# Sheldon Independent School District

# C.E. King High School

# 2021-2022 Campus Improvement Plan

**Accountability Rating: Not Rated: Declared State of Disaster**




**Board Approval Date:** October 19, 2021
**Public Presentation Date:** October 19, 2021

# 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.

# 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: June 3, 2021**

## Needs Assessment Overview

**Needs Assessment Overview Summary**

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 June 3rd, 2021. The next steps were facilitated during the planning meeting held on June 3rd, 2021 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 2021-2022 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.Aryssa Greene | English | 16.Randy Cotton | AVID Coordinator | 21.Richard Price | 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.Olivia Webb | Parent representative | 8.Joseph Green | FBL Academy Principal | 13.SMS E. Randolph | JROTC | 18.Megan Scopa | Science | 23. Quentessa Pool | After-School Program |
| 4.Angela Harris | Business partner representative | 9.Kevin Hayes | MED Academy Principal | 14.Rafael Sepulveda | Math | 19.Amarinda Alvarez | Social Studies | | |
| 5.Jumanna Mills | 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 June 3rd, 2021, by members of the committee listed below.

- 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. Angela Harris | Parent |
| Ms. Yolanda Fite | Parent |
| Cynthia McFadyen | Teacher |
| Aryssa Greene | Teacher |
| 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 June 3rd, 2021.

After carefully reviewing all data elements, the campus site-based team has identified the following areas as the primary focus for the 2021-2022 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.

# Demographics

**Demographics Summary**

C. E. King High School is a diverse campus with a student population of 3172. 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.

(Waiting on TAPR

**A. Student Enrollment**

| Year | Enrollment |
|---|---|
| 2016 | 2117 |
| 2017 | 2293 |
| 2018 | 2343 |
| 2019 | 2429 |
| 2020 | 2667 |
| 2021 | 3172* |

*as of August 26, 2021

**B. Student Longitudinal Demographics by Ethnicity**

| Ethnicity | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 (Waiting on the TAPR) |
|---|---|---|---|---|---|---|
| Hispanic | 66.2 | 67.7 | 68.4 | 67.8 | 67.64 | |
| American Indian | .19 | .1 | .1 | .19 | .19 | |
| Asian | .38 | .6 | .1 | .65 | .60 | |
| African American | 25.34 | 24.3 | 24.3 | 24.9 | 26.21 | |
| Pacific Islander | .24 | .1 | .6 | .11 | .04 | |
| White | 6.77 | 6.5 | 5.9 | 5.2 | 4.42 | |
| Two or More Races | .89 | .7 | .6 | .92 | .90 | |

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

| Gender | Campus (20-21) | District (20-21) | State (20-21) |
|---|---|---|---|
| Female | 49.01 | 49.4 | 49 |
| Male | 50.99 | 50.6 | 51 |

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

| Special Population | Campus (20-21) | District (20-21) | State (20-21) |
|---|---|---|---|
| Special Education | 6.71 | 7 | 8.6 |
| LEP | 19.27 | 27.8 | 18.9 |
| Gifted & Talented | 6.41 | 4.82 | 7.7 |
| Section 504 | 3.07 | 1.92 | n/a |
| Economically Disadvantaged | 77.95 | 79 | 59.0 |

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

| Ethnicity | Campus (20-21) | District (20-21) | State (20-21) |
|---|---|---|---|
| African American | 36.3 | 35.5 | 10.6 |
| Hispanic | 19.3 | 28.7 | 27.7 |
| White | 42.5 | 33.1 | 58.4 |
| American Indian | 0 | 0 | .3 |
| Asian | .7 | .9 | 1.7 |
| Pacific Islander | 0 | .7 | .2 |

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

| Gender | Campus (20-21) | District (20-21) | State (20-21) |
|---|---|---|---|
| Male | 42.5 | 28.8 | 23.8 |

| Gender | Campus (20-21) | District (20-21) | State (20-21) |
|---|---|---|---|
| Female | 57.5 | 77.2 | 76.2 |

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

| Years of Experience | Campus (20-21) | District (20-21) | State (20-21) |
|---|---|---|---|
| 1st year | 6 | 6.8 | 7.0 |
| 1-5 | 36.5 | 38.4 | 28.9 |
| 6-10 | 22.4 | 20.7 | 19.0 |
| 11-20 | 26.9 | 27.4 | 29.3 |
| 20+ | 8.1 | 6.8 | 15.7 |

**Teacher Demographics (20-21) (Waiting on the TAPR)**

Total Staff Members- 193.1

Professional Staff: 179.1
Teachers: 149.1
Professional Support- 24
Campus Administration (School Leadership) - 9
Educational Aides: 14

**Demographics Strengths**

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

Equitable teacher-to-student ratio in core content areas

Many hours of training have been devoted to and will continue to be devoted to the training of the 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.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** EL and Special Education students are performing below their peers. **Root Cause:** As the level of rigor increases for state accountability, teachers will need additional support and training to meet the unique academic needs of our at-risk students populations.

