Sheldon Independent School District

C.E. King High School

2025-2026 Campus Improvement Plan



11433 East Sam Houston Parkway North
Houston, TX 77044

Mission Statement

C.E. King High School will prepare every child to be college, career, or military ready and to help them reach their full potential of becoming responsible citizens and lifelong learners.

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

Vision

C.E. King High School will ccollaboratively create a culture that establishes accountability and fosters relationships to produce college, career, and military ready learners for a global society.

Value Statement

EDUCATION FOR ALL, NO EXCUSES

COMPASSION, LOVE, & RESPECT FOR ALL

KNOW YOUR ROLE & PLAY YOUR PART

COMMITMENT: "ALL IN" LEADERSHIP

CHICK-FIL-A EXPERIENCE

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

KHS reviewed various campus data elements to evaluate the overall goals of the campus, complete the campus program evaluation, and outline components of a needs assessment. In order to develop an effective plan, input was provided by the Campus Parent & Family Engagement Committee as they reviewed the parent survey data and discussed how federal/ state funds would be used to support campus goals and expectations in meetings held on and **April 9, 2025.** The next steps were facilitated during the planning meetings held on **April 30, 2025** and June **11, 2025** by the Campus SBDM Committee. The team was able to facilitate the development of the campus comprehensive needs assessment and KHS improvement plan for the **2025-2026** school year. A list of the campus team members is below along with a list of the Campus Parent & Family Engagement Committee Members.

CNA/CIP Team Members

Name	Position
Jillian Howard	Principal
Charlotte Bennett	Other School Leader / Associate Principal of SS
Charlotte Harris	Other School Leader / Associate Principal of C/I
Earlsworth Baptiste	Other School Leader / Ace Academy Principal
Hector Luevamos	Other School Leader / FBL Academy Principal
Ryan Upshaw	Other School Leader / MED Academy Principal
Elyse McGinnis	Other School Leader / ECHS Dean of Instruction
Patricia Alejandra	Other School Leader / STEAM Academy Principal

Name	Position
Kayla Thomas	Teacher / Social Studies
Jessica Little	Teacher / Fine Arts
Gloria Walker	Teacher / Foreign Languages
Leigh Rogers	Teacher / PE
Sojourner Mclemore	Teacher / At-Risk Specialist
Marissa Evans	Teacher / CTE
Martha Lara	Parent
Alvina Randolph	Parent
Cherise Bogany	Parent
Olivia Webb	Teacher / CIS Science
Cynthia McFadyen	Teacher / CTE
Whitney Davis	Teacher / AVID
Elizabeth Sander	Teacher / Science
Terrah Spencer	Specialized Instruction Support Personnel / District Transition Specialist
Miguel Lara	Student

In order to develop an effective comprehensive plan, input was provided by the Campus Parent & Family Engagement Committee as they reviewed the parent survey data and discussed how federal/state funds would be used to support campus goals and expectations at a meeting held on April 30, 2024 and May 22, 2024

After carefully reviewing all data elements, the campus site-based team has identified the following target areas as the primary focus for the 2024-2025 school year:

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

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

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

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

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

9th Grade Campus SBDM Committee Members

Jeralan Kannady II	Principal
Bresean Cockrell	Other School Leader / Dean of Instruction
Dr. Regina James	Other School Leader / Associate Principal
Juan Serrano	Other School Leader / Assistant Principal
Lizbeth Romano	Teacher / ELA
Justin Upchurch	Teacher / Science Interventionist
Lydia Kassa	Teacher / Math Interventionist
Holli McNeil	Teacher / Special Education
Gail Mebane	Teacher / Fine Arts
Shatauna Polk	Specialized Instruction Support Personnel / CIS Math
Nicholas Rhoden	Teacher / AVID
Brianna Hernandez	Teacher / ELA Interventionist
Chardae Glover	Specialized Instruction Support Personnel / CIS ELA

