Sheldon Independent School District

C.E. King Middle School

2020-2021 Campus Improvement Plan



Board Approval Date: November 17, 2020
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Comprehensive Needs Assessment

Revised/Approved: September 24, 2020

Needs Assessment Overview

Needs Assessment Overview Summary

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 in May 4, 2020 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 on September 24, 2020 to make any necessary changes to the comprehensive needs assessment as well as to complete the campus improvement plan for the 2020-2021 school year. Listed below is the campus, parent, and family engagement committee members.

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
Jessica Johnson	Administrative Assistant
Ms. Mendoza	Parent
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 2020-2021 school year:

1. Implement best practices to improve the academic performance for all students especially at-risk students.

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

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

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 Accountability Report 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 1,046 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.

A. Student Enrollment

Year	Enrollment
2016	918
2017	1000
2018	1067
2019	1121

B. Student Demographics by Ethnicity

Ethnicity	Campus	District
Hispanic	744/74.4%	70.6%
American Indian-Alaska Native	1/.1%	.1%
Asian	6/.57%	.5%
Black-AA	201/20.1%	21.2%
Native Hawaiian-Pacific Islander	0/0%	

Ethnicity	Campus	District
White	47/4.7%	6.5%
Two or More	2/.2%	1.1%

C. Student Longitudinal Demographics by Ethnicity

Ethnicity	2016	2017	2018	2019
Hispanic	661/71.54%	680/74.07%	744/74.4%	844/75.29%
American Indian	0/0	0/0	0/0	0/0
Asian	2/.22%	1/.11%	5/.5%	5/.45%
African American	174/18.83%	176/19.17%	201/20.1%	218/19.45%
Native Hawaiian	1/.11%	0/0	0/0	0/0
White	80/8.66%	55/5.99%	47/4.7%	45/4.01%
Two or More Races	6/.65%	6/.65%	2/.2	9/.80%

D. Student Demographics by Gender

Gender	Campus	District	State
Females	490/49.%	49.4%	
Males	510/51.%	50.6%	

E. Student Demographics by Special Populations

Special Population	Campus	District	State
Special Education	8.12%	7.3%	8.8%
ELL	30.28%	27.8%	18.9%
Gifted & Talented	6.49%	4.8%	7.8%

Special Population	Campus	District	State
Section 504	3.06	2.08%	
Economically Disadvantaged	89.4%	79.%	59%

F. Staff Demographics by Ethnicity

Ethnicity	Campus	District	State
AA	50.5%	34.4%	10.2%
Hispanic	9.3%	24.5%	26.6%
White	38.5%	37.9%	59.8%
Asian	1.6%	1.4%	1.5%
Pacific Islander	0	.4%	.4%
Two or more Races	0	1.1%	1.1%

G. Staff Demographics by Gender

Gender	Campus	District	State
Male Teachers	37%	25.1%	23.7%
Female Teachers	63%	74.9%	76.3%

H. Staff Demographics by Years of Experience

Years of Experience	Campus	District	State
Beginning	6/9.8%	8.9%	7.8%
1-5 Years	25.5/41.5%	39.4%	28%
6-10 Years	15/24.4%	24.9%	20.9%
11-20 Years	9.7/15.8%	21.5%	27.8%

Years of Experience	Campus	District	State
20 Years and up	5.2/8.4%	5.2%	15.5%

Here are other facts about our demographics for the 2018-2019 school year:

- About 89.4% of our student population is eligible for free or reduced price meals.
- We have an English Language Learners (EL) population of 31%.
- Over half of our student population is identified as being at-risk with 79.4% of our students being Economically disadvantaged.

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

Demographics Strengths

- **A** Families are moving into our community.
- **B** We are serving based on our changing demographics.
- **C** Overall growth in student population.
- **D** Diversity, more opportunity to involve female students in STEM program, & more female role models.
- **E** Except for the Economically Disadvantaged population, our campus is a true reflection of the district. District Initiatives with fidelity are easier to implement.
- **F** We have 38% male teachers.
- **G** We have more male teachers than district and the state.
- **H** Majority of our teachers have 6 or more years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have to accommodate the needs of our rapidly growing and newly embedded community members. **Root Cause:** Enrollment was steady for last three years. However, our current enrollment is at 1,139.

Problem Statement 2: In last couple of years we have grown over 10 %, which requires us to have more space, resources, and staff to fit the needs of our students. **Root Cause:** Although we have the similar numbers of ELL students as that of the district, our Hispanic student population has grown more rapidly.

Problem Statement 3: We need additional staff and programs based on our growth and we have to add SIOP Training and culturally relevant instruction. **Root Cause:** Hispanic student population is continuously growing, while African American student population has been steady, and White student population has been declining.

Problem Statement 4: We need to hire more qualified teachers with diverse backgrounds and experiences. **Root Cause:** We have just over 50% African American, nearly 40% White and just over 10% Hispanic staff members.

Problem Statement 5: We need to hire more male teachers. **Root Cause:** Not having enough male teachers.

Student Learning

Student Learning Summary

The following data were reviewed in relation to Student Achievement:

- STAAR 2018-2019 results doe to COVID-19 there were no STAAR test taken in 2019-2020

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.