# Student Learning

**Student Learning Summary**

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

| | **Spring 2021 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 2021 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 2021 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 2021 STAAR EOC, Biology | | | | |
| | Total Students | Percent Score | Approaches | Meets | Masters |
| All Students | 806 | 52.34% | 70.35% | 34.12% | 7.82% |

| | Spring 2021 STAAR EOC, English I | | | | |
|---|---|---|---|---|---|
| | **Total Students** | **Percent Score** | **Approaches** | **Meets** | **Masters** |
| First-Time Testers | 671 | 55.59% | 78.54% | 39.64% | 9.09% |
| Retesters | 135 | 36.18% | 29.63% | 6.67% | 1.48% |
| | | | | | |
| | Spring 2021 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% |
| Retesters | 29 | 31.72% | 27.59% | 3.45% | 0% |

**Student Learning Strengths**

**Distinction earned in Post-secondary Readiness.**

**2019 Accountability Report Results (Data will be updated upon release of the 2021 TAPR )**

US History had an increase of 10% in meets grade level, 11% increase in masters grade level.

English I had an increase of 1% in masters grade level.

Around 13 students exited the EL program in July 2021.

**KHS continues to rate as a B under the CCMR Accountability (as the scaling tool existed in 2019)**

99 Students earned a 3 or higher on an AP exam

132 students met ELA and Math TSIA/TSIA2

227 students 9 or more hours of dual credit

76 students earned their industry certification

45 students graduated with an Associates Degree

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** EL and Special Education students are performing below their peers. **Root Cause:** Due to the increase of second language learners, teachers will need additional support and training in meeting the unique academic needs of this at-risk population and further training on how to provide enhanced Tier I Instruction to meet the needs of the special education population.

# School Processes & Programs

**School Processes & Programs Summary**

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, ECHA office suite, the Curriculum and Instruction office

**School Processes & Programs 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)

**Problem Statements Identifying School Processes & Programs 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.

# Perceptions

**Perceptions Summary**

At C.E. King High School, our mission is to 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.

At C.E. King High School, our vision 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.

**Perceptions 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.

# Priority Problem Statements

**Problem Statement 1**: EL and Special Education students are performing below their peers.

**Root Cause 1**: As the level of rigor increases for state accountability, teachers will need additional support and training to meet the unique academic needs of our at-risk students populations.

**Problem Statement 1 Areas**: Demographics

**Problem Statement 2**: EL and Special Education students are performing below their peers.

**Root Cause 2**: Due to the increase of second language learners, teachers will need additional support and training in meeting the unique academic needs of this at-risk population and further training on how to provide enhanced Tier I Instruction to meet the needs of the special education population.

**Problem Statement 2 Areas**: Student Learning

**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 Processes & Programs

**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 Processes & Programs

**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 Processes & Programs

# 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
- Federal Report Card Data

**Student Data: Assessments**

- 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: October 19, 2021**

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

Performance Goal: By June 2022, C. E. King High School will increase the overall STAAR/EOC component score from 34 to 41 by increasing the number of students who achieve meets and masters.

**Performance Objective 1:** By the end of the 2021-2022 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 51% to 61%
The percentage of students at Meets will increase from 16% to 26%
The percentage of students at Masters will increase from 6% to 16%

English I: The percentage of students at Approaches will increase from 50% to 60%
The percentage of students at Meets will increase from 30% to 40%
The percentage of students at Masters will increase from 2% to 12%

English II: The percentage of students at Approaches will increase from 50% to 60%
The percentage of students at Meets will increase from 35% to 45%
The percentage of students at Masters will increase from 2% to 12%

Biology: The percentage of students at Approaches will increase from 70% to 80%
The percentage of students at Meets will increase from 34% to 44%
The percentage of students at Masters will increase from 8% to 18%

US History: The percentage of students at Approaches will increase from 79% to 89%
The percentage of students at Meets will increase from 52% to 62%
The percentage of students at Masters will increase from 22% to 32%

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR/EOC Results in Spring of 2021 for first time testers

**Summative Evaluation:** Some progress made toward meeting Objective

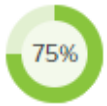
**Next Year's Recommendation:** Focus on Tier 1 instruction at the ninth grade campus and increase re-testers scores at the Senior High.

