Sheldon Independent School District

C.E. King Middle 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

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Comprehensive Needs Assessment

Revised/Approved: June 3, 2021

Needs Assessment Overview

Needs Assessment Overview Summary

C. E. King Middle School's Vision is to consistently provide our school community with a shared purpose for success and to achieve academic excellence by holding all stakeholders accountable for learning.

Our Mission is to maintain education for all, no excuses!

In order to develop an effective plan, input was provided by the KMS Instructional Council, whose members include Administrators, Counselors, Instructional Coaches, the Testing Coordinator, the AVID Coordinator, the SPED Specialist, and a parent. The council reviewed various data elements such as district benchmark assessments and teacher assessment to determine the campus goals. The council convened on June 3, 2021 to begin the steps to complete the program evaluation and the comprehensive needs assessment for continuous academic improvement in specific core areas as indicated on the Accountability Report provided by the Texas Education Agency (TEA). The committee will meet in September of 2021 to make any necessary changes to the comprehensive needs assessment as well as to complete the campus improvement plan for the 2021-2022 school year. Listed below is the campus, parent, and family engagement committee members as of June 3, 2021.

Name	Position
Ashley Sampson	Principal
Edward Taylor	Associate Principal
Sarah Mandella	Instructional Coach
Altera Blackshear	Committee Chair
Crystal Hoisager	Teacher
Earnest Moore	Teacher
Elena Montemayor	Teacher
Karleigh Webb	Teacher
Joshua Raglon	Teacher
Erica Montes	Instructional Paraprofessional

Name	Position
Jessica Johnson	Administrative Assistant
Chelle Elmore	Parent

The campus improvement plan and parent and family engagement policy are available in the front office of the campus, the North Channel Library, and the Greensbrook Community Center.

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

year:

1. Improve the implementation of Tier I instruction where teachers differentiate content, process, products, and/or the learning environment for all students based on campus data to include interventions, purchasing of necessary programs/resources, SIOP training, cultural relevance training, and technology.

2. Provide well-rounded instruction that will support the whole child through innovative lessons and activities as established thorugh Positive Behavior Intervention Supports (PBIS).

3. Increase parental involvement through the creation of incentive programs and events that coincide with extra-curriculuar activities and family nights.

Demographics

Demographics Summary

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

C. E. King Middle School is a very diverse demographic campus with a student population of 1197 students. We receive students from Carroll Elementary, Royalwood Elementary, and Monahan Elementary. The majority of students reside in the following major neighborhoods in the Sheldon area: ABC Trailer Estates, King Parkway Estates, Royalwood, Beaumont Place, Parkway Forest, Parkway Forest Apartment, South Lake Villa Apartments, Redwood Estates, Stonefield Manor, Tidwell Lakes, Sierra Ranch and Houmont Park Sunrise Pines, Edgewood Village and Hampton Oaks.

Our ethnicity breakdown is as follows:

Ethnicity	Number of Students	Percentage
African American	208	18
Hispanic	855	75
White	55	5
Asian	7	<1
Two or More Races	9	<1
Other	3	<1

Here are other facts about our demographics for the 2021-2022 school year:

- KMS qualifies as a Title I school and the majority of the student population is eligible for free or reduced price meals.
- We have an English Learners (EL) population of 36.5%.
- Over half of our student population is identified as being at-risk with 82.67% of our students being Economically disadvantaged.

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

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): EL Students performed 8% lower than all students in ELA and 4% lower than all students in Math. **Root Cause:** Training Reading and Math teachers in ESL instructional strategies to better assist students in learning the TEKS.

Student Achievement

Student Achievement Summary

The following data were reviewed in relation to Student Achievement:

- STAAR 2021 results

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

	Component Score	King Middle School
Overall		**Rating** **C** 72
Domain 1: Student Achievement STAAR Performance	35	65
Domain 2: School Progress Academic Growth Relative Performance (Eco Dis:89.4%)	61 35	75 59 75
Domain 3: Closing The Gaps	18	64

According to the new accountability system, King Middle School received the letter grade ***C*** based upon our 2018-2019 student performance. No rating was given for the 2020-2021 school year.

			Total Tests	Approaches	Meets	Masters	Compnent Score
KMS	All Grades	All Subjects	3294	43%	16%	6%	21%
KMS	8	Alg I	109	88%	47%	20%	52%
KMS	8	Math	260	22%	5%	0%	9%
KMS	8	Math & Alg I	369	41%	17%	6%	21%
KMS	8	Reading	358	54%	27%	9%	30%

			Total Tests	Approaches	Meets	Masters	Compnent Score
KMS	8	Science	360	38%	15%	5%	19%
KMS	8	SS	366	33%	10%	4%	16%
KMS	7	Math	374	34%	8%	3%	15%
KMS	7	Reading	372	50%	27%	27%	35%
KMS	7	Writing	369	42%	12%	2%	19%
KMS	6	Math	361	45%	12%	2%	20%
KMS	6	Reading	365	48%	17%	5%	24%

Our campus goal for the 2021-2022 school year is 65% Approaches, 30% Meets, and 12% masters after reviewing the comprehensive data above. We will focus on closing the achievemnt gap, student achievemnet, and academic growth.

Student Achievement Strengths

TCompared to the 2021 Interim Algebra I Scores increased by 16% on the 2021 STAAR test administered in May.

Science increased by 6% on STAAR compared to the 2021 Interim Assessment.

Social Studies increased by 5% on STAAR compared to the 2021 Interim Assessment.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): All core content areas decreased compared to our last data point in 2018. **Root Cause:** At least 50% of our students were virtual this year. Therefore, teachers taught using a hybrid model. During that time students lost valuable face to face instruction.