The following is a breakdown of scores by subject area (all students). Please note that Science and Social Studies are only assessed at the eighth grade level. Writing is only assessed at the seventh grade level.

	All	African American	Hispanic	White	SPED	Econ Disadv	EL
All Subjects	67	59	69	65	32	66	48
Reading	68	62	70	63	35	67	48
Mathematics	69	57	72	67	32	69	58
Writing	60	63	60	20	23	59	23
Science	68	63	69	88	39	68	46
Social Studies	60	51	61	75	33	59	38

Student Achievement Summary

STAAR Results:

Grade Level/Subject: 6th Grade / Reading

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	60.74%	39.26%	12.88%	3.68%
Female	41.61%	58.39%	21.48%	9.4%
Hispanic	50%	50%	17.2%	6.4%
American Indian				
Asian	0%	100%	50%	50%
African American	57.69%	42.31%	17.31%	5.77%
Native Hawaiian				
White	43%	57%	29%	14%
Two or More Races	66.67%	33.33%	0%	0%
Economically Advantaged	51.6%	48.4%	16.99%	6.41%
LEP	82.02%	17.98%	0%	0%
Special Education	80%	20%	0%	0%

Grade Level/Subject: 6th Grade / Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	50.31%	49.69%	12.27%	2.45%

Students	% Did Not Meet	% Approaching	% Met	% Masters
Female	43.62%	56.38%	17.45%	4.7%
Hispanic	45.2%	54.8%	14.8%	3.6%
American Indian				
Asian	50%	50%	50%	0%
African American	50%	44.23%	15.38%	3.85%
Native Hawaiian				
White	60%	40%	0%	0%
Two or More Races	33.33%	66.67%	0%	0%
Economically Advantaged	46.8%	53.2%	13.47%	2.69%
LEP	71.91%	28.09%	1.12%	0%
Special Education	76%	24%	4%	2%

Grade Level/Subject: 7th Grade / Writing

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	57.63%	42.37%	16.38%	1.69%
Female	49.68%	50.32%	20.65%	0.65%
Hispanic	52.71%	47.29%	18.99%	0.78%
Asian	0	100%	100%	0%
African American	60.94%	39.06%	14.06%	3.12%
Native Hawaiian				
White	50%	50%	25%	0%
Two or More Races	0	100	0	0%
Economically Advantaged	53.92%	46.08%	18.37%	1.2%
LEP	81.82%	18.18%	1.01%	0%
ESL	76%	24%	3%	0%

Students	% Did Not Meet	% Approaching	% Met	% Masters
Special Education	85.71%	14.29%	4.76%	0%

Grade Level/Subject: 7th Grade/ Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	40.34%	59.66%	29.55%	11.36%
Female	36.13%	63.87%	29.03%	8.39%
Hispanic	38.13%	61.87%	32.3%	10.12%
American Indian				
Asian	0%	100%	100%	100%
African American	42.19%	57.81%	15.62%	7.81%
Native Hawaiian				
White	12.5%	87.5%	37.5%	12.5%
Two or More Races				
Economically Advantaged	38.37%	61.63%	29.31%	9.97%
LEP	69%	41.41%	9.09%	1.01%
Special Education	80.95%	19.05%	4.76%	4.76%

Grade Level/Subject: 7th Grade/Reading

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	49.15%	50.85%	24.86%	9.6%
Female	36.77%	63.23%	29.68%	12.26%
Hispanic	43.02%	56.98%	27.52%	10.85%
American Indian				
Asian	0%	100%	100%	0%

Students	% Did Not Meet	% Approaching	% Met	% Masters
African American	48.44%	51.56%	21.88%	7.81%
Native Hawaiian				
White	25%	75%	50%	37.5%
Two or More Races	0%	100%	0%	0%
Economically Advantaged	43.37%	56.63%	27.11%	10.84%
LEP	71.72%	28.28%	6.06%	2.02%
Special Education	76.19%	23.81%	4.76%	0%

Grade Level/Subject: 8th Grade/Reading

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	43.68%	56.32%	24.71%	14.94%
Female	27.65%	72.35%	37.06%	18.24%
Hispanic	35.52%	64.48%	31.66%	15.44%
American Indian				
Asian	33.33%	66.67%	66.67%	66.67%
African American	38.24%	61.76%	25%	14.71%
Native Hawaiian				
White	25%	75%	41.67%	41.67%
Two or More Races	50%	50%	0%	0%
Economically Advantaged	36.31%	63.69%	30.36%	16.37%
LEP	71.43%	28.57%	3.57%	2.38%
Special Education	81.82%	18.18%	4.55%	4.55%

Grade Level/Subject: 8th Grade/Math

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	44.29%	55.71%	12.86%	0.71%
Female	44.03%	55.97%	22.39%	0%
Hispanic	41.18%	58.82%	16.18%	0%
African American	54.24%	45.76%	20.34%	1.69%
Native Hawaiian				
White	40%	60%	30%	0%
Two or More Races	100%	0%	0%	0%
Economically Advantaged	44.61%	55.39%	17.1%	0.37%
LEP	58.02%	41.98%	7.41%	0%
Special Education	81.82%	18.18%	0	0