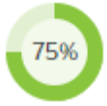
| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** ELA- Continue to provide curriculum support to incorporate more writing lessons. Instructional time balanced between reading and writing. In class coaching and PD for ELA2 through PD. (September 2021, December 2021, March 2022, May 2022)<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.6<br>**- ESF Levers:**<br>Lever 2: Effective, Well-Supported Teachers | 30% | 55% | 75% | 100% |

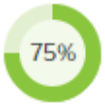
| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** EOC scores of first time testers and re-testers will improve by implementing and monitoring student progress and schedule accelerated instruction and interventions that will support the improvement of student progress from increasing the STAAR EOC component score from 34 - 41 (September 2021, December 2021, March 2022, May 2022).<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<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6 | 35% | 55% | 80% | 100% |

| 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 2021, December 2021, March 2022, May 2022)<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6<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 2021, December 2021, March 2022, May 2022)<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6<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 2021, December 2021, March 2022, May 2022)<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.5, 2.6<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 2021, December 2021, March 2022, May 2022)<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<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6 |  |  |  |  |

| 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. (2021-2022)<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 |  |  |  |  |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

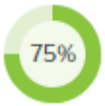
Performance Goal: By June 2022, C. E. King High School will increase the overall STAAR/EOC component score from 34 to 41 by increasing the number of students who achieve meets and masters.

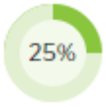
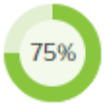
**Performance Objective 2:** By the end of the 2021-2022 the percentage of students that graduate will maintain at 98%.

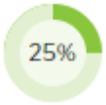
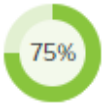
**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** We will offer credit recovery to grades 9-11.

| 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 2021-2022 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<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6 |  |  |  |  |

| 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 2021, December 2021, March 2022, May 2022)<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<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6 |  |  |  |  |

| 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 2021, December 2021, March 2022, May 2022).<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<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6 |  |  |  |  |

| 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 |  |  |  |  |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

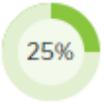
Performance Goal: By June 2022, C. E. King High School will increase the overall STAAR/EOC component score from 34 to 41 by increasing the number of students who achieve meets and masters.

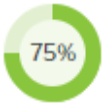
**Performance Objective 3:** By June of 2022, C.E. King High School will have a 96% attendance rate.

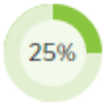
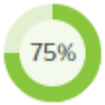
**Evaluation Data Sources:** End of year attendance rate.

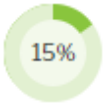
**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** continue to encourage students attendance at 93%-95%

| 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 2021, December 2021, March 2022, May 2022)<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.<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6 |  |  |  |  |

| 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 2021-June 2022)<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<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6 |  |  |  |  |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Review of chronic attendance issues by Academy Principals and Counselors.(September 2021, December 2021, March 2022, May 2022)<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<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6 |  |  |  |  |

| 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 2021, December 2021, March 2022, May 2022)<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<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6 |  |  |  |  |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Goal: By June 2022, C. E. King High School will increase the overall STAAR/EOC component score from 34 to 41 by increasing the number of students who achieve meets and masters.

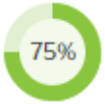
**Performance Objective 4:** Increase submission of college applications and college acceptances from 84% to 90% of seniors completing a college application. (January 2022; June 2022)

**Targeted or ESF High Priority**

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

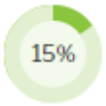
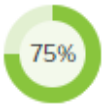
**Summative Evaluation:** Met Objective

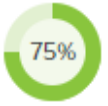
**Next Year's Recommendation:** continue to improve

| 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 2021, December 2021, March 2022, May 2022)<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6<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 2021, December 2021, March 2022, May 2022)<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6<br>**Funding Sources:** - 199-General funds - $7,999 | 10% | 60% | 75% | 100% |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Maintain and expand participation in college week, thereby increasing college enrollment. (September 2021, December 2021, March 2022, May 2022)<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<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6 | 35% | 45% | 75% | 100% |

| 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 2021, December 2021, March 2022, May 2022)<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6<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 2021, December 2021, March 2022, May 2022, July 2022<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 2021, December 2021, March 2022, May 2022)<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<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6 | 45% | 65% | 75% | 100% |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

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

Performance Goal: By June 2022, C. E. King High School will increase the overall STAAR/EOC component score from 34 to 41 by increasing the number of students who achieve meets and masters.

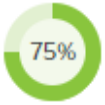
**Performance Objective 5:** 75% of the 2022 graduates will meet the CCMR indicator for college and career readiness by August 2022.