School Culture and Climate

School Culture and Climate Summary

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

School Culture and Climate Strengths

The following were strengths:

- Student attendance (96%)
- Staff attendance increased
- KMS is a supportive and inviting place for students to learn
- KMS sets high standards for academic performance of students
- Students and teachers enjoy going one to one in the classroom with students.
- Emergency protocols rehearsed on routine basis and with success
- Students and staff feel our campus is a safe place to learn and work
- Students have pride in their campus
- Students feel teachers care about their success
- Students feel homework and assignments are related to classroom objectives
- Culturally Relevant Teaching is essential to the planning and delivery of all lessons
- The AVID College Readiness System provides teachers and students opportunities to build relationship themselves and schoolwide
- Principal gives positive affirmations

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1 (Prioritized): Face to face parent engagement and community outreach was limited. **Root Cause:** Strict COVID-19 protocols.

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

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

- We beagn the year with 100% highly qualified staff.
- Throughout the course of the year, 3 out of 4 teachers completed their testing requirements to become fully certified.
- There was one teacher placed on a growth plan, which was successfully completed.
- 6 teachers resigned by the end of the 2020-2021 school year.

Staff Quality, Recruitment, and Retention Strengths

- All staff are highly qualified in respective subject areas
- Strategies from professional development with respect to reading and writing in addition to AVID strategies evident in classroom observations and feedback from students.
- A new CIS for science will be added to the campus.
- Interventionists for 7th grade Reading and Math will be added to the campus.
- We will continue to build towards 100% proficiency in utilization of Google Suite for all staff members
- Implement Sheldon non-negotiables and Best Practices Model and Data Driven Instruction

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Problem Statement 2: Lack of support from instructional support staff. **Root Cause:** Due to COVID-19 CISs had to teach classes and/or worked from home.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Sheldon ISD Non-Negotiables 2021-2022

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

Focus On Learning - Data Driven Instruction

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

Curriculum, Instruction, and Assessment Strengths

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

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

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): There was a significant decrease in students success in all content areas. **Root Cause:** 60% of our students did not receive face to face instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Approximately 45% of parents are involved at the start of school but we see a regression in attendance throughout the year **Root Cause:** Timing of events may need to show variation for participation and lack of face to face events due to COVID-19 protocols.

School Context and Organization

School Context and Organization Summary

KMS is predicted to enroll over 1200 students for the 21-22 school year.

The breakdown of core teachers is as follows:

- ELA 11 teachers
- Math 10 teachers
- Science 9 teachers
- Social Studies 7.5 teachers

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

- Math 3 teachers
- ELA 3 teachers

Special Services at KMS include:

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

The office staff consists of the following staff members.

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

The following elective classs are provided to students:

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

- Touch Data/CCR
- Robotics
- CAP
- Dance
- Orchestra
- Theater

3 instructional specialists and DEan are included in suppport team

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

School Context and Organization Strengths

Strengths include:

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

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Students failing STAAR out way intervention class sizes for the current school year. **Root Cause:** Loss of learning during hybrid learning (COVID-19)

Technology

Technology Summary

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

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

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

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

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

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

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

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

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

Technology Strengths

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

Problem Statements Identifying Technology Needs

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

Priority Problem Statements

Problem Statement 1: EL Students performed 8% lower than all students in ELA and 4% lower than all students in Math.
Root Cause 1: Training Reading and Math teachers in ESL instructional strategies to better assist students in learning the TEKS.
Problem Statement 1 Areas: Demographics

Problem Statement 2: All core content areas decreased compared to our last data point in 2018.
Root Cause 2: At least 50% of our students were virtual this year. Therefore, teachers taught using a hybrid model. During that time students lost valuable face to face instruction.
Problem Statement 2 Areas: Student Achievement

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

Problem Statement 4: There was a significant decrease in students success in all content areas.
Root Cause 4: 60% of our students did not receive face to face instruction.
Problem Statement 4 Areas: Curriculum, Instruction, and Assessment

Problem Statement 5: Face to face parent engagement and community outreach was limited.
Root Cause 5: Strict COVID-19 protocols.
Problem Statement 5 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: October 19, 2021

Goal 1: SISD will maximize student learning for all.

KMS will maximize student learning for all.
Performance Goal: By June 2022, KMS will increase the overall STAAR component score from 22 to 36 by increasing the number of students who achieve meets and masters.

Performance Objective 1: By the 2021-2022 STAAR assessment, the percentage of students who approach, meet, and master the STAAR Reading and Writing will increase .
Grade 8
The percentage of students at Approaches will increase from 54% to 70%.
The percentage of Meets will increase from 27% to 35%.
The percentage of Masters will increase from 9% to 15%.
Grade 7
The percentage of students at Approaches will increase from 50% to 70%.
The percentage of Meets will increase from 27% to 35%.
The percentage of Masters will increase from 27% to 30%.
Grade 6
The percentage of students at Approaches will increase from 48% to 60%.
The percentage of Meets will increase from 17% to 30%.
The percentage of Masters will increase from 5% to 12%.

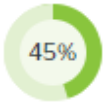
Evaluation Data Sources: Data sources will include weekly assessments 9 weeks DCAs, Interim Assessments, STAAR 2022 assessment data, STAAR Summary report, Lead4ward, and the TAPR report).