Grade Level/Subject: _8th Grade/Science

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	41.38%	58.62%	25.86%	9.77%
Female	50.3%	49.7%	22.16%	7.19%
Hispanic	47.47%	52.53%	21.79%	8.95%
American Indian				
Asian				
African American	46.27%	53.73%	23.72%	8.41%
Native Hawaiian				
White	16.67%	83.33%	50%	8.33%
Two or More Races	50%	50%	0%	0%
Economically Advantaged	46.25%	53.75%	23.72%	8.41%

Students	% Did Not Meet	% Approaching	% Met	% Masters
LEP	79.52%	20.48%	1.2%	0%
Special Education	77.27%	22.73%	0%	0%

Grade Level/Subject: _8th Grade/Social Studies

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	43.35%	56.65%	20.81%	7.51%
Female	46.75%	53.25%	15.98%	7.69%
Hispanic	44.19%	55.81%	17.44%	7.75%
American Indian				
Asian				
African American	52.24%	47.76%	17.91%	4.48%
Native Hawaiian				
White	33.33%	66.67%	25%	16.67%
Two or More Races	50%	50%	50%	0%
Economically Advantaged	45.81%	54.19%	18.26%	7.48%
LEP	73.81%	26.19%	2.38%	1.19%
Bilingual				
Special Education	81.82%	18.18%	4.55%	0%

Grade Level/Subject: 8th Grade/Algebra

Students	% Did Not Meet	% Approaching	% Met	% Masters
Male	3.03%	96.97%	81.82%	45.45%

Students	% Did Not Meet	% Approaching	% Met	% Masters
Female	0%	100%	94.29%	34.29%
Hispanic	1.89%	98.11%	90.57%	39.62%
American Indian				
Asian				
African American	0%	100%	77.78%	33.33%
Native Hawaiian				
White	0%	100%	100%	50%
Two or More Races	0%	100%	0%	0%
Economically Advantaged	1.54%	98.46%	87.69%	40%
LEP	0%	100%	100%	0%
Special Education				

Student Learning Strengths

- Overall STAAR performance improved from 58% to 67%.
- EL students' performance improved 19% in ELA and 20% in Math.
- Overall Writing scores raised from a 45% at approaches to a 60% approaches.
- Data and scores have been collected from all students and student sub-groups.
- 8th Grade Science scores improved by 12%.
- KMS showed improvement in 8th grade Social Studies by 2%.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: EL students are 32% points below all students in Reading STAAR Assessment **Root Cause:** Planning and PLC was at the same time (50 minutes/Week). Therefore, teachers didn't have sufficient time to conduct professional development or planning.

Problem Statement 2: ELs are 24% points below all students in Math STAAR Assessment **Root Cause:** Planning and PLC was at the same time (50 minutes/Week). Therefore, teachers didn't have sufficient time to conduct professional development or planning.

Problem Statement 3: Only 34% of all students are performing at meets and masters (grade level) on STAAR Assessment **Root Cause:** Planning and PLC was at the same time (50 minutes/Week). Therefore, teachers didn't have sufficient time to conduct professional development or planning.

Problem Statement 4: Special education students are 25% points below all students on Reading STAAR Assessment **Root Cause:** Planning and PLC was at the same time (50

minutes/Week). Therefore, teachers didn't have sufficient time to conduct professional development or planning.

Problem Statement 5: Special education students are 24% points below all students on Math STAAR Assessment. **Root Cause:** Planning and PLC was at the same time (50 minutes/Week). Therefore, teachers didn't have sufficient time to conduct professional development or planning.

School Processes & Programs

School Processes & Programs Summary

Curriculum & Instructions:

Brain Genie	• Grades 6-8 will us Brain Genie for the 2019-2020 school year.
• **Assessments**	• Students will be assessed throughout the school year beginning in September and ending in May
• **Intervention/Acceleration Lessons**	• Students must complete intervention/acceleration on Brain Genie based on their tier • Tier 1= 30 minutes a week • Tier 2= 60 minutes a week • Tier 3= 90 minutes a week
• **Training**	• Prior training has already taken plan for Math teachers

IXL	**Used for all content areas as a supplemental resource for interventions**
Elevation	Used for Core teachers to better differentiate for ELL students
Science A o Z	Used for tier I instruction for science teachers to grow in curriculum

Reading Plus	• Reading Plus will serve as an intervention program for struggling readers who have not been successful on STAAR Reading in middle school
• **Participants**	• Students that have previously not been successful on STAAR Reading in middle school.
• **Scheduling**	• Students will be double-blocked in an on-level ELA class and an intervention period • The second block of the reading class will be for an additional 45 minutes
• **Program Implementation**	• Teachers will alternate days of Read Plus instruction and STAAR-based intervention lessons that coincide with regular ELA curriculum.

STEM scopes for Science

Personnel:

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

Staff Recruitment, Development, and Retention

We recruit highly qualified and effective staff members through advertisement, job fairs, district website, and candidates who currently work within the district. New staff members are supported through our district-wide mentor program. Support is provided at the district level as well as campus level in the form of professional development sessions, opportunities to observe different classrooms, and off campus professional development. Our teacher mentor program promotes continuous collaboration among the instructional staff in an effort to improve teaching and learning in the teacher's classroom and in the school. The goal is to develop classroom learning communities through a beginning of the year program that fosters best practices, classroom management, student-teacher relationships and the collection of data to drive year-long instruction. In an effort to build capacity and support our continuous improvement process, monthly faculty meetings, Professional Learning Communities (PLC) meetings, SDMC (site-based team), and grade level planning are some of the systematic times we currently have in place to provide professional development specifically designed to produce teacher leaders.

