school year.

Evaluation Data Sources: End-of-the-Year Parent Survey; Calculate parental attendance to events and activities for the 2024- 2025 school year

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: We will use survey data to plan meaningful parent engagement events that will impact student academic improvements, social emotional learning and community/parent empowerment. Open House Parent Teacher Conferences Bullying and Social Media Workshop Parent Data Nights Financial Literacy AVID Parent Night Parent ESL Classes September 2024, November 2024, December 2024, January 2025, March 2025. **Strategy's Expected Result/Impact:** Sign-In Sheets, End-of-the-year parent survey **Staff Responsible for Monitoring:** Teachers, Counselors, Assistant Principals, Principal, and SDMC Chair **Funding Sources:** Parent Engagement Resources - 199-State Comp. Ed. - $2,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide incentives to students for positive behavior, curriculum acceleration/advancement, and meeting data goals: Fine Arts performances, STEM PBL, and athletics. PBIS August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, & May 2025 **Strategy's Expected Result/Impact:** Increased student morale End-of -the year parent survey Sign-In Sheets **Staff Responsible for Monitoring:** Principal and SDMC Chair **Funding Sources:** PBIS - 199-State Comp. Ed. - $0				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide semester educational workshops (i.e., Curriculum Nights) October 2024& March 2025 **Strategy's Expected Result/Impact:** Increased student performance End-of-the-year parent survey Sign-In Sheets **Staff Responsible for Monitoring:** Principal, SDMC Chair, Instructional Coaches **Funding Sources:** Materials etc. - 199-State Comp. Ed. - $500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide outreach opportunities and educational classes for parents and students to collaborate at the school September 2024(Open House) October 2024(Multi cultural Night) November 2024(AVID Family Night) March 2025 STAAR prep Family Engagement. **Strategy's Expected Result/Impact:** Increased parent involvement Parent Sign-In Sheets End-of -the year parent survey **Staff Responsible for Monitoring:** Principal, PTO Committee, and SDMC Chair				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide baskets for KMS families during the holiday season; Collect donations and non-perishable food items (KMS Cares) along with continuing to work with the Houston Food Bank. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, & May 2025 **Strategy's Expected Result/Impact:** Community Involvement **Staff Responsible for Monitoring:** Counselors NJHS Sponsors				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3: SISD will promote parent, family, and community engagement.

KMS will provide a learning community that is inclusive of parents to strengthen home school communication.

Performance Objective 2: Increase participation in Panther PTO (Parent/Teacher Organization) by 50% for 2024-2025 school year by May 2025

Evaluation Data Sources: Number of involved families in Panther PTO by May of 2025.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase parental involvement through monthly Panther PTO meetings. November 2024, January 2024, March 2025, May 2025. **Strategy's Expected Result/Impact:** Sign-In Sheets End-of-the-year parent survey Increased participation from the 2023- 2024 school year. Ended the year with 5 members so will increase by 100% at least for the 2024-25 school year. **Staff Responsible for Monitoring:** Principal, Counselors, Parental Involvement Committee, and SDMC Chair **Funding Sources:** Supplies/Materials - 199-State Comp. Ed. - $500	100%	50%	50%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide parents with current information through a weekly newsletter written in both English and Spanish, campus website, Smore newsletter, PTO newsletter, Twitter, Instructional newsletter. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, & May 2025 **Strategy's Expected Result/Impact:** Results from parent survey (communication) **Staff Responsible for Monitoring:** Dean of Instruction **Funding Sources:** Smores/ Monthly Newsletter - 199-General funds - $100	85%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: SISD will ensure a safe and positive environment.

KMS will maintain a safe and orderly learning environment for the students and staff.

Performance Objective 1: To implement and maintain the Multi-Hazard Emergency Plan to include a safety committee through which drills are performed. (MHEOP) Use Raptor and sign-in sheets in an effort to keep staff and students safe and maintain student safety in the hallways. Including adding additional technology to assist in safety measures. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, & May 2025

Evaluation Data Sources: Audit reports and surveys
E-campus software documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Administration and Crisis Team will conduct monthly drills and maintain student safety. August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, & May 2025 **Strategy's Expected Result/Impact:** Drill log **Staff Responsible for Monitoring:** Staff responsible for monitoring is Administration and the CMT.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Purchase E-Campus resources and software for student accountability and 3 additional tardy stations (july 2024, August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, & May 2025). **Strategy's Expected Result/Impact:** Tardy stations will assist in minimizing late arrivals to class and will therefore increase student achievement. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Improve low-performing schools - **Funding Sources:** E-Campus Software/tardy station desktop receipts - 199-General funds - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Maintain campus safety school-wide by adding additional campus communication devices, tardy stations, and identification supplies for students by August 2024 and additional supplies by January 2025. **Strategy's Expected Result/Impact:** Older radios that do now work properly will be replaced with newer ones to aid in student safety. Five (5) bullhorns are needed so students can hear safety instructions in large spaces/areas in/outside of the building and/or when lights are out in the building by December 2024. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Radios/Printers/I.D. cards and ribbon - 199-General funds - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: SISD will ensure a safe and positive environment.