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue goal and strengthen strategies and where goals were met increase the goal.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Classroom observations focused on use of interactive notebooks in all core subjects to incorporate writing and discussion (September 2021, November 2021, and March 2021). **Strategy's Expected Result/Impact:** Observations and debrief notes. At the end of each period, teachers will give an exit ticket to students to determine mastery of TEKS taught during the period. Teachers will use quick writes or writing to learn in class to show student mastery or demonstration of TEKS taught in lesson. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals, and Instructional Coaches **Funding Sources:** note books - 199-State Comp. Ed. - $5,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct conferences with departments after common assessments (i.e. Snapshots, 9 Week Assessment, Mock, STAAR) to: a. Identify student performance by strands. b. ELA & Math Teachers will receive exemplar lessons, modeling, and training by district approved personnel and/or consultant contractors. c. Identify objectives which are below 50% (or up to 65% depending on number of objectives) that need to be retaught d. Review scores for all subgroups. e. Develop and implement intervention plans and strategies to increase performance in low objectives ((September 2021, November 2021, and March 2021)) **Strategy's Expected Result/Impact:** Increased student performance with difficult TEKs as shown on snapshots, 9 Week Assessments, and STAAR. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals, Instructional Coaches, and Teachers **Funding Sources:** ELA & Math Expert Consultants - 199-State Comp. Ed. - $20,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All core teachers will ensure student use of the Cornell Way, AVID Binder System, Interactive Student Notebooks, and WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) Strategies. (September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Improved Reading/Writing scores. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Assistant Principals, Instructional Coaches, AVID Coordinator and Teachers **Funding Sources:** AVID - Communication Boards $3000, AVID Systems $2000, $5000 Binders, $3000 journals - 199-State Comp. Ed. - $10,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Lead4ward along with other data sources will be used to drive intervention groups for RtI, structured tutorials, and Personal Graduation Plans (PGP). (September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Increased student scores on the 2021 STAAR test in all content areas. **Staff Responsible for Monitoring:** Administration, Instructional Coaches, Department Chairs, and Teachers **Funding Sources:** Lead4waqrd- Field guides - 199-State Comp. Ed. - $500	30%	70%	90%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Provide targeted interventions after school and STAAR Saturday School for students in lowest performing demographics who are identified as being at-risk of not graduating. Funding for after school targeted tutoring. (September 2021, November 2021, and April 2022) **Strategy's Expected Result/Impact:** Increased scores for all students on reading assessments throughout the 21-22 school year. **Staff Responsible for Monitoring:** Administrators, Department Chairs, Teachers, Instructional Coaches **Comprehensive Support Strategy** **Funding Sources:** Tutoring Facilitation - 199-State Comp. Ed. - $5,000	15%	50%	80%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Semester PD for ESL Essentials-- Refreshers for ESL Essentials #1 provided in August 2021 **Strategy's Expected Result/Impact:** Full implementation of all five components of the ESL essentials by all teachers **Staff Responsible for Monitoring:** Principal, Multilingual Program Specialist	30%	35%	65%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Learning Walks for teachers--starts in September 2021--done once a month. Observation forms to be completed by teachers during visits **Strategy's Expected Result/Impact:** Focus on strategies that to support teacher needs **Staff Responsible for Monitoring:** Principal, Instructional Coaches	N/A	35%	60%	100%

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Monitor and provide feedback to teachers on implementation of instructional strategies. **Strategy's Expected Result/Impact:** Continuously monitor and support teacher growth to achieve TEKS objective. **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, and consultant.	50%	90%	95%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Students will track assessment data using a TEKS tracking system in class (September 2021, October 2021, December 2021 and March 2021) **Strategy's Expected Result/Impact:** Increase student awareness of academic goals and progress **Staff Responsible for Monitoring:** Instructional coaches, teachers, administrators				

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Teachers will utilize Focused Reading Intervention Kits for Reading Intervention classes. (September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** * Purchase grade level texts so that all students, regardless of reading ability, have access to the appropriate reading level texts. * Develop comprehensive reading programs that incorporates reading across all genres. * Provides hands-on learning experiences for students. *This strategy will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students from major racial and ethnic groups, children with disabilities and English learners) to meet the challenging state academic standards. **Staff Responsible for Monitoring:** Dean of Instruction/CIS **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Curriculum **Funding Sources:** Focused Reading Intervention Kits - 199-State Comp. Ed. - 2,500 - $2,500				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for all.

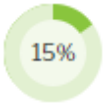
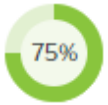
KMS will maximize student learning for all.
Performance Goal: By June 2022, KMS will increase the overall STAAR component score from 22 to 36 by increasing the number of students who achieve meets and masters.

Performance Objective 2: By the 2021-2022 STAAR assessment, the percentage of students who approach, meet, and master the STAAR Math & Algebra I will increase .
Algebra I
The percentage of students at Approaches will increase from 88% to 98%.
The percentage of Meets will increase from 47% to 60%
The percentage of Masters will increase from 20% to 35%.
Grade 8 Math
The percentage of students at Approaches will increase from 22% to 55%
The percentage of Meets will increase from 5% to 25%
The percentage of Masters will increase from 0% to 10%
Grade 7
The percentage of students at Approaches will increase from 34% tp 65%.
The percentage of Meets will increase from 8% to 30%
The percentage of Masters will increase from 3% to 10%.
Grade 6
The percentage of students at Approaches will increase from 34% to 60%.
The percentage of Meets will increase from 17% to 30%
The percentage of Masters will increase from 5% to 12%

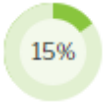
Evaluation Data Sources: Data sources will include weekly assessments, 9weeks DCAs, Interim Assessments, STAAR 2022 assessment data, STAAR Summary report, Lead4ward, and the TAPR report).