Professional Development

We utilize data to determine professional development activities that are directly related to students. Knowledge and skills from professional development activities are integrated in the instructional program to impact teachers, build strength and capacity through differentiation and curriculum alignment. Collective and individual decisions are determined based on professional development activities that are directly related to the assigned grade level and/or subject content with a focus on how the teacher utilizes reflection and feedback for enhancing student learning. Staff members attend district and campus level staff development throughout the year. Staff development at the district level includes staff in-service/ trainings by department or content areas, CPI training, department/grade level planning, and Region IV workshops. At the campus level, professional development includes PLC and grade level planning meetings.

Implementation is monitored through classroom observations and lesson plans. For the 2020-2021 school year, we will continue to incorporate a plan of action steps for teachers to utilize after attending a professional development session. We will ensure that any sessions attended align with our district and campus goals.

School Processes & Programs 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.
- 100% of our staff is proficient in utilization of Google Drive.
- Weekly PLC meeting to aid all teachers in instruction

Perceptions

Perceptions 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.

Communication:

Ideas:

- Weekly Newsletter (KMS News)
- Remind/Class Dojo

Discipline:

This year:

- Continue Tardy sweeps
- One way Hallway
- 8th period escort to detention
- Keep students in class
- Keep kids engaged
- Deal with tardiness differently
- Dismissal : front door - car/wall cafe door-bus riders

Next year:

- Hold teachers accountable for showing up for duty
- Holding the students accountable for tardies
- Certain amount of tardies, ineligibility or discipline- no field days/ field trips including electives and organizations

- Enforce discipline strongly to start the year
- Block out section at lunch for detention
- Continue tardy sweeps every period, especially at the beginning of the year
- Immediate consequences consequence for inappropriate actions
- Positively reinforce students doing good
- Automatic 3 day OSS for fighting
- Follow up with teachers about referrals
- Stricter ISS atmosphere
- Offer parenting classes to help parents
- Grade level teams handle lower discipline
- Bus Riders exit at cafeteria

Culture:

Now and Next year:

- Build Positive Relationships with all students

Now:

- Awards
- Field day expectations
- Reinforce Panther Way

Future:

- Team based Orientation
- Awards

- Inform students of culture
- Reinforce Panther Way
- Meaningful Reward System
- True team time /build spirit
- More regular school wide events
- Open gym
- Pep squad

Family and Community Engagement

- Develop events that are accessible to parents and that vary in time and date meeetings will take place in November 2, 2020 and March 2021.
- English and Spanish versions of all material upon approval by the Sheldon ISD board of trustees will be provided to meet the need of our student population and community.
- KMS family and community engagement policy will be reviewed by parents and staff on Novemebr 2, 2020. Participants were the administrators, staff, and parents (please see the agendas for specifics).
- The policy is distributed through our website, in our parent letter (Instructional Insight), North Channel Library, and Greensbrook Community Center.

Perceptions Strengths

The following were strengths:

- Student attendance (96%)
- KMS sets high standards for academic performance of students
- Students and teachers enjoy increasing accessibility with technology (BYOD and ChromeBooks)
- 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 Perceptions Needs

Problem Statement 1: The perception of lack of discipline based on teacher feedback. **Root Cause:** Inconsistent discipline and lack of Positive Behavior Intervention Systems

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

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
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Enrollment trends

Employee Data

- Professional development needs assessment data

Parent/Community Data

- 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: May 25, 2020

Goal 1: SISD will maximize student learning for all.

KMS will maximize student learning for all.

Performance Objective 1: By the 2020-2021 STAAR assessment, the percentage of EL students who will meet the STAAR Reading approaches level will increase by 12% .
The percentage of students at Approaches will increase from 48% to 60%.
The percentage of Meets will increase from 10% to 20%.
The percentage of Masters will increase from 3% to 10%.

A) Student achievement: By June 2021, the score for all students taking the STAAR Reading (6-8) will increase from 68% to 75%.

The percentage of students at Approaches will increase from 68% to 75%.

The percentage of Meets will increase from 33% to 40%.
The overall percentage of Masters will increase from 14% to 20%.

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

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

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

Evaluation Data Sources: Data sources will include STAAR 2019 assessment data, STAAR Summary report, Lead4ward, and the TAPR report.