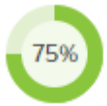
**HB3 Goal**

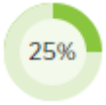
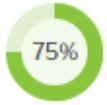
**Evaluation Data Sources:** On-Data dashboard; AP scores of 3 or higher; SAT/TSIA/ACT data, dual credit completion, certificates earned by CTE complete, Associate Degrees

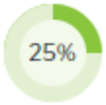
**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue to encourage CCMR

| 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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.6<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 2021, December 2021, March 2022, May 2022)<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.6<br>**Funding Sources:** - IMA funds - $0, - 199-General funds - $0 |  |  |  |  |

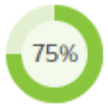
| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Increase dual credit participation by implementing middle school/high school outreach. (September 2021, December 2021, March 2022, May 2022)<br>**Strategy's Expected 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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.6<br>**Funding Sources:** - 199-General funds - $0 |  |  |  |  |

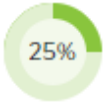
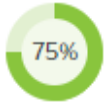
| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Implement Naviance use in the College and Career Center. (September 2021, December 2021, March 2022, May 2022)<br>**Strategy's Expected Result/Impact:** Formative:<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.6<br>**Funding Sources:** - 244-Perkins V Grant - $0 |  |  |  |  |

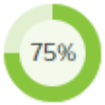
| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 5:** Increase the number of CTE courses that offer certification opportunities; Industry-based certifications or Level I/level II certifications (September 2021, December 2021, March 2022, May 2022)<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<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4 |  |  |  |  |

| 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 2021, December 2021, February 2022, April 2022, and July 2022<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.6<br>**Funding Sources:** Professional Development - 199-State Comp. Ed. - $15,000, Instructional Materials - 199-State Comp. Ed. - $5,000, - 199-General funds - $1,500 | 30% | 60% | 75% | 100% |

| 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 2021, December 2021, March 2022, May 2022)<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<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.6 | 10% | 60% | 75% | 100% |

| 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 2021, December 2021, March 2022, May 2022)<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.6<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.6<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. (January 2022; March 2022; June 2022)<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 2022, C. E. King High School will increase the overall STAAR/EOC component score from 34 to 41 by increasing the number of students who achieve meets and masters.

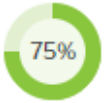
**Performance Objective 6:** The percentage of graduates that meet the Texas Success Initiative (TSI) criteria for ELA/Reading and Mathematics will increase to 44% by August 2024.

**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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to monitor data

| 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 2021, January 2022, March 2022, June 2022)<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><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.6<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 2021, January 2022, June 2022<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><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4<br>**Funding Sources:** - 274 GEAR UP Grant | 15% | 60% | 75% | 100% |

| 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 2021, December 2021, March 2022, May 2022)<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.6<br>**Funding Sources:** - 274 GEAR UP Grant | 20% | 60% | 75% | 100% |

| 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 2022; June 2022; August 2023)<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 | 30% | 60% | 75% | |

| 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 2021, December 2021, March 2022, May 2022)<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<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.4, 2.5, 2.6 | 40% | 60% | 75% | 100% |

 No Progress  Accomplished  Continue/Modify  Discontinue

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

**Performance Objective 1:** By the end of the 2021-2022 school year, 90% of the teachers will attain a level of proficiency or above on T-TESS.

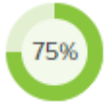
By the end of the 2021-2022 school year, C.E. King High School/Sheldon ECHS will be above 90% of it's professional teaching staff for the 2021-2022 school year.

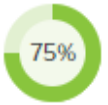
**Targeted or ESF High Priority**

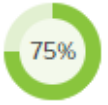
**Evaluation Data Sources:** Review T-TESS Results

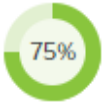
**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to implement Best practice techniques

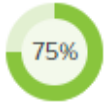
| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Support the teachers by implementing the following in order to improve the delivery of instruction.<br>-Provide ongoing dialogue & collaboration with appraiser<br>-Offer 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 2021-June 2022)<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 2021, December 2021, March 2022, May 2022)<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 2021, December 2021, March 2022, May 2022)<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 2021, December 2021, March 2022, May 2022)<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 2021, December 2021, March 2022, May 2022)<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.5<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 2022, March 2022, April 2022, and/or June 2022)<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.5<br>**Funding Sources:** Professional development opportunities - 265-21st Century After-School Program (Cycle 10) - $3,500 |  |  |  |  |

 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.

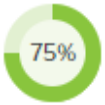
**Targeted or ESF High Priority**

**HB3 Goal**

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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** KHS/ECHS will continue to provide and develop opportunities to parents/guardians/community to participate in school events and programs, and academic activities

| 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 2021, December 2021, March 2022, May 2022)<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:** Communicate with parents/community members in English and Spanish regarding student progress/ performance, upcoming events, and other school issues on a regularly scheduled basis. (September 2021, December 2021, March 2022, May 2022)<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>3.1, 3.2<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 2021, December 2021, March 2022, May 2022)<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<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>3.1, 3.2 |  |  |  |  |

| 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 2021, December 2021, March 2022, May 2022)<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<br><br>**Schoolwide and Targeted Assistance Title I Elements:**<br>3.1, 3.2 | 40% | 60% | 75% | 100% |

| 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 2021, October 2021, January 2022, May 2022<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>3.2<br>**Funding Sources:** - 199-General funds | 40% | 60% | 75% | 100% |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

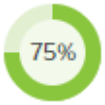
**Goal 4:** KHS will ensure a safe and positive learning environment for the students and staff.