Jeralan Kannady II	Principal
Giselle Geegan	Teacher / Math
Yudith Morales	Teacher / LOTE
Donald Sanders	Teacher / Social Studies
Krystle Rion	Community Member
Von Tesha Winkfield	Parent
Kendralyn Johnson	Teacher / Science
Compassion Anderson	Paraprofessional / Attendance
Danielle Harney	Specialized Instruction Support Personnel / CIS Science
Lorin Qualls	Specialized Instruction Support Personnel / Librarian
Rebecca Zalesnik	Sheldon ISD Representative
Tacarra Williams	Sheldon ISD/Title 1 Representative
Janice Whiting	Sheldon ISD/Title 1 Representative
Sylvia Boyd	Counselor
Carl Sweet	Paraprofessional / Hall Monitor
Rhodeshia Davis	Counselor

Documentation of the process includes meeting minutes, agenda, and sign in sheets. The Campus Leadership Team met on May 5th, 2025, and again on May

21st, 2025 to develop the CNA and review the CIP. The meetings were held in the campus library starting. The May 5th meeting started at 3:00 PM and the May 21st meeting began at 3:00 PM. We plan to meet again on September 24, 2025, October 29, 2025, and January 28, 2026 to review and revise the CIP/CNA as needed.

At the first meeting on May 5th, Dean of Instruction Mr. Cockrell began the meeting with introductions. An icebreaker was conducted to help with relationship building. Then, Mr. Cockrell shared with the group the team expectations. Several handouts were provided to attendees that lead discussions during the meeting. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Mr. Cockrell then provided each person with a sample list of data options that the committee members could use to help lead conversations to identify which data the committee would review to identify both strengths and problems from the 2024-2025 school year. Each team of members were allowed to discuss using the data findings and strategies for 15 minutes. After 15 minutes, Mr. Cockrell led the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at 19 specific data points to identify strengths and problems from the 2024-2025 school year. Mr. Cockrell thanked everyone for their participation and reminded everyone of the second CNA meeting on May 21, 2025.

At the second meeting on May 21, 2025, the campus leadership team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2024-2025, but focused most of the meeting on the problems that were identified from the data. Mr. Cockrell and Mr. Jeralan Kannady led the team in prioritizing the problems. Each team member was asked to help identify the three to five focus areas for next year based on the problems identified. The team came to a consensus on three main problems that represent the highest leverage focus areas. These will become the priorities for next year. A Root Cause Analysis was completed on the top three problems.
After carefully reviewing all data elements, the campus site-based team has identified the following target areas as the primary focus for the 2024-2025 school year:

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

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

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

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

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

Demographics

Demographics Summary

C. E. King High School is a diverse campus with a student population of 3800. We receive students from C. E. King and Null Middle Schools. The majority of our students reside in the following major neighborhoods in the Sheldon area: Royalwood, Beaumont Place, Parkway Forest, Stone Field Manor, Hampton Oaks, and Hidden Meadows, Sierra Ranch, Sheldon Ridge, Lakewood.

A. Student Enrollment

Year	Enrollment
2020	2667
2021	3172
2022	2939
2023	3,600
2024	Waiting on TAPR
2025	Waiting on TAPR

B. Student Longitudinal Demographics by Ethnicity (Waiting on TAPR

Ethnicity	2020	2021	2022	2023	2024 (Waiting on TAPR)	2025 (Waiting on TAPR)
Hispanic	67.64	67.5	66.9	67.6		
American Indian	.19	.2	0.2	0.8		
Asian	.60	.5	0.3	0.8		
African American	26.21	27	28.0	27.1		
Pacific Islander	.04	0.0	0	0		
White	4.42	3.8	3.5	2.3		
Two or More Races	.90	.90	0.9	1.5		

C. Student Demographics by Gender (Waiting on TAPR)

Gender	Campus (24-25)	District (24-25)	State (24-25)
Female	49.0	48.3	48.8
Male	51.0	51.7	51.2

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

Special Population	Campus (24-25)	District (24-25)	State (24-25)
Special Education	8.4	10.9	12.7
LEP	24.5	34.3	23.0
Gifted & Talented	4.9	5.2	8.2
Section 504	3.1	2.6	7.4
Economically Disadvantaged	82.0	87.0	62.0