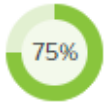
Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue goal and add more strategies for Math.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide targeted interventions after school and STAAR Saturday School for students in lowest performing demographics who are identified as being at-risk of not graduating. Funding for transportation needs to be provided for after school targeted tutoring. (September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Increased scores for all students on math assessments throughout the 21-22 school year. **Staff Responsible for Monitoring:** Administrators, CISs, teachers **Funding Sources:** - 199-State Comp. Ed. - $3,700				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: TEKS focused bi-weekly formative assessments **Strategy's Expected Result/Impact:** Determine areas of strength and areas of weakness for reteach **Staff Responsible for Monitoring:** Teachers, Instructional Specialist, Curriculum specialists				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Conduct conferences with departments after common assessments (i.e. Snapshots, 9 Week Assessment, Mock, STAAR) to: a. Identify student performance by strands. b. Identify objectives which are below 50% (or up to 65% depending on number of objectives) that need to be retaught c. Review scores for all subgroups. d. Develop and implement intervention plans and strategies to increase performance in low objectives (September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Increased student performance with difficult TEKs as shown on snapshots, 9 Week Assessments, and STAAR. **Staff Responsible for Monitoring:** Principals, Dean of Instruction, Instructional Specialist				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Students will track assessment data using a TEKS tracking system in class (September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Increase student awareness of academic goals and progress **Staff Responsible for Monitoring:** Principals, Dean of Instruction, Instructional Specialist				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Monitor and provide feedback to teachers on implementation of instructional strategies. **Strategy's Expected Result/Impact:** Continuously monitor and support teacher growth to achieve TEKS objective. **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, and consultant.	20%	60%	70%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Learning Walks for teachers--starts in September 2021--done once a month. Observation forms to be completed by teachers during visits **Strategy's Expected Result/Impact:** Focus on strategies that to support teacher needs **Staff Responsible for Monitoring:** Principal, Instructional Specialist	60%	60%	75%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Teachers will implement math stations within the classroom to support students and focus on instructional strategies in small groups.(September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Increase in math knowledge and foundational skills to aid in an increase in Math scores. **Staff Responsible for Monitoring:** Dean Of Instruction/CISs **Funding Sources:** Resources to create stations colored paper, manipulatives, etc. - 199-State Comp. Ed. - $1,000	35%	70%	90%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Goal 1: SISD will maximize student learning for all.

KMS will maximize student learning for all.
Performance Goal: By June 2022, KMS will increase the overall STAAR component score from 22 to 36 by increasing the number of students who achieve meets and masters.

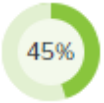
Performance Objective 3: By the 2021-2022 STAAR assessment, the percentage of students who approach, meet, and master the STAAR Science will increase .

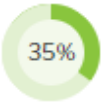
The percentage of students at Approaches will increase from 38% t 65%
The percentage of Meets will increase from 15% to 25%
The percentage of Masters will increase from 5% to 10%.

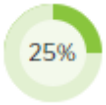
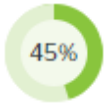
Evaluation Data Sources: Data sources will include 9 weeks DCAs, Interim Assessments, STAAR 2022 assessment data, STAAR Summary report, Lead4ward, and the TAPR report.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue goal and add strategies to strengthen process.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Learning Walks for teachers--Starts in September 2021--done once a month; Observation forms to be completed during visits **Strategy's Expected Result/Impact:** Focus on strategies to support teacher needs **Staff Responsible for Monitoring:** Principal, Instructional Coaches				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor and provide feedback to teachers on implementation of instructional strategies **Strategy's Expected Result/Impact:** Continuously monitor and support teacher growth **Staff Responsible for Monitoring:** Administrators, Dr. Gordon, Instructional Coaches				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Students will track assessment data using a TEKS tracking system in class **Strategy's Expected Result/Impact:** Increase student awareness of academic goals and progress **Staff Responsible for Monitoring:** Instructional coaches, teachers, administrators				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: STAAR Saturday school for intervention. **Strategy's Expected Result/Impact:** Increased scores for all students on reading assessments throughout the 2021-2022 school year. **Staff Responsible for Monitoring:** Administrators, ICs, teachers	N/A			

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 8th Grade Science Think Up workbooks will be ordered to supplement instructional resources. **Strategy's Expected Result/Impact:** *The goal is to increase the MEETS performance from 38% to 65% on 8th grade Science STAAR. *This strategy will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students from major racial and ethnic groups, children with disabilities and English learners) to meet the challenging state academic standards. **Staff Responsible for Monitoring:** CIS, Dean of Instruction				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for all.

KMS will maximize student learning for all.
Performance Goal: By June 2022, KMS will increase the overall STAAR component score from 22 to 36 by increasing the number of students who achieve meets and masters.

Performance Objective 4: By the 2021-2022 STAAR assessment, the percentage of students who approach, meet, and master the STAAR Social Studies will increase .

The percentage of students at Approaches will increase from 33% to 60%
The percentage of Meets will increase from 10% to 25%
The percentage of Masters will increase from 4% to 15%

Evaluation Data Sources: Data will include 9 weeks DCAs, Interim Assessments, STAAR 2022 assessment data, STAAR Summary report, Lead4ward, and the TAPR report).

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Strengthen social studies strategies to meet the goal.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Targeted tutorials and STAAR Saturday school for intervention and pullouts for students failing content area TEKS will occur after each assessment. (September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Increase in STAAR Assessment scores. **Staff Responsible for Monitoring:** Teachers and Instructional Coaches **Funding Sources:** Saturday School Resources - 199-State Comp. Ed. - $1,000	50%	65%	85%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monitor and provide feedback on implementation on PD Weekly documented in Google form and outlook calendar **Strategy's Expected Result/Impact:** Continuously monitor and support teacher growth **Staff Responsible for Monitoring:** Principal, SPED Specialist, Instructional Coaches	50%	65%	85%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 1: SISD will maximize student learning for all.

KMS will maximize student learning for all.
Performance Goal: By June 2022, KMS will increase the overall STAAR component score from 22 to 36 by increasing the number of students who achieve meets and masters.

Performance Objective 5: By the end of the 2021-2022 school year, the level of students that perform at approaches, meets, and masters on STAAR will increase.

The overall percentage of students at Approaches will increase from 43% to 65%, Meets will increase from 16% to 30%, and Masters will increase from 6% to 12%.

A) Student Growth Measure: By June 2021, the overall growth measure will increase from 66% to 70% in reading.

B) Closing the Gap Measure: By June 2021, the number of indicators that KMS will successfully reach will increase from 6% to 16%.

C) EL Language Proficiency: By June 2021, the EL Proficiency score will increase from 19% to 30%.