KMS will maintain a safe and orderly learning environment for the students and staff.

Performance Objective 2: By the end of the 2-24-25 school year, 85% of students will have 1 or fewer discipline referrals.

Evaluation Data Sources: Classroom observations
Hallway observations
PBIS App point tracking report (E-Campus)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the Panther Way (campus PBIS initiative) is incorporated into each hallway, classroom, the cafeteria, restrooms, front office, AP/Counselor suites, and Nurses clinic.(September 2024, November 2024, and March 2025) **Strategy's Expected Result/Impact:** Walk through documentation (T-TESS), PBIS App point tracker report. **Staff Responsible for Monitoring:** Administration Team and Instructional Council **Funding Sources:** PBIS Rewards APP - 199-State Comp. Ed. - $5,000	40%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize Student Panther Points for positive behavior August 2024, December 2024, and April 2025. **Strategy's Expected Result/Impact:** Utilize student panther points to incentivize student positive behavior to promote a positive school culture. To include being on time, zero discipline, zero tardies, helping other etc.. **Staff Responsible for Monitoring:** Associate Principal, Principal **Funding Sources:** PBIS Rewards - 199-General funds - $0	45%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: SISD will ensure a safe and positive environment.

KMS will maintain a safe and orderly learning environment for the students and staff.

Performance Objective 3: KMS will create a safe and optimal setting for incoming 5th graders and outgoing 8th grader by offering transition activities throughout the school year.

Evaluation Data Sources: Audit reports and surveys

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Allow Band, Choir, and Orchestra to visit the elementary schools so students may become familiar with activities that are available to them in the future and learn the importance of the fine arts. Spring / February 2025 **Strategy's Expected Result/Impact:** Increased student participation in extracurricular activities. **Staff Responsible for Monitoring:** Counselors, Fine Arts Coordinators, APs, Principal.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Invite 5th grade students to visit KMS and transition to middle school. Band/Choir/CAP/Drama will present information and give performances. Spring 2025 **Strategy's Expected Result/Impact:** Students will tour campus and classes to receive all pertinent information for transition from elementary setting to middle school. **Staff Responsible for Monitoring:** Counselors, Fine Arts Coordinators, APs, Principal.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Invite high school counselors and AVID students to present the high school showcase to 8th grade students. Spring/ March 2025 **Strategy's Expected Result/Impact:** Students will be registered for classes and receive all pertinent information. **Staff Responsible for Monitoring:** Counselors, AVID Site Coordinators, APs, Principal.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: All 8th grade students will participate in the Kuder program designed to foster career awareness and aid future planning. December 2024 and March 2025 **Strategy's Expected Result/Impact:** Students will create a four year plan and take an interest and career inventory/survey. **Staff Responsible for Monitoring:** Counselors, APs, Principal.				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Conduct "college week" Activities/awareness events. October 2024 & February 2025 **Strategy's Expected Result/Impact:** Student participation in stories, posters, and college shirt day will promote college and career readiness. **Staff Responsible for Monitoring:** Counselors, APs, Principal.				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: 8th grade students will participate in high school visits "Fish Camp" April 2025 **Strategy's Expected Result/Impact:** Observe students participating in high school activities during camp. Sign in sheets at Fish Camp. **Staff Responsible for Monitoring:** Counselors, APs, Principal.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 4: SISD will ensure a safe and positive environment.

KMS will maintain a safe and orderly learning environment for the students and staff.