Summative Evaluation: Some progress made toward meeting Objective

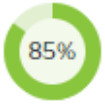
Next Year's Recommendation: Increase rigor and Interventions

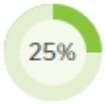
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Classroom observations focused on use of interactive notebooks in all core subjects to incorporate writing and discussion.(September 2020-May 2021) **Strategy's Expected Result/Impact:** Observations and debrief notes. 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, Assistant Principals, and Instructional Coaches **Funding Sources:** note books - 199-State Comp. Ed. - $5,000	35%	70%	85%	

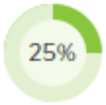
Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct conferences with departments after common assessments (i.e. Snapshots, 9 Week Assessment, Mock, STAAR) to: a. Identify student performance by strands. b. ELA & Math Teachers will receive exemplar lessons, modeling, and training by district approved 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 2020, November 2020, October 2020, January 2021, February 2021, March 2021, April 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, Assistant Principals, Instructional Coaches, and Teachers **Funding Sources:** ELA & Math Expert Contractors - 199-State Comp. Ed. - $20,000	35%	65%	80%	

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 2020 - June 2021 **Strategy's Expected Result/Impact:** Improved Reading/Writing scores. **Staff Responsible for Monitoring:** Principal, 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	85%	85%	90%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Document cameras will be used by all teachers to model instructional strategies. Students will use document cameras to display work to the class and drive student-led activities. Document cameras are needed for KMS staff (as needed by September 2020- June 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 **Funding Sources:** document cameras - 199-State Comp. Ed. - $1,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Lead4ward along with other data sources will be used to drive intervention groups for RtI, structured tutorials, and Personal Graduation Plans (PGP). September 2020 - June 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:** - 199-State Comp. Ed. - $500				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: 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 2020 - June 2021 **Strategy's Expected Result/Impact:** Increased scores for all students on reading assessments throughout the 2020-2021 school year. **Staff Responsible for Monitoring:** Administrators, Department Chairs, Teachers, Instructional Coaches **Comprehensive Support Strategy** **Funding Sources:** - 199-State Comp. Ed. - $5,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Monthly PD for ESL Essentials-- Refreshers for ESL Essentials #1 provided in August 2020 **Strategy's Expected Result/Impact:** Full implementation of all five components of the ESL essentials by all teachers **Staff Responsible for Monitoring:** Principal, Director of Multilingual Programs				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Full day Power Up sessions for content teachers--once every nine weeks **Strategy's Expected Result/Impact:** Create lesson plans for the unit, model lesson, share activities, nine weeks plans **Staff Responsible for Monitoring:** Sessions provided by Curriculum and Instruction Department; Principal, Assistant Superintendent of Curriculum and Instruction	20%	20%	60%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Learning Walks for teachers--starts in October 2020--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	25%	60%	85%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: 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.	35%	50%	75%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Review and monitor lesson plans for EL strategies Oct 2020, Feb 2021, April 2021, May 2021 **Strategy's Expected Result/Impact:** To ensure consistent implementation of second language acquisition strategies **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Multilingual Programs	20%	30%	60%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Students will track assessment data using a TEKS tracking system in class Oct 2020, Dec 2020, Feb 2021, April 2021 **Strategy's Expected Result/Impact:** Increase student awareness of academic goals and progress **Staff Responsible for Monitoring:** Instructional coaches, teachers, administrators	25%	40%	65%	

No Progress Accomplished Continue/Modify Discontinue

Goal 1: SISD will maximize student learning for all.

KMS will maximize student learning for all.

Performance Objective 2: By the end of the 2020-2021 school year, the percentage of EL students who will meet the STAAR Math approaches level will increase by 12% .

A) Student achievement: By June 2021, the score for all students taking the STAAR Math (6-8) will increase from 69% to 75%.

The percentage of students at Approaches will increase from 69% to 75%.
The percentage of Meets will increase from 28% to 35%.
The percentage of Masters will increase from 5% to 10%.

B) Student Growth Measure: By June 2021, the overall growth measure will increase from 57% to 62% in Math.

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

D) EL Language Proficiency: By June 2021, the EL Proficiency score will increase from 19% to 33%.

Evaluation Data Sources: Data sources will include STAAR 2021 assessment data, STAAR Summary report, Lead4ward, and the TAPR report.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue growth measures

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monthly PD for ESL Essentials ESL Essentials #1 provided in August; Essentials #2-5 provided Sept. to Dec. **Strategy's Expected Result/Impact:** Full implementation of all five components of the ESL essentials **Staff Responsible for Monitoring:** Principal, Director of Multilingual Programs	10%	60%	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Full day Power Up sessions Once every nine weeks **Strategy's Expected Result/Impact:** Create lesson plans for the unit, model lesson, share activities, nine weeks plans **Staff Responsible for Monitoring:** Principal, Assistant Superintendent of Curriculum and Instruction	5%	N/A	N/A	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 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 2020 - June 2021 **Strategy's Expected Result/Impact:** Increased scores for all students on math assessments throughout the 2020-2021 school year. **Staff Responsible for Monitoring:** Administrators, CISs, teachers **Funding Sources:** - 199-State Comp. Ed. - $3,700	5%	65%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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	75%	80%	90%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 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 2020, November 2020, October 2020, January 2021, February 2021, March 2021, April 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	50%	70%	80%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Students will track assessment data using a TEKS tracking system in class Oct 2019, Dec 2019, Feb 2020, April 2020 **Strategy's Expected Result/Impact:** Increase student awareness of academic goals and progress **Staff Responsible for Monitoring:** Principals, Dean of Instruction, Instructional Specialist	40%	45%	65%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: 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.	60%	75%	75%	→

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: 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 2020 - June 2021 **Strategy's Expected Result/Impact:** Improve student organization and college readiness skills. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Instructional Specialist, AVID Coordinator and Teachers	85%	90%	90%	→

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Learning Walks for teachers--starts in October 2020--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	N/A	N/A	80%	→

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Review and monitor lesson plans for EL strategies Oct 2020, Feb 2021, April 2021, May 2021 **Strategy's Expected Result/Impact:** To ensure consistent implementation of second language acquisition strategies **Staff Responsible for Monitoring:** Administrators, Instructional Specialist, Multilingual Programs	5%	60%	80%	→

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 Objective 3: By the end of the 2020-2021 school year, the percentage of SpEd students who will meet the STAAR Reading approaches level will increase by 10% .