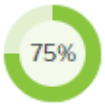
**Performance Objective 1:** KHS will implement & maintain the Multi-Hazard Emergency Operations Plan (MHEOP) with 100% accuracy. (September 2021, December 2021, March 2022, May 2022)

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

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Continue to improve the system

| 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 2021, December 2021, March 2022, May 2022)<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 2021, December 2021, March 2022, May 2022)<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 |  |  |  |  |

 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%

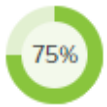
**Targeted or ESF High Priority**

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

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** The campus site-bases team will continue to review discipline system to improve results

| 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 2021, December 2021, March 2022, May 2022)<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 2021, December 2021, March 2022, May 2022)<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 2021, December 2021, March 2022, May 2022)<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 2021, December 2021, March 2022, May 2022)<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 2021, November 2022, January 2022, March 2022, May 2022, & June 2022)<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>**Schoolwide and Targeted Assistance Title I Elements:**<br>2.5<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 2021, December 2021, March 2022, May 2022)

**Targeted or ESF High Priority**

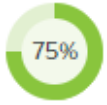
**Evaluation Data Sources:** Counseling log and documentation

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to provide awareness in this area

| 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><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 2021, December 2021, March 2022, May 2022)<br>**Strategy's Expected Result/Impact:** Formative:<br>* Counseling log and documentation<br>Summative:<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 2021, December 2021, March 2022, May 2022)<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 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 2021-2022 to meet the goals and expectations for all students. We will have 60% of the budget spent by October of 2021 and the remainder by May of 2022.

**Targeted or ESF High Priority**

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

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** continue to improve the process by facilitating a budget plan early in the year.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** By December 2021, 60% of the KHS budget addressing the needs of our students will be utilized (September 2021, December 2021, March 2022, May 2022).<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% | 60% | 75% | 100% |

| 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 2021, December 2021, March 2022, May 2022)<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% | 60% | 75% | 100% |

0% No Progress  100% Accomplished  Continue/Modify  Discontinue

# 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 |
| 3 | 1 | 5 | | | $0.00 |
| | | | | **Sub-Total** | $11,999.00 |

| 199-State Comp. Ed. | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 5 | 6 | Professional Development | | $15,000.00 |
| 1 | 5 | 6 | Instructional Materials | | $5,000.00 |
| 1 | 5 | 9 | | | $0.00 |
| | | | | **Sub-Total** | $20,000.00 |

| 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 |

| 265-21st Century After-School Program (Cycle 10) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 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

# C.E. King High School

EFFECTIVE SCHOOLS FRAMEWORK PRIORITY PLAN 21-22

Principal: Dr. Raff Saeed

## Prioritized Lever 2: Effective, Well-Supported Teachers

### Essential Actions #2: Build teacher capacity through observation and feedback cycles

#### KHS Actions:

2.1 Campus instructional leaders use normed tools and processes to conduct observations, capture trends, and track progress over time.

2.3 Campus instructional leaders conduct follow up observations after coaching sessions to monitor implementation of feedback within agreed-upon time frames.

## Prioritized Lever 3: Positive School Culture

### Essential Actions #3 Proactive and responsive student support services

#### KHS Actions:

3.2 School staff meet frequently to identify individual student needs and work together to support and monitor individual progress, behavior, and mental health

### Essential Actions #4 Involving families and community

#### KHS Actions

4.4 Systems are in place to engage families on a regular basis about their child's Performance in a positive, constructive and personalized way.

## Prioritized Lever 5: Effective Instruction

# C.E. King High School

EFFECTIVE SCHOOLS FRAMEWORK PRIORITY PLAN 21-22

Principal: Dr. Raff Saeed

**Essential Actions #2.** Effective classroom routines and instructional strategies

**KHS Actions:**

2.2 Classroom instruction incorporates rigorous, high-quality experiences that promote critical-thinking skills.
2.3 Teachers maximize instructional time through consistent, efficient, and visible structures (e.g., posted agendas, class opening, homework collection, within-class transitions, and formative assessments).

**Essential Actions #3: Data-driven instruction**

**KHS Actions**

3.4 Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, 7 Effective Schools Framework Draft 8/1/2018 individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.

**Essential Action #4 RTI for students with learning gaps**

**KHS actions**

4.2 All teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions

Dr. Raff Saeed Principal: Date: 7/26/2021



C.E. King High School
School Parental Engagement Policy
2021-2022

**PART I. GENERAL EXPECTATIONS**

C.E. King High School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. (See Enclosure)

- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.

- In carrying out the parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).

- The school will involve the parents of children served using State Compensatory Education Funds in decisions about how the funds set aside for parental involvement are spent.

- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

## PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy must include a description of how the district will implement or accomplish each of the following components. *[Section 1118, ESEA.]* There is no required format for these descriptions. However, regardless of the format the district chooses to use, a description of each of the following components below must be included in order to satisfy statutory requirements.

1. **C.E. King High School** will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

   - Present and develop the school parental involvement plan at a representative council meeting.
   - Notify parents of the meeting through School Messenger, the School Marque, the School Website, and Remind 101.

2. **C.E. King High School** will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

   - Present the campus improvement plan to the representative council.
   - Notify parents of the meeting through School Messenger, the School Marque, the School Website, and Remind 101

3. **C.E. King High School** will hold an annual meeting to inform parents of the school's participation in State Compensatory Education Programs and to explain how parents are to be involved in the decision-making process. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in the State Compensatory Education Programs to attend the meeting, and will encourage them to attend, by:

   - Notify parents of the annual meeting through School Messenger, the School Marque, the School Website, and Remind 101.

4. **C.E. King High School** will provide parents of participating children information in a timely manner about State Compensatory Education Programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

   - Conducting an annual meeting about State Compensatory Education Programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
   - Notify parents of the annual meeting through School Messenger, the School Marque, the School Website, and Remind 101.

5. **C.E. King High School** will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

6. **C.E. King High School** will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts, social studies and science by:

- Mailing home an individual student report about the performance of their child on the State assessment in at least math, language arts, social studies and science.

7. **C.E. King High School** will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section
200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

- Mailing home a letter that provides a timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified to teach to each parent.

8. **C.E. King High School** will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements for using State Compensatory Education funds,
- how to monitor their child's progress, and
- how to work with educators

9. **C.E. King High School** will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Conducting semi-annual meetings that will focus on the collaboration of C.E. King High School and parents to educate its teachers, pupil services personnel, principals, and other staff members how to reach out to, communicate with, and build ties between parents and C.E. King High School.
- The details of this meeting will be posted on the C.E. King High School website.
- Parents will be notified of the semi-annual meetings through School Messenger, the School Marque, the School Website, and Remind 101.

11. **C.E. King High School** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with student support organizations such as San Jacinto College, Advise Texas etc.

- Conduct semi-annual financial aid awareness and workshops. Examples include: Financial aid and scholarship night, advanced academics, college fairs, and senior expo.
- The details of these meetings will be posted on the C.E. King High School

website.

- Parents will be notified of these meetings through School Messenger, the School Marque, the School Website, and Remind 101.

12. **C.E. King High School** will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

    - School and parent-program information will be posted on the C.E. King High School website.
    - School and parent-program information will be mailed in both English and in Spanish.
    - Parents will be notified of school and parent-program information through School Messenger, the School Marque, the School Website, and Remind 101.

## PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

NOTE: The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from State Compensatory Education, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a school parent advisory council to provide advice on all matters related to parental involvement in State Compensatory Education Programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

* * * * *

## PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in State Compensatory Education Programs.

This policy was adopted by **C.E. King High School** on **08/05/2022** and will be in effect for the period of one school year. This policy is available for viewing by parents on the campus webpage.

*(Signature of Authorized Official)*

08/05/2021

*(Date)*

C.E. King High School
Reglamentos de Participación Escolar para Padres de Familia
2021-2022

**PARTE I. EXPECTATIVAS GENERALES**

C.E. King High School acuerda implementar los siguientes requisitos legales:

- De conformidad con la sección 1118, la escuela trabajará para garantizar que las políticas requeridas de participación de los padres a nivel escolar cumplan con los requisitos de la sección 1118 de la ESEA, y cada una de ellas incluirá como componente, un pacto entre la escuela y los padres consistente con la sección 1118(d) of the ESEA. (ver el documento adjunto)

- Las escuelas notificarán a los padres sobre estos reglamentos en un formato que sea comprensible y uniforme y, en la medida que sea posible, en un idioma que los padres puedan entender. Este acuerdo se pondrá a disposición de la comunidad local y se actualizará periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela.

- Para llevar a cabo los requisitos de participación de los padres, en la medida de lo posible, la escuela brindará oportunidades para la participación completa de padres de dominio limitado del inglés, padres con discapacidades y padres de niños migratorios, incluida la información y los informes escolares requeridos en virtud de la sección 1111 de la ESEA en un formato comprensible y uniforme que incluirá formatos alternativos a pedido y, en la medida de lo posible, en un idioma que los padres entiendan.

- Si el plan del programa para toda la escuela para el Título I, Parte A, desarrollado bajo la sección 1114 (b) de la ESEA, no es satisfactorio para los padres de los niños participantes, la escuela presentará cualquier comentario de los padres con el plan cuando la escuela presente el plan a la agencia educativa local (distrito escolar).

- La escuela involucrará a los padres de los niños atendidos utilizando los fondos estatales de educación compensatoria en las decisiones sobre cómo se gastan los fondos destinados a la participación de los padres.