ELL students STAAR Reading level will increase.
The percentage of students at Approaches will increase from 35% to 50%.
The percentage of Meets will increase from 14% to 20%.
The percentage of Masters will increase from 4% to 10%.

ELL students STAAR Math level will increase.
The percentage of students at Approaches will increase from 24% to 35%.
The percentage of Meets will increase from 5% to 20%.
The percentage of Masters will increase from 0% to 10%.

SPED students STAAR Reading levels will increase.
The percentage of students at Approaches will increase from 18% to 30%.
The percentage of Meets will increase from 7% to 15%.
The percentage of Masters will increase from 2% to 10%.

SPED students STAAR Math levels will increase.
The percentage of students at Approaches will increase from 9% to 20%.
The percentage of Meets will increase from 3% to 10.
The percentage of Masters will increase from 0% to 10%.

Evaluation Data Sources: Data will include 9 weeks DCAs, Interim Assessments, STAAR 2022 assessment data, STAAR Summary report, Lead4ward, and the TAPR report).

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: add strategies to strengthen the goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Targeted tutorials, Saturday school for intervention and pullouts for students failing content area TEKS after assessments. This strategy addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging state academic standards. September 2021-May 2022. **Strategy's Expected Result/Impact:** Increased scores for all students on all assessments throughout the 21-22 school year. This strategy will meet the needs of all students to meet the challenging state academic standards, **Staff Responsible for Monitoring:** Teachers and Instructional Coaches **Funding Sources:** - 199-State Comp. Ed. - $5,000	50%	50%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monthly PD to increase rigor Once every month 2021-2022 **Strategy's Expected Result/Impact:** Increase teacher capacity in order to better serve All students **Staff Responsible for Monitoring:** Principal, ICs, administrators	50%	55%	85%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Learning Walks Starts in September 2021 done once a month **Strategy's Expected Result/Impact:** Focus on strategies that to support teacher needs **Staff Responsible for Monitoring:** Administrators/Instructional Coaches	30%	40%	70%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Monitor and provide feedback on implementation Weekly in PLCs 21-22 school year. **Strategy's Expected Result/Impact:** Continuously monitor and support teacher growth **Staff Responsible for Monitoring:** Administrators/specialist/Instructional Coaches	50%	55%	85%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Review lesson plans for advanced strategies Weekly reviews 21-22 school year **Strategy's Expected Result/Impact:** To ensure consistent implementation of SpEd strategies **Staff Responsible for Monitoring:** Dean, Instructional Coaches, Dr. Gordon				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Weekly/Bi-weekly formative assessments **Strategy's Expected Result/Impact:** Assess student growth and determine areas for reteach **Staff Responsible for Monitoring:** Instructional Coaches, Teachers				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Student data trackers After every DCA assessment. This strategy addresses the needs of all students in the school, but particularly the needs of those at-risk of not meeting the challenging state academic standards. (September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Increase student awareness of academic goals and progress **Staff Responsible for Monitoring:** Instructional coaches, teachers, administrators				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Review and monitor lesson plans for EL strategies (September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Consistent Implementation of ELPS and second language acquisition. **Staff Responsible for Monitoring:** Administrators, CISs, Dean of Instruction, and Multilingual Specialist				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Interactive Technology will be used by all teachers to model instructional strategies. Students will use Interactive technology to display work to the class and drive student-led activities. Technology is needed for KMS staff (September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Increased student performance with difficult TEKs as shown on snapshots, 9 Week Assessments, and STAAR. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Technology 1 **Funding Sources:** Interactive Technology - 199-State Comp. Ed. - $10,000	90%	90%	95%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 5 Problem Statements:

Technology
Problem Statement 1: Lack of interactive technology in teacher classrooms which will aid in lesson facilitation and student participation. **Root Cause**: Moved to new building without such devices.

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

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

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

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

Next Year's Recommendation: Continue PD

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teaching staff will attend various professional development sessions tailored to their specific content area and share information obtained at the training to content and elective teachers and paraprofessionals weekly during PLC. **Strategy's Expected Result/Impact:** Improved performance. **Staff Responsible for Monitoring:** Assistant Principals, Principal, Instructional Coaches, staff **Funding Sources:** Professional Development - 199-State Comp. Ed. - $5,000	50%	50%	70%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Back to school and ongoing professional development sessions will include mini sessions based on campus needs assessment, campus initiatives, campus policies/procedures, Sheltered Instruction Plus, AVID etc. (Cultural Awareness and Responsiveness, AVID Strategies, Campus Initiatives, and Technology (Google Apps and BYOD) in the classroom) **Strategy's Expected Result/Impact:** Track percentage of teachers/staff attending professional development each 9-week period using sign-in sheets, agendas, and meeting minutes. **Staff Responsible for Monitoring:** Principal, Assistant Principals **Funding Sources:** AVID conference/ training - 199-State Comp. Ed. - $15,000, AVID training - 199-General funds - $5,000	50%	70%	80%	→

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

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

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

Performance Objective 2: KMS will increase teacher retention rate from 88% to 90% by May 2022. 100% retention of first-year teachers.

Evaluation Data Sources: 90% of all teachers on the KMS campus will sign contracts. T-TESS Summative Evaluations.