E. Staff Demographics by Ethnicity (Waiting on TAPR)

Ethnicity	Campus (24-25)	District (24-25)	State (24-25)
African American	45.1	43.2	11.8
Hispanic	14.7	27.0	29.6
White	36.8	25.7	54.9
American Indian	0	0.8	0.3
Asian	1.9	1.6	2.0
Pacific Islander	0	0.3	0.1

F. Staff Demographics by Gender (Waiting on TAPR)

Gender	Campus (24-25)	District (24-25)	State (24-25)
Male	46.4	27.2	24.4
Female	53.6	72.8	75.5

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

Years of Experience	Campus (24-25)	District (24-25)	State (24-25)
1st year	20.4	19.2	9.7
1-5	28.8	31.9	26.3

Years of Experience	Campus (24-25)	District (24-25)	State (24-25)
6-10	18.0	19.9	20.5
11-20	22.4	21.1	27.2
20+	10.4	7.5	13.3

Teacher Demographics (24-25) (Waiting on TAPR)

Total Staff Members: 240.2

Professional Staff: 211.2
Teachers: 175.5
Professional Support: 26.6
Campus Administration (School Leadership): 9.0
Educational Aides: 29.0

King 9th Grade Campus

A. Student Enrollment

Year	Enrollment
2021	650
2022	**(Waiting on TAPR)**

B**. Student Longitudinal Demographics by Ethnicity**

Ethnicity	2021	2022 (Waiting on the TAPR)				
Hispanic	67.6					
American Indian	.2					
Asian	.5					
African American	27					
Pacific Islander	0.0					
White	3.8					

Ethnicity	2021	2022 (Waiting on the TAPR)				
Two or More Races	.90				.	

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

Gender	Campus (22-23)	District (22-23)	State (22-23)
Female	49.4	49.1	48.9
Male	50.6	50.9	51.1

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

Special Population	Campus (22-23)	District (22-23)	State (22-23)
Special Education	7.1	9.2	11.3
LEP	20.8	32.6	20.6
Gifted & Talented	6.0	5.2	8.3
Section 504	2.7	2.6	7.2
Economically Disadvantaged	75.0	80.6	60.2

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

Ethnicity	Campus (22-23)	District (22-23)	State (22-23)
African American	42.9	38.8	11
Hispanic	14.6	28.5	28.4
White	38.5	29.0	57
American Indian	0.0	0.0	.3
Asian	1.7	1.4	1.8
Pacific Islander	2.3	1.6	1.2

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

Gender	Campus (22-23)	District (22-23)	State (22-23)
Male	44.5	24.2	23.8
Female	55.5	75.8	76.2

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

2Years of Experience	Campus (22-23)	District (22-23)	State (22-23)
1st year	21.6	18.5	6.7
1-5	31.7	35	27.8
6-10	14.0	17.0	20.3
11-20	25.7	23.2	29.1
20+	7.0	6.4	16.1

Teacher Demographics (22-23) (Waiting on the TAPR)

Total Staff Members: 71

Professional Staff: 47
Teachers: 43
Professional Support: 13
Campus Administration (School Leadership): 4
Educational Aides: 4

Demographics Strengths

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

Equitable teacher-to-students in core content areas

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

King 9th Grade Campus:

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

Student Learning

Student Learning Summary

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

	Spring 2024 STAAR EOC, English I				
	Total Students	**Percent Score**	**Approches**	**Meets**	**Masters**
All Students	1247	49.66%	57.82%	41.06%	7.70%
First Time Testers	925	56.16%	72.11%	54.05%	10.38%
Retesters	322	30.97%	16.77%	3.73%	0%
	Spring 2024 STAAR EOC, English II				
	Total Students	Percent Score	Approches	Meets	Masters
All Students	1139	50.19%	61.72%	41.70%	2.63%
First Time Testers	912	53.91%	70.39%	49.78%	3.18%
Retesters	227	35.26%	26.87%	9.25%	0.00%
	Spring 2024 STAAR EOC, US History				
	Total Students	Percent Score	Approches	Meets	Masters
All Students	908	52.42%	94.71%	61.12%	26.21%
First Time Testers	885	52.74%	95.02%	61.92%	26.78%
Retesters	23	40.13%	82.61%	30.43%	4.35%
	Spring 2024 STAAR EOC, Biology				
	Total Students	Percent Score	Approches	Meets	Masters
All Students	1105	40.80%	86.70%	34.66%	4.80%
First Time Testers	906	42.15%	88.63%	38.41%	5.30%
Retesters	199	34.63%	77.89%	17.59%	2.51%
	Spring 2024 STAAR EOC, Algebra I				
	Total Students	Percent Score	Approches	Meets	Masters
All Students	849	44.17%	70.67%	27.33	9.54%
First Time Testers	737	45.64%	73.95%	30.66%	10.99%
Retesters	112	34.47%	49.11%	5.36%	0%

*Based on Eduphoria it will be updated with the release of the TAPR report.

	May 2023 STAAR Grade 9 English 1 Preliminary				
	Total Students	Scale Score	Approaches	Meets	Masters
9th Grade Center	616	1611	59.58%	27.92%	11.53%
Economic Disadvantage	558	1608	59.14%	27.06%	10.57%
Asian	6	1648	83.33%	33.33%	16.67%
Black/African American	167	1598	55.09%	23.35%	8.38%
Hispanic	411	1615	61.07%	29.44%	12.65%
Two or More Races	5	1617	60%	40%	0%
White	27	1627	59.26%	29.63%	14.81%

	May 2023 STAAR Grade 9 Algebra 1 Preliminary				
	Total Students	Scale Score	Approaches	Meets	Masters
9th Grade Center	523	1560	34.61%	5.74%	0.38%
Economic Disadvantage	475	1559	33.89%	5.89%	0.42%
Asian	3	1687	66.67%	33.33%	33.33%
Black/African American	151	1539	25.17%	3.97%	0%
Hispanic	341	1565	37.24%	5.57%	0.29%
Two or More Races	4	1565	50%	0%	0%
White	24	1598	50%	16.67%	0%

	May 2023 STAAR Grade 9 Biology Preliminary				
	Total Students	**Scale Score**	**Approaches**	**Meets**	**Masters**
9th Grade Center	616	3518	46.27%	13.15%	2.76%
Economic Disadvantage	558	3506	44.80%	12.72%	2.69%
Asian	6	3926	83.33%	50%	0%
Black/African American	168	3461	41.67%	9.52%	1.79%
Hispanic	410	3525	47.07%	13.66%	2.93%
Two or More Races	5	3613	40%	40%	0%
White	27	3664	55.56%	14.81%	7.41%

	May 2023 STAAR Grade 9 Social Studies Preliminary				
	Total Students	**Scale Score**	**Approaches**	**Meets**	**Masters**
9th Grade Center	614	3318	23.45%	3.26%	1.30%
Economic Disadvantage	557	3302	21.54%	2.87%	0.90%
Asian	6	3485	66.67%	0%	0%
Black/African American	168	3287	15.48%	1.79%	0.60%
Hispanic	409	3316	24.94%	3.42%	1.22%
Two or More Races	5	3356	20%	0%	0%
White	26	3510	42.31%	11.54%	7.69%

Student Learning Strengths

(Waiting on TAPR)

91% of our seniors earned CCMR for the 2023-2024 graduating class.

83 Students earned a 3 or higher on an AP exam

142 students 9 or more hours of dual credit

38 students earned their certification from San Jacinto College

350 students, 136 seniors earned an industry based certification

31 students graduated with an Associates Degree

King 9th Grade Campus (Based on STAAR results. Will be updated).