The percentage of students at Approaches will increase from 35% to 45%.
The percentage of Meets will increase from 14% to 20%.
The percentage of Masters will increase from 6% to 10%.

Evaluation Data Sources: Data sources will include STAAR 2021 assessment data, STAAR Summary report, Lead4ward, and the TAPR report.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Targeted tutorials for struggling sub pops

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Bi-monthly PD for SpEd essentials--Once every two months **Strategy's Expected Result/Impact:** Increase teacher capacity in order to better serve SpEd students **Staff Responsible for Monitoring:** SpEd department, administrators	25%	35%	35%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Full day Power Up sessions--Once every nine weeks **Strategy's Expected Result/Impact:** Create lesson plans for the unit, model lesson, share activities, nine weeks plans **Staff Responsible for Monitoring:** Sessions provided by Curriculum and Instruction Department; Principal, Assistant Superintendent of Curriculum and Instruction	20%	40%	65%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Learning Walks for teachers--Starts in October 20120--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	25%	60%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: 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	35%	70%	85%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Review and monitor lesson plans for SpEd strategies **Strategy's Expected Result/Impact:** To ensure consistent implementation of SpEd strategies **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Dr. Gordon	20%	40%	70%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: 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	25%	40%	65%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: STAAR Saturday school for intervention. **Strategy's Expected Result/Impact:** Increased scores for all students on reading assessments throughout the 2020-2021 school year. **Staff Responsible for Monitoring:** Administrators, ICs, teachers	N/A	N/A	20%	

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 Objective 4: By the end of the 2020-2021 school year, the percentage of SpEd students who will meet the STAAR Math approaches level will increase by 8%.

The percentage of students at Approaches will increase from 32% to 40%.
The percentage of Meets will increase from 19% to 25%.
The percentage of Masters will increase from 6% to 10%.

Evaluation Data Sources: Data sources will include STAAR 2021 assessment data, STAAR Summary report, and the TAPR report.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue growth measures and analysis of data

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 2020 - June 2021 **Strategy's Expected Result/Impact:** Increase in math scores from 65% to 70% on the 2020 STAAR Assessment. **Staff Responsible for Monitoring:** Teachers and Instructional Coaches **Funding Sources:** - 199-State Comp. Ed. - $1,000	N/A	N/A	60%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Teachers will implement math stations within the classroom to support students and focus on instructional strategies in small groups.September 2020 - June 2021 **Strategy's Expected Result/Impact:** Teacher will closely monitor and build fluency and foundational skills. **Staff Responsible for Monitoring:** Instructional Coach Curriculum Specialist	30%	45%	70%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Bi-monthly PD for SpEd essentials Once every two months **Strategy's Expected Result/Impact:** Increase teacher capacity in order to better serve SpEd students **Staff Responsible for Monitoring:** Principal, Dr. Gordon	N/A	10%	10%	

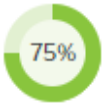
Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Full day Power Up sessions Once every nine weeks **Strategy's Expected Result/Impact:** Create lesson plans for the unit, model lesson, share activities, nine weeks plans **Staff Responsible for Monitoring:** Sessions provided by Curriculum and Instruction Department Principal, Assistant Superintendent of Curriculum and Instruction	N/A	N/A	N/A	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Learning Walks Starts in October done once a month **Strategy's Expected Result/Impact:** Focus on strategies that to support teacher needs **Staff Responsible for Monitoring:** Observation forms to be completed during visits Principal, Instructional Coaches	15%	20%	70%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: PD for block classes Weekly check-ins **Strategy's Expected Result/Impact:** To ensure highly effective small group instruction and quality learning stations to address student needs **Staff Responsible for Monitoring:** Administrators, Department Chairs, Instructional Coaches	15%	20%	100%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: 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, Dr. Gordon, Instructional Coaches	25%	45%	70%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Review lesson plans for SpEd strategies **Strategy's Expected Result/Impact:** To ensure consistent implementation of SpEd strategies **Staff Responsible for Monitoring:** Administrators, Instructional Coaches, Dr. Gordon	25%	40%	80%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Weekly/Bi-weekly formative assessments Weekly / biweekly **Strategy's Expected Result/Impact:** Assess student growth and determine areas for reteach **Staff Responsible for Monitoring:** Instructional Coaches, Teachers	N/A			

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Student data trackers After every assessment **Strategy's Expected Result/Impact:** Increase student awareness of academic goals and progress **Staff Responsible for Monitoring:** Instructional coaches, teachers, administrators				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: SISD will maximize student learning for all.

KMS will maximize student learning for all.