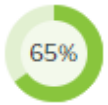
Next Year's Recommendation: Continue support of 1st year teachers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: KMS will purchase motivational books to inspire and empower teachers and staff. **Strategy's Expected Result/Impact:** Staff participation in book talk sharing new learning through a shared Google folder. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Department Chairs, Testing Coordinator **Funding Sources:** Motivational Books - 199-State Comp. Ed. - $500	45%	55%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Recruit staff that will meet the needs of our students through job fairs, website, and personal contact **Strategy's Expected Result/Impact:** Increased retention rates **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Coaches, Department Chairs,	50%	50%	50%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Mentoring Program for New Teachers to provide support, guidance, and devote training through Google. To be done yearly by survey and end of year conference. **Strategy's Expected Result/Impact:** Mentor/mentee log of contact hours, results from mentor/mentee survey facilitated in the fall and spring to determine program effectiveness. **Staff Responsible for Monitoring:** KMS Lead Mentor, Assistant Principals, Principal, Novice Teachers, Mentor Teachers	50%	60%	70%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Staff morale building activities (i.e., jeans pass, PAW praise, social outings, perfect attendance, end-of-the-year celebration, NMSvsKMS Tailgate, Christmas Party, KingKudos, and faculty member of month) throughout the year. **Strategy's Expected Result/Impact:** Based on staff survey, at least 95% of campus staff will feel their school is a good place to work and learn. **Staff Responsible for Monitoring:** Sunshine Committee, Principal **Funding Sources:** Teacher Incentives - 199-General funds - $3,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Increase the academic rigor and academic expectations through Pre-AP and enriched classes and resources: Required GT and Pre-AP Training **Strategy's Expected Result/Impact:** Curriculum and Instruction Tracking System, sigh-in sheet, and certificates. **Staff Responsible for Monitoring:** Increase the academic rigor and academic expectations through Pre-AP and enriched classes: Required GT and Pre-AP Training **Funding Sources:** GT/ Pre-AP trainging - 199-State Comp. Ed. - $500				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

KMS will continue to build positive relationships with parents and community members.

Performance Objective 1: By May, 2022, parent and community attendance at school related functions will increase from 20% to 30%.

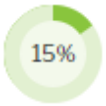
Begin tracking parental attendance to school events and activities in order to have a yearly increase of 20% for the 2021-2022 school year. -Take a Look Thursday -Sports Activities -Parent Conference -Curriculum Night -AVID Family Night -Award Ceremonies - PTO Meetings, -Early College High School Program Parent Night, -CAP Booster, and other school functions.

Evaluation Data Sources: End-of-the-Year Parent Survey; Calculate parental attendance to events and activities for 2021 - 2022 school year

Summative Evaluation: Exceeded Objective

Next Year's Recommendation:
Continue to track parental attendance to school events and activities in order to have a yearly increase of 20% for the 2022-2023 school year. -Beginning of the year Parent Take a Look Night-Sports Activities -Parent Conference -Curriculum Night -AVID Family Night -Award Ceremonies - PTO Meetings, -Early College High School Program Parent Night, -CAP Booster, Counseling events and other school functions. Continue to provide baskets for KMS families during the holiday season; Collect donations and non-perishable food items (KMS Cares) along with continuing to work with the Houston Food Bank. Start Real Men Read , YLOD/YGOD sponsored Coronation, Book Club

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Take a look Thursday, STEM PBL showcase, PTO, and Zooming with the Principal starting second semester. Lunch & Learn **Strategy's Expected Result/Impact:** Sign-In Sheets Increase involvement through monthly Panther PTO meetings End-of-the-year parent survey Strategy addresses a well-rounded education. **Staff Responsible for Monitoring:** Teachers, Counselors, Assistant Principals, Principal, and SDMC Chair **Funding Sources:** Parent Engagement Resources - 199-State Comp. Ed. - $500	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide incentives to students for participation in school events: Fine Arts performances, STEM PBL, and athletics. (PBIS) **Strategy's Expected Result/Impact:** Increased student morale End-of -the year parent survey Sign-In Sheets **Staff Responsible for Monitoring:** Principal and SDMC Chair **Funding Sources:** PBIS - 199-State Comp. Ed. - $700				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide semester educational workshops (i.e., Curriculum Nights) **Strategy's Expected Result/Impact:** Increased student performance End-of-the-year parent survey Sign-In Sheets **Staff Responsible for Monitoring:** Principal, SDMC Chair, Instructional Coaches **Funding Sources:** - 199-State Comp. Ed. - $1,000	N/A			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide outreach opportunities and educational classes for parents and students to collaborate at the school (i.e., Etiquette class) October 2021 (Trunk or treat Open House) November 2021 (Grades- How to turn in assignments and checking for completion/submission 10:00 a.m./6:00 p.m.) March 2022 STAAR prep Family Engagement. **Strategy's Expected Result/Impact:** Increased parent involvement Parent Sign-In Sheets End-of -the year parent survey **Staff Responsible for Monitoring:** Principal, PTO Committee, and SDMC Chair				

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

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Support parent engagement through the Class Dojo communications platform in order to assist parents and teachers in communication regarding student achievement. **Strategy's Expected Result/Impact:** Increase in parent communication and attendance at school events. Increase in knowledge regarding academic strategies to assist students in school work. **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 3: Positive School Culture				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

KMS will continue to build positive relationships with parents and community members.

Performance Objective 2: Increase participation in Panther PTO (Parent/Teacher Organization) by 50% for 2021-2022 school year.

Evaluation Data Sources: Number of involved families in Panther PTO by May of 2022.

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Increase parental involvement through monthly Panther PTO meetings. November 2022, January 2022, March 2023, May 2023.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase parental involvement through monthly Panther PTO meetings. November 2021, January 2021, March 2021, May 2021 **Strategy's Expected Result/Impact:** Sign-In Sheets End-of-the-year parent survey Increased participation from the 2021-2022 school year. Ended the year with 5 members so will increase by 100% at least for the 2021-2022 school year. **Staff Responsible for Monitoring:** Principal, Counselors, Parental Involvement Committee, and SDMC Chair **Funding Sources:** - 199-State Comp. Ed. - $1,000	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide parents with current information through a monthly newsletter written in both English and Spanish, campus website, Smore newsletter, PTO newsletter, Twitter, Instructional newsletter. **Strategy's Expected Result/Impact:** Results from parent survey (communication) **Staff Responsible for Monitoring:** Principal Assistant Principal **Funding Sources:** Smores/ Monthly Newsletter - 199-State Comp. Ed. - $500	25%	100%	100%	100%

No Progress



Accomplished


Continue/Modify


Discontinue

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

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

Performance Objective 1: To implement and maintain the Multi-Hazard Emergency Plan to include a safety committee through which drills are performed. (MHEOP) Use Raptor and sign-in sheets in an effort to keep staff and students safe and maintain student safety in the hallways. Including adding additional technology to assist in safety measures.