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

School Processes & Programs

School Processes & Programs Summary

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

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

Instructional:

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

Curricular:

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

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

Personnel

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

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

Organizational:

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

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

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

2. Sheldon Early College High School

3. KING NURSES IN TRAINING (KNIT)

4. GEAR UP Program

Administrative:

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

School Parent Parental Engagement Policy:

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

CIP:

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

School Processes & Programs Strengths

C.E. King High School provides specific programs for teacher effectiveness, staff morale, leadership development and student achievement. Through these programs a focus remains

on student improvement and growth at all academic levels and community involvement. Programs include--

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

2. CTE Programs

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

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

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

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

Perceptions

Perceptions Summary

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

Retention rates: 75.77%

New Teachers- 32.82%

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

Parent and Community Engagement Summary

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

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

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

The parent/family engagement policy was developed by a team consisting of the school principal, associate principal, assistant principal, dean, CIS team and a parent. A review of the previous year's parent survey took place, current parents request was heard, and the committee set goals to support the school's parent/family engagement needs.

Upon approval by the Sheldon ISD board of trustee, the final CIP will be translated in Spanish and placed in the campus foyer, District Office lobby, North Channel Library and Greensbrook Community Center to meet the needs of our student population and community.

King 9th Grade Campus

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

King 9th Grade campus is fully staffed for the 2023-2024 school year in teaching positions.

King 9th Grade Campus is in its second academic year in 2023-2024. After researching the needs of our parents and students, the administration has planned parent and community engagement nights including Popsicles with the Principal, Freshman Orientation, Financial Literacy Night, and Curriculum Night.

Perceptions Strengths

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

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

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

Parent and Community engagement strenght

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

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

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

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

King 9th Grade Campus:

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

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

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

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data

Goals

Goal 1: KHS will maximize student learning for all.

Performance Goal: By June 2026, C. E. King High School will increase the overall STAAR/EOC component score from 41 to 46 by increasing the number of students who achieve meets and masters.

Performance Objective 1: C.E. King High School 9-12: By the end of the 2025-2026 school year, scores for STAAR EOC's will increase in the content areas as listed below:

Algebra I: The percentage of students at Approaches will increase from 71% to 76%
The percentage of students at Meets will increase from 27% to 32%
The percentage of students at Masters will increase from 10% to 15%

English I: The percentage of students at Approaches will increase from 58% to 63%
The percentage of students at Meets will increase from 41% to 46%
The percentage of students at Masters will increase from 8% to 13%

English II: The percentage of students at Approaches will increase from 62% to 67%
The percentage of students at Meets will increase from 42% to 47%
The percentage of students at Masters will increase from 3% to 8%

Biology: The percentage of students at Approaches will increase from 87% to 92%
The percentage of students at Meets will increase from 35% to 40%
The percentage of students at Masters will increase from 5% to 10%

US History: The percentage of students at Approaches will increase from 95% to 100%
The percentage of students at Meets will increase from 61% to 66%
The percentage of students at Masters will increase from 26% to 31%

King HS 10-12
By June 2026, King HS will increase overall STAAR/EOC component scores to:
Alg 1- Approaches 50% Re-testers 91%- STEM
Bio 1- Approaches 50% Re-testers 93% STEM
Ela I/II - Approaches 35% Re-testers 75% STEM

Sheldon ECHS
By June 2026, King HS will increase overall STAAR/EOC component scores to

High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC Results in Spring of 2026 for first time testers