Performance Objective 5: By the end of the 2020-2021 school year, the level of students that perform at meets and masters on STAAR will increase by 13%.

The overall percentage of students at Approaches will increase from 67% to 72%.

The overall percentage of Meets will increase from 28% to 35%.

The overall percentage of Masters will increase from 9% to 15%.

Evaluation Data Sources: Data sources will include STAAR 2021 assessment data, STAAR Summary report, Lead4ward, district assessments, and the TAPR report.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue data tracking and setting teacher goals

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. November 2020 - June 2021 **Strategy's Expected Result/Impact:** Increased scores for all students on all assessments throughout the 2020-2021 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. - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Monthly PD to increase rigor Once every month 2020-2021 **Strategy's Expected Result/Impact:** Increase teacher capacity in order to better serve All students **Staff Responsible for Monitoring:** Principal, ICs, administrators				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Power Up sessions Once every nine weeks Oct 2020, Jan 2021, March 2021 **Strategy's Expected Result/Impact:** Create lesson plans for the unit, model lesson, share activities, nine weeks plans **Staff Responsible for Monitoring:** Principal, Assistant Superintendent of Curriculum and Instruction	N/A	N/A	N/A	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Learning Walks Starts in October 2020 done once a month **Strategy's Expected Result/Impact:** Focus on strategies that to support teacher needs **Staff Responsible for Monitoring:** Principal, Instructional Coaches	25%	50%	80%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Monitor and provide feedback on implementation Weekly in PLCs 2020-2021 school year. **Strategy's Expected Result/Impact:** Continuously monitor and support teacher growth **Staff Responsible for Monitoring:** Principal, Dr. Gordon, Instructional Coaches	20%	40%	80%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Review lesson plans for advanced strategies Weekly reviews 2020-2021 school year **Strategy's Expected Result/Impact:** To ensure consistent implementation of SpEd strategies **Staff Responsible for Monitoring:** Dean, Instructional Coaches, Dr. Gordon	15%	40%	70%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: 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	10%	50%	75%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: 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. October/December 2020- March/May 2021 **Strategy's Expected Result/Impact:** Increase student awareness of academic goals and progress **Staff Responsible for Monitoring:** Instructional coaches, teachers, administrators				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: 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 23% to a 45% 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:** Teachers, Instructional Coaches, Administrators **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **- Comprehensive Support Strategy - Additional Targeted Support Strategy**		N/A		

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Teachers will utilize Focused Reading Intervention Kits for Reading Intervention classes. November 2020-June 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, Lever 5: Effective Instruction **Funding Sources:** - 199-State Comp. Ed. - $5,000				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Performance Objective 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.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue Professional Development Opportunities for teachers based on data needs.

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:** - 199-General funds - $2,000	5%	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	30%	50%	70%	→

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 2021. 100% retention of first-year teachers.

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

Summative Evaluation: Met Objective

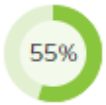
Next Year's Recommendation: Accomplished

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:** - 199-State Comp. Ed. - $500	N/A	N/A	15%	100%

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,	45%	90%	90%	

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	45%	60%	75%	

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:** - 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:** - 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, 2021, 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 2020-2021 school year. -Take a Look Thursday -Sports Activities -Parent Conference -Curriculum 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 2020 - 2021 school year

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Begin placing events on the calendar in the summer to start the process and stick to dates.

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. **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:** - 199-State Comp. Ed. - $500				

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. **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:** - 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	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, Lunch & Learn, Homecoming Mums Class) October 2020 (Declaration Changes Webinar 10:00 a.m./6:00 p.m.) November 2020 (Grades- How to turn in assignments and checking for completion/submission 10:00 a.m./6:00 p.m.) March 2021 STAAR prep Family Engagement at Neighborhood Community Center. **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	N/A	N/A	N/A	

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 2020-2021 school year.

Evaluation Data Sources: Number of involved families in Panther PTO by May of 2021.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue participation in PTO

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase parental involvement through monthly Panther PTO meetings. (September 2020-May 2021) **Strategy's Expected Result/Impact:** Sign-In Sheets End-of-the-year parent survey Increased participation from the 2020-2021 school year. Ended the year with 5 members so will increase by 100% at least for the 2020-2021 school year. **Staff Responsible for Monitoring:** Principal, Counselors, Parental Involvement Committee, and SDMC Chair **Funding Sources:** - 199-State Comp. Ed. - $1,000	50%	50%	50%	→

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, and Twitter **Strategy's Expected Result/Impact:** Results from parent survey (communication) **Staff Responsible for Monitoring:** Principal Assistant Principal **Funding Sources:** - 199-State Comp. Ed. - $1,000	50%	60%	80%	→

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

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

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

Performance Objective 1: To implement and maintain the Multi-Hazard Emergency Plan. (MHEOP)

Evaluation Data Sources: Audit reports and surveys

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue plan

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

 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: Comply with district expectations for Safe School by using Raptor and sign-in sheets in an effort to keep staff and student safe.

Evaluation Data Sources: Audit reports and surveys

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue Safety protocols

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Compile Audit reports and review parent surveys. **Strategy's Expected Result/Impact:** Raptor Reports and Parent Surveys **Staff Responsible for Monitoring:** Office Staff and the Administration Team. **Comprehensive Support Strategy**	55%	55%	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: To develop and maintain a campus safety committee that is in line with the requirements of the state of Texas which ensures safety drills are performed.