Performance Objective 4: After School Program

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Offer a Before/ After School Program that will provide social emotional learning, enrichment activities (cheer, sports and fitness, ESports, STEM, life skills, cosmetology, cooking, fine arts, and arts and crafts), and academic assistance opportunities in reading math, social studies, and science for students at a low cost for families. (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025, July 2025) **Strategy's Expected Result/Impact:** Increase performance on local and state assessments. Interventions and Tutorials will target all students. **Staff Responsible for Monitoring:** C.E. King Middle School After-School Program Site Coordinator **Funding Sources:** Academic Materials - 199-General funds - $7,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide in-district training for staff supporting the After School Program on topics such as Program Operations, Classroom and Time Management, Working with Difficult Students, Conscious Discipline, Communicating with Parents, The Delivery of the Instructional Lesson Plans, etc. (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025, July 2025) **Strategy's Expected Result/Impact:** Increase performance on local and state assessments. Interventions and Tutorials will target all students. **Staff Responsible for Monitoring:** C.E King Middle School After-School Program Site Coordinator **Funding Sources:** - 199-General funds - $2,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Parents of students participating in the After School Program will be invited to participate in monthly parent education or family connections activities on a variety of topics presented in English and Spanish as well as quarterly Parent Advisory Committee meetings. (August 2024, September 2024, October 2024, November 2024, December 2024, January 2025, February 2025, March 2025, April 2025, May 2025, June 2025, July 2025) **Strategy's Expected Result/Impact:** Increase performance on local and state assessments. Interventions and Tutorials will target all students. **Staff Responsible for Monitoring:** C.E King Middle School After-School Program Site Coordinator **Funding Sources:** Parental Education Resources - 199-General funds - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 5: SISD will provide financial accountability.

KMS will provide financial accountability.

Performance Objective 1: By May 2025, 100% of the campus budget will be spent or encumbered to address the needs of the students and aligned to the campus goals.

Evaluation Data Sources: Financial Budget Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attend budget training session to increase knowledge of district budget processes and procedures by September 2024 **Strategy's Expected Result/Impact:** Itemized budget report **Staff Responsible for Monitoring:** Principal Secretary Principal	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Allocate funds for instructional resources, materials, and instructional tools to aide in instructional strategies that will increase student achievement in ELAR, Math, Science, Social Studies, and Writing (September 2024, November 2024 and March 2025). **Strategy's Expected Result/Impact:** Snapshots, 9WAs, and STAAR **Staff Responsible for Monitoring:** Administrators Instructional Coaches **Funding Sources:** Instructional Materials - 199-General funds - $3,000	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Principal will meet with the principal's secretary bi-weekly to review the updated budget report and determine funding throughout the year. Starting August 2024- May 2025. **Strategy's Expected Result/Impact:** Itemized budget report **Staff Responsible for Monitoring:** Principal Secretary Principal	85%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement a system to reduce the number of deferred affidavits facilitated by the campus Oct 2024. **Strategy's Expected Result/Impact:** Tracking sheet of deferred affidavits. **Staff Responsible for Monitoring:** Principal Secretary Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for C.E. King Middle School

Total SCE Funds: $196,953.00
Total FTEs Funded by SCE: 7
Brief Description of SCE Services and/or Programs

Student intervention/tutorials to aid in acceleration of learning. Purchasing of intervention materials such as Lowman's, Flocabulary, and Kami.

Personnel for C.E. King Middle School

Name	Position	FTE
Gina	Arellano	1
Karleigh	Webb	1
Lillian Berrios-Hebert	ELAR Intervention 7	1
Marimar	Sanchez	1
Sarah	Mandella	1
Thomas Bowman	Math intervention 7	1
Virginia	Tamez	1

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	2	2	Teacher Incentives		$8,000.00
3	2	2	Smores/ Monthly Newsletter		$100.00
4	1	2	E-Campus Software/tardy station desktop receipts		$2,000.00
4	1	3	Radios/Printers/I.D. cards and ribbon		$500.00
4	2	2	PBIS Rewards		$0.00
4	4	1	Academic Materials		$7,000.00
4	4	2			$2,500.00
4	4	3	Parental Education Resources		$500.00
5	1	2	Instructional Materials		$3,000.00
				Sub-Total	$23,600.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	note books		$1,000.00
1	1	2	ELA & Math Resources (Lowman's, Brain Pop,& IXL)		$16,100.00
1	1	4	Tutoring Facilitation		$15,000.00
1	1	7	Resources to create stations: copy paper, colored paper, notebooks, manipulatives, etc.		$5,000.00
1	2	1	Materials/Resources		$12,500.00
1	2	4	Interactive Technology, Smartboards, keyboard, mice, clickers, etc.		$2,000.00
2	1	2	Professional Development		$5,000.00
2	1	3	AVID conference/ training		$15,000.00
3	1	1	Parent Engagement Resources		$2,000.00
3	1	2	PBIS		$0.00
3	1	3	Materials etc.		$500.00
3	2	1	Supplies/Materials		$500.00
4	2	1	PBIS Rewards APP		$5,000.00
				Sub-Total	$79,600.00

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$0.00
1	1	8	AVID - AVID Systems $2000, Binders $2000, Agendas $5000, Supplies $1000, Field Trips $2000, Professional Development $18,000		$30,000.00
1	1	9	$1000		$0.00
				Sub-Total	$30,000.00