- La escuela desarrollará su propia capacidad y la de los padres para una fuerte participación de los padres, a fin de garantizar una participación efectiva de los padres y para apoyar una asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes.

- La escuela proporcionará otro apoyo razonable para las actividades de participación de los padres según la sección 1118 de la ESEA según lo soliciten los padres.

- La escuela se regirá por la siguiente definición legal de participación de los padres y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

  La participación de los padres significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, incluyendo asegurar

  (A) que los padres juegan un papel integral en ayudar al aprendizaje de sus hijos;

  (B) que se aliente a los padres a participar activamente en la educación de sus hijos en la escuela;

  (C) que los padres son participantes íntegros con pleno derecho en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos;

  (D) el desarrollo de otras actividades, como las descritas en la sección 1118 de la ESEA

## PARTE II. DESCRIPCIÓN DE CÓMO LAS ESCUELAS IMPLEMENTARÁN LOS COMPONENTES DE LA POLÍTICA DE PARTICIPACIÓN DE LOS PADRES REQUERIDOS

NOTA: La Política de participación de los padres en la escuela debe incluir una descripción de cómo el distrito implementará o logrará cada uno de los siguientes componentes. [Sección 1118, ESEA.] No hay un formato requerido para estas descripciones. Sin embargo, independientemente del formato que el distrito elija usar, se debe incluir una descripción de cada uno de los siguientes componentes a continuación para cumplir con los requisitos legales.

1. **C.E. King High School** tomará las siguientes medidas para involucrar a los padres en el desarrollo conjunto de su plan escolar de participación de padres bajo la sección 1118 de la ESEA:

   • Presentar y desarrollar el plan escolar de participación de los padres en una reunión del consejo representativo.
   • Notificar a los padres de la reunión a través de School Messenger, School Marque, el sitio web de la escuela y a través de la app, *Remind 101.*

2. **C.E. King High School** tomará las siguientes medidas para involucrar a los padres en el proceso de revisión y mejoramiento escolar según la sección 1116 de ESEA:

   • Presentar el plan de mejorar el campus al consejo representativo.
   • Notificar a los padres de la reunión a través de School Messenger, School Marque, el sitio web de la escuela y *Remind 101*

3. **C.E. King High School** llevará a cabo una reunión anual para informar a los padres sobre la participación de la escuela en los Programas de Educación Compensatoria del Estado y para explicar cómo los padres deben participar en el proceso de toma de decisiones. La escuela convocará la reunión a una hora conveniente para los padres y ofrecerá un número flexible de reuniones adicionales de participación de los padres, como por la mañana o por la noche, para que puedan asistir tantos padres como sea posible. La escuela invitará a todos los padres de niños que participan en los Programas de Educación Compensatoria del Estado a asistir a la reunión y los alentará a que asistan:

   • Notificar a los padres de la reunión anual a través de School Messenger, School Marque, el sitio web de la escuela y Remind 101.

4. **CE King High School** proporcionará a los padres de los niños participantes información de manera oportuna sobre los Programas de Educación Compensatoria del Estado que incluye una descripción y explicación del plan de estudios de la escuela, las formas de evaluación académica utilizadas para medir el progreso de los niños serán allegados de las formas siguientes y los niveles de competencia de los estudiantes:

   • Llevar a cabo una reunión anual sobre los Programas de Educación Compensatoria del Estado que incluye una descripción y explicación del plan de estudios de la escuela, las formas de evaluación académica utilizadas para medir el progreso de los niños y los niveles de competencia que se espera que los estudiantes alcancen.
   • Notificar a los padres de la reunión anual a través de School Messenger, School Marque, el sitio web de la escuela y Remind 101.

5. **C.E. King High School**, a solicitud de los padres, brindará oportunidades para reuniones regulares para que los padres formulen sugerencias y participen, según corresponda, en las decisiones sobre la educación de sus hijos. La escuela responderá a cualquier sugerencia lo antes posible mediante:

6. **C.E. King High School** proporcionará a cada padre un informe individual del estudiante sobre el desempeño de su hijo en la evaluación estatal por lo menos en matemáticas, artes del lenguaje, estudios sociales y ciencias por:

• Enviar a casa un informe individual del estudiante sobre el desempeño de su hijo en la evaluación estatal por lo monos en matemáticas, artes del lenguaje, estudios sociales y ciencias.

7. **CE King High School** tomará las siguientes medidas para proporcionar a cada padre un aviso oportuno cuando su hijo haya sido asignado o haya sido enseñado durante cuatro (4) o más semanas consecutivas por un maestro que no esté altamente calificado dentro del significado del término según la sección 200.56 del Reglamento Final del Título I (67 Fed. Reg. 71710, 2 de diciembre de 2002) por:

• Enviar una carta por correo a la casa que proporcione una notificación oportuna cuando su hijo haya sido asignado o haya sido enseñado durante cuatro (4) o más semanas consecutivas por un maestro que no esté altamente calificado para enseñar a cada padre.