Evaluation Data Sources: Audit reports and surveys

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue safety team

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create and maintain a CMT (Crisis Management Team). **Strategy's Expected Result/Impact:** Agendas from CMT meetings, Drill Logs. **Staff Responsible for Monitoring:** Administration **Comprehensive Support Strategy**				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Performance Objective 4: To ensure that Random Drug Testing is taking place.

Evaluation Data Sources: District level reports

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Discontinue based on district stance

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: RDT (Random Drug test) Company comes to campus and completes test. October 2020 - May 2021 **Strategy's Expected Result/Impact:** Disaggregated report information. **Staff Responsible for Monitoring:** AP and Secretary **Comprehensive Support Strategy**				

 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 5: Decrease the numbers of discipline referrals from 1000 to 750 a reduction of 25%. At the end of the 2019-2020 school years referrals were reduced by 45%

Evaluation Data Sources: Classroom observations
Hallway observations
PBIS App point tracking report

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue PBIS to deter referrals

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. Sept 2020 - May 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement CHAMPS with fidelity and the Panther Way (campus PBIS initiative) is incorporated into each hallway, classroom, the cafeteria, restrooms, front office, AP/Counselor suites, and Nurses clinic. Sept 2020 - May 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				

 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 6: 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: Met Objective

Next Year's Recommendation: Continue transition events

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 2021 **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 2021 **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 2021 **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.	50%	50%	100%	

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. September 2020 - June 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.	50%	55%	100%	

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Conduct "college week" Activities/awareness events. Spring 2021 **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.	50%	60%	85%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: 8th grade students will participate in high school visits "Fish Camp" May 2021 **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.	50%	50%	50%	

 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 7: After School Program

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue Program and strengthen objectives based on data

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 2020 - May 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:** - 265-21st Century After-School Program - $5,500	50%	70%	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 2020 - June 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:** - 265-21st Century After-School Program - $4,000	N/A	N/A	N/A	

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 2020 - June 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:** - 265-21st Century After-School Program - $2,147				

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 2020, Jan 2021, Feb 2021, April 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:** - 199-State Comp. Ed. - $554.50				

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 2020, January, February, April 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 and Executive Director of Federal Programs & Grants **Funding Sources:** Professional development - 265-21st Century After-School Program - $2,500	N/A	N/A	N/A	

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 2020 - May 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:** - 265-21st Century After-School Program - $1,000	N/A	5%	60%	

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 8: Maintain student safety in all hallways/staircases.

Evaluation Data Sources: Add additional technology to assist in hall safety.
To include E-Campus purchase of software for student accountability and tardy stations.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue E-Campus purchase

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Purchase E-campus software for student accountability and tardy stations. September 2020-June 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				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Purchase E-campus software for student accountability and tardy stations in the Fall. **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				

 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 9: Maintain campus safety school-wide by adding additional campus communication devices.

Targeted or ESF High Priority

Evaluation Data Sources: 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..

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Pair devices with older devices

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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.. **Strategy's Expected Result/Impact:** radios and bullhorns are needed to assist in campus safety during emergency drills and actual situations (to include power outages, outdoor drills, etc.) **Staff Responsible for Monitoring:** Administrators	45%	75%	80%	

No Progress



Accomplished


Continue/Modify


Discontinue

Goal 5: SISD will provide financial accountability.

KMS will provide financial accountability.

Performance Objective 1: By May 2021, 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: Met Objective

Next Year's Recommendation: Continue

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 2020 **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. September 2020 - May 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	70%	70%	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. September 2020 - May 2021 **Strategy's Expected Result/Impact:** Itemized budget report **Staff Responsible for Monitoring:** Principal Secretary Principal	25%	60%	80%	

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 2020 **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

Personnel for C.E. King Middle School

Name	Position	Program	FTE
Altera Francis	Teacher	SPARK	1.0

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1			$2,000.00
2	1	2	AVID training		$5,000.00
2	2	4			$3,000.00
5	1	2	Instructional Materials		$10,000.00
				Sub-Total	$20,000.00

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 Contractors		$20,000.00
1	1	3	AVID - Communication Boards $3000, AVID Systems $2000, $5000 Binders, $3000 journals		$10,000.00
1	1	4	document cameras		$1,000.00
1	1	5			$500.00
1	1	6			$5,000.00
1	2	3			$3,700.00
1	4	1			$1,000.00
1	5	1			$1,000.00
1	5	10			$5,000.00
2	1	2	AVID conference/ training		$15,000.00
2	2	1			$500.00
2	2	5			$500.00
3	1	1			$500.00
3	1	2			$700.00
3	1	3			$1,000.00
3	2	1			$1,000.00
3	2	2			$1,000.00
4	7	4			$554.50

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	2	Instructional Materials		$5,000.00
				Sub-Total	$77,954.50
265-21st Century After-School Program					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	7	1			$5,500.00
4	7	2			$4,000.00
4	7	3			$2,147.00
4	7	5	Professional development		$2,500.00
4	7	6			$1,000.00
				Sub-Total	$15,147.00