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

Summative Evaluation: Met Objective

Next Year's Recommendation: KMS will maintain a safe and orderly learning environment for the students and staff

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Administration and Crisis Team will conduct monthly drills and maintain student safety. **Strategy's Expected Result/Impact:** Drill log **Staff Responsible for Monitoring:** Staff responsible for monitoring is Administration and the CMT.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Purchase E-Campus resources and software for student accountability and 3 additional tardy stations. October 2021 **Strategy's Expected Result/Impact:** Tardy stations will assist in minimizing late arrivals to class and will therefore increase student achievement. **Staff Responsible for Monitoring:** Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 2: Effective, Well-Supported Teachers **Funding Sources:** E-Campus Software/tardy station desktop receipts - 199-State Comp. Ed. - $2,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Maintain campus safety school-wide by adding additional campus communication devices. **Strategy's Expected Result/Impact:** Six (6) additional radios will be added to aid in student safety. Five (5) bullhorns are needed so students can hear safety instructions in large spaces/areas in/outside of the building and/or when lights are out in the building by December 2021. **Staff Responsible for Monitoring:** Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning **Funding Sources:** Radios/Bullhorn - 199-State Comp. Ed. - $2,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Performance Objective 2: Decrease the numbers of discipline referrals from 1000 to 750 a reduction of 25%. At the end of the 2021-2022 school years referrals were reduced by 45%

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

Next Year's Recommendation: Decrease the number of referrals by 15%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Students must walk on the right side and teachers will monitor hallways by being visible and at their doors during passing time. (September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Fewer tardies; less running in the hallways; fewer fights due to pushing in the hallway **Staff Responsible for Monitoring:** Principal, Assistant Principal, and Staff	15%	70%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement the Panther Way (campus PBIS initiative) is incorporated into each hallway, classroom, the cafeteria, restrooms, front office, AP/Counselor suites, and Nurses clinic.(September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Walk through documentation (T-TESS), PBIS App point tracker report. **Staff Responsible for Monitoring:** Administration Team and Instructional Council **Funding Sources:** - 199-State Comp. Ed. - 1000	40%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize Student Panther Points for positive behavior August 2021, December 2021, and April 2022. **Strategy's Expected Result/Impact:** Utilize student panther points to incentivize student positive behavior to promote a positive school culture. To include being on time, zero discipline, zero tardies, helping other etc.. **Funding Sources:** - 199-State Comp. Ed. - $2,500	55%	80%	80%	

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

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

Evaluation Data Sources: Audit reports and surveys

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: KMS will create a safe and optimal setting for incoming 5th graders and outgoing 8th grader by offering transition activities throughout the school year. Such as 8th grade students participating in a high school visits for the upcoming school year. Also, all 8th grade students will participate in the Naviance program designed to foster career awareness and aid future planning. Continue to invite 5th grade students to visit KMS and transition to middle school. Band/Choir/CAP/Drama will present information and give performances in the Spring 2023. Continue Inviting high school counselors and AVID students to present the high school showcase to 8th grade students. Continue conducting "college week" Activities/awareness events. Spring 2023.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Allow Band, Choir, and Orchestra to visit the elementary schools so students may become familiar with activities that are available to them in the future and learn the importance of the fine arts. Spring 2022 **Strategy's Expected Result/Impact:** Increased student participation in extracurricular activities. **Staff Responsible for Monitoring:** Counselors, Fine Arts Coordinators, APs, Principal.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Invite 5th grade students to visit KMS and transition to middle school. Band/Choir/CAP/Drama will present information and give performances. Spring 2022 **Strategy's Expected Result/Impact:** Students will tour campus and classes to receive all pertinent information for transition from elementary setting to middle school. **Staff Responsible for Monitoring:** Counselors, Fine Arts Coordinators, APs, Principal.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Invite high school counselors and AVID students to present the high school showcase to 8th grade students. Spring 2022 **Strategy's Expected Result/Impact:** Students will be registered for classes and receive all pertinent information. **Staff Responsible for Monitoring:** Counselors, AVID Site Coordinators, APs, Principal.				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: All 8th grade students will participate in the Naviance program designed to foster career awareness and aid future planning. December 2021 and March 2021 **Strategy's Expected Result/Impact:** Students will create a four year plan and take an interest and career inventory/survey. **Staff Responsible for Monitoring:** Counselors, APs, Principal.				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Conduct "college week" Activities/awareness events. Spring 2022 **Strategy's Expected Result/Impact:** Student participation in stories, posters, and college shirt day will promote college and career readiness. **Staff Responsible for Monitoring:** Counselors, APs, Principal.				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: 8th grade students will participate in high school visits "Fish Camp" May 2022 **Strategy's Expected Result/Impact:** Observe students participating in high school activities during camp. Sign in sheets at Fish Camp. **Staff Responsible for Monitoring:** Counselors, APs, Principal.	100%	100%	100%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Performance Objective 4: After School Program