8. **C.E. King High School** brindará asistencia a los padres de niños inscriptos en la escuela, según corresponda, en la comprensión de los temas mediante la realización de las acciones descritas en este párrafo:

• los estándares de contenido académico del estado,
• los estándares de rendimiento académico estudiantil del estado,
• las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas,
• los requisitos para utilizar los fondos estatales de educación compensatoria,
• cómo monitorear el progreso de sus hijos, y
• cómo trabajar con educadores

9. **CE King High School**, con la ayuda de sus padres, educará a sus maestros, al personal de servicios estudiantiles, directores y otro personal sobre cómo establecer vínculos, se comunicara y trabajara con los padres como partícipes iguales en el valor y la utilidad de contribuciones de los padres, y en cómo implementar y coordinar programas para padres y construir lazos entre padres y escuelas, sobre las siguientes maneras:

• Llevar a cabo reuniones semestrales que se centrarán en la colaboración de CE King High School y los padres para educar a sus maestros, personal de servicios para alumnos, directores y otros miembros del personal sobre cómo comunicarse, comunicarse y establecer vínculos entre padres y CE King High School.
• Los detalles de esta reunión se publicarán en el sitio web de C.E. King High School.
• Los padres serán notificados de las reuniones semestrales a través de School Messenger, School Marque, el sitio web de la escuela y Remind 101.

10. **C.E. King High School** coordinará e integrará, en la medida de lo posible y apropiado, programas y actividades de participación de los padres con organizaciones de apoyo estudiantil como San Jacinto College, Advise Texas, etc.

• Llevar a cabo seminarios y talleres semestrales de ayuda financiera. Los ejemplos incluyen: ayuda financiera y noche de becas, estudios académicos avanzados, ferias universitarias y expo senior.
• Los detalles de estas reuniones se publicarán en el sitio web de C.E. King High School.
• Los padres serán notificados de estas reuniones a través de School Messenger, School Marque, el sitio web de la escuela y Remind 101.

11. **CE King High School** tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe

a los padres de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos a petición, y, en la medida que sea posible, en un idioma que los padres puedan entender:

• La información de la escuela y del programa para padres se publicará en el sitio web de C.E. King High School.
• La información de la escuela y del programa para padres será enviado por correo tanto en inglés como en español.
• Los padres serán notificados de la información de la escuela y del programa para padres a través de School Messenger, School Marque, el sitio web de la escuela y *Remind 101*.

## PARTE III. POLÍTICA DE PARTICIPACIÓN ESCOLAR DISCRECIONARIA COMPONENTES

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NOTA: La Política de participación de los padres en la escuela puede incluir párrafos adicionales que enumerarán y describirán otras actividades discrecionales que el distrito escolar, en consulta ción con los padres de familia, decidan emprender para desarrollar la habilidad de los padres para involucrarse en la escuela y el sistema escolar para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales enumeradas en la sección 1118 (e) de la ESEA:

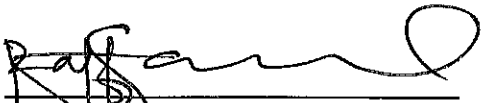
- involucrar a los padres en el desarrollo de la capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;
- proporcionar cursos de liberación necesaria para los padres de la Educación Compensatoria del Estado, en el caso de que el distrito escolar haya agotado todas las otras fuentes de financiación disponibles para esa capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación de los padres, incluidos los costos de transporte y cuidado infantil, para permitir que los padres participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- capacitar a los padres para mejorar la participación de otros padres;
- organizar reuniones escolares con variedad de horarios o realizar conferencias en el hogar entre maestros u otros educadores que trabajan directamente con los niños participantes, organizar reuniones con padres que no puedan asistir a conferencias en la escuela para maximizar la participación y participación de los padres en su educación de los alumnos;
- adoptar e implementar programas efectivos para mejorar la participación de los padres;
- establecer un consejo asesor de padres de la escuela para brindar asesoramiento sobre todos los asuntos relacionados con la participación de los padres en los programas estatales de educación compensatoria;
- desarrollar roles apropiados para las organizaciones y empresas de la comunidad, incluyendo organizaciones religiosas en las actividades que incluyan a los padres de familia.

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## PARTE IV. ADOPCIÓN

Estos reglamentos de participación de los padres en la escuela han sido desarrolladas conjuntamente y acordada con los padres de alumnos que participan en los Programas estatales de educación compensatoria.

Esta política fue adoptada por **C.E. King High School** el **08/05/2021** y estará vigente por el período de un año escolar. Este documento estará a la disposición de los padres de familia interesados para revisión en la página web de la escuela.



*(Signature of Authorized Official)*

08/05/2021

*(Date)*