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue strategies

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1. Offer an After School Program that will provide academic assistance in reading, math, science, social studies, and college and career readiness. (September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Increase performance on local and state assessments. Interventions and Tutorials will target ELL, ED, SpED, AA, and H populations as well as all students. **Staff Responsible for Monitoring:** C.E. King Middle School After-School Program site coordinator **Funding Sources:** Academic Materials - 265-21st Century After-School Program (Cycle 10) - $5,500	25%	30%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 2. Offer an After School Program that will provide SEL & wrap around services. (September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Increase performance on local and state assessments. Interventions and Tutorials will target ELL, ED, SpED, AA, and H populations as well as all students. **Staff Responsible for Monitoring:** C.E King Middle School After-School Program site coordinator **Funding Sources:** Wrap around provider - 265-21st Century After-School Program (Cycle 10) - $4,000	25%	35%	35%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 3. Provide enrichment programs such as boxing, step, sports, photography, cooking, DJ, sex education, STEM academy, etc. (September 2021, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Increase performance on local and state assessments. Interventions and Tutorials will target ELL, ED, SpED, AA, and H populations as well as all students. Provide students with a well-rounded education. **Staff Responsible for Monitoring:** C.E King Middle School After-School Program **Funding Sources:** Enrichment Activity Materials - 265-21st Century After-School Program (Cycle 10) - $2,147	40%	50%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 4. 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. August 2021, Jan 2022, Feb 2022, April 2022 **Strategy's Expected Result/Impact:** Increase performance on local and state assessments. Interventions and Tutorials will target ELL, ED, SpED, AA, and H populations as well as all students. **Staff Responsible for Monitoring:** C.E King Middle School After-School Program site coordinator **Funding Sources:** Training (After School Program) - 199-State Comp. Ed. - $554.50	60%	60%	75%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 5. 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. August, October 2021, January, February, April 2022 **Strategy's Expected Result/Impact:** Increase performance on local and state assessments. Interventions and Tutorials will target ELL, ED, SpED, AA, and H populations as well as all students. **Staff Responsible for Monitoring:** C.E King Middle School After-School Program site coordinator and Executive Director of Federal Programs & Grants **Funding Sources:** Professional development (afetschool) - 265-21st Century After-School Program (Cycle 10) - $2,500	N/A	N/A	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: 6. 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, November 2021, and March 2021) **Strategy's Expected Result/Impact:** Increase performance on local and state assessments. Interventions and Tutorials will target ELL, ED, SpED, AA, and H populations as well as all students. **Staff Responsible for Monitoring:** C.E King Middle School After-School Program site coordinator **Funding Sources:** Parental Education Resources - 265-21st Century After-School Program (Cycle 10) - $1,000	40%	50%	80%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: SISD will provide financial accountability.

KMS will provide financial accountability.

Performance Objective 1: By May 2022, 100% of the campus budget will be spent or encumbered to address the needs of the students and aligned to the campus goals.

Evaluation Data Sources: Financial Budget Report

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to work in the fall to spend budget in different areas prior to March

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Attend budget training session to increase knowledge of district budget processes and procedures September 2021 **Strategy's Expected Result/Impact:** Itemized budget report **Staff Responsible for Monitoring:** Principal Secretary Principal	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Allocate funds for instructional resources, materials, and instructional tools to aide in instructional strategies that will increase student achievement in ELAR, Math, Science, and Social Studies. and Writing (September 2021, November 2021, and March 2021). **Strategy's Expected Result/Impact:** Snapshots, 9WAs, and STAAR **Staff Responsible for Monitoring:** Administrators Instructional Coaches **Funding Sources:** Instructional Materials - 199-General funds - $10,000, Instructional Materials - 199-State Comp. Ed. - $5,000	5%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Principal will meet with the principal's secretary bi-weekly to review the updated budget report and determine funding throughout the year. **Strategy's Expected Result/Impact:** Itemized budget report **Staff Responsible for Monitoring:** Principal Secretary Principal	35%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement a system to reduce the number of deferred affidavits facilitated by the campus. Oct 2021. **Strategy's Expected Result/Impact:** Tracking sheet of deferred affidavits. **Staff Responsible for Monitoring:** Principal Secretary Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for C.E. King Middle School

Total SCE Funds:
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for C.E. King Middle School

Name	Position	FTE
Altera Francis	Teacher	1

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	AVID training		$5,000.00
2	2	4	Teacher Incentives		$3,000.00
5	1	2	Instructional Materials		$10,000.00
				Sub-Total	$18,000.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	note books		$5,000.00
1	1	2	ELA & Math Expert Consultants		$20,000.00
1	1	3	AVID - Communication Boards $3000, AVID Systems $2000, $5000 Binders, $3000 journals		$10,000.00
1	1	4	Lead4waqrd- Field guides		$500.00
1	1	5	Tutoring Facilitation		$5,000.00
1	1	10	Focused Reading Intervention Kits	2,500	$2,500.00
1	2	1			$3,700.00
1	2	7	Resources to create stations colored paper, manipulatives, etc.		$1,000.00
1	4	1	Saturday School Resources		$1,000.00
1	5	1			$5,000.00
1	5	9	Interactive Technology		$10,000.00
2	1	1	Professional Development		$5,000.00
2	1	2	AVID conference/ training		$15,000.00
2	2	1	Motivational Books		$500.00
2	2	5	GT/ Pre-AP trainging		$500.00
3	1	1	Parent Engagement Resources		$500.00
3	1	2	PBIS		$700.00
3	1	3			$1,000.00
3	2	1			$1,000.00
3	2	2	Smores/ Monthly Newsletter		$500.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	2	E-Campus Software/tardy station desktop receipts		$2,000.00
4	1	3	Radios/Bullhorn		$2,000.00
4	2	2		1000	$0.00
4	2	3			$2,500.00
4	4	4	Training (After School Program)		$554.50
5	1	2	Instructional Materials		$5,000.00
				Sub-Total	$100,454.50

265-21st Century After-School Program (Cycle 10)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	4	1	Academic Materials		$5,500.00
4	4	2	Wrap around provider		$4,000.00
4	4	3	Enrichment Activity Materials		$2,147.00
4	4	5	Professional development (afetschool)		$2,500.00
4	4	6	Parental Education Resources		$1,000.00
				Sub-Total	$15,147.00