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: KHS: ELA- Incorporate a PLC Framework focused on creating formative assessment and analysis based on Learning Walks. (September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative; * Review 9 week assessment data for all EOC tested areas. * 3-4 week common assessments and/or campus based assessments (core) * Review 9 week assessment results in the area of ELA writing Summative: * STAAR/EOC assessment data **Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, Curriculum Specialist for ELA	 Considerable	 Considerable		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: EOC Testers will be identified by their performance data and given a progress goal which will be monitored via a goal-setting session after every major district assessment. This strategy will meet the needs of all students to support challenging state academic standards. (September 2025, December 2025, March 2026, May 2026). **Strategy's Expected Result/Impact:** Increased student performance by 10%. **Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, Curriculum Specialist **Funding Sources:** - 211-Title I - $3,400	 Moderate Progress	 Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement interventions for sophomore and juniors yet to pass STAAR/EOC; these students have been placed in common classes which will focus on related objectives. 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 2025, December 2025, March 2026, May 2026). ESF: 2.3 (Project Based Learning) **Strategy's Expected Result/Impact:** EOC Scores of first time testers & re-testers Formative: * 9 week assessment data for all EOC tested areas Summative: * STAAR/EOC assessment data **Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction **ESF Levers:** Lever 5: Effective Instruction	 Some Progress	 Considerable		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Develop action plans to create targeted TEKS-based intervention for areas of weakness identified by Unit Tests and DCAs for all EOC tested areas. Teachers will complete goal-setting sessions with students. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Following each district based assessment, teachers desegregate data based on assessment to determine instructional needs during PLCs. Formative: * Unit Tests and DCAs Summative: * STAAR/EOC assessment data **Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction and Instructional Specialists **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Instructional Leadership Coaching with the Associate Principal of Curriculum and Instruction - 211-Title I - 211 E 11 6299 70 001 5 30 000 - $7,500	 Some Progress	 Considerable		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 100% of the faculty will utilize AVID strategies, best practices, and 21st-century tools to improve academic performance for all students by implementing WICOR strategies in all classes. This strategy addresses a well-rounded education. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Evidence of AVID strategies in lesson plans Formative: * Walkthroughs (data) Summative: * % of classrooms integrated WICOR strategies **Staff Responsible for Monitoring:** Associate principal for Curriculum and Instruction; Instructional Specialists; AVID Coordinator **Funding Sources:** Instructional materials (non-technology) for students in general education - 211-Title I - 211 E 11 6399 70 001 5 30 000 - $9,234	 Moderate Progress	 Moderate Progress		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Use smaller ESL cohorts in sheltered classes, manipulatives, ESL software, in class support provided by ESL paraprofessional, controlled scheduling and teachers who have been trained to meet the needs of our EB students in a sheltered environment. This strategy addresses the needs of EB students who are at risk for not meeting the challenging academic standards. (2025-2026) **Strategy's Expected Result/Impact:** Mastery of all levels of progress in all 3 areas including; grammar, conversational ability and reading skills Display ELPS and Language Objectives in classrooms Formative * Unit Tests and DCAs Summative * STAAR Assessment **Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, Sheltered Instruction Teachers	 Some Progress	 Moderate Progress		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Close the Meets performance gaps among White students and all students in English Language Arts and Mathematics. by creating monitor groups in Aware and providing tailored interventions. **Strategy's Expected Result/Impact:** This strategy will provide opportunities for all children, specifically Caucasian students and special education students. **Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, English Instructional specialist.	 Some Progress	 Moderate Progress		

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Close the Approaches performance gaps among Special Education students and all students in English Language Arts and Mathematics by providing guidance to ARD committees on re-tester decisions. **Strategy's Expected Result/Impact:** This strategy will provide opportunities for children, including the special education students. **Staff Responsible for Monitoring:** The associate principle of curriculum and instruction., the English instructional specialist, Math instructional specialist and Social studies instructional specialist.	 Some Progress	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: KHS will maximize student learning for all.

Performance Goal: By June 2026, C. E. King High School will increase the overall STAAR/EOC component score from 41 to 46 by increasing the number of students who achieve meets and masters.

Performance Objective 2: King 9th Grade Campus:
By June 2026, King 9th Grade Campus will increase overall STAAR/EOC component scores to:
Alg 1 - Approaches 81/ Meets 42/Masters 10
ELA - Approaches 61/ Meets 40/ Masters 10
Biology - Approaches 82/ Meets 50/ Masters 10
Total Component Score of : 43

High Priority

HB3 Goal

Evaluation Data Sources: STAAR Data, TAPR Reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: King 9th Grade Campus: Planned 30 minutes a day for school-wide STAAR-based tutorials. This strategy addresses a well-rounded education. **Strategy's Expected Result/Impact:** This strategy will provide opportunities for all children, including each of the subgroups of students (Economically Disadvantaged, and Emerging Bilingual). **Staff Responsible for Monitoring:** Dean of Instruction, core administrator and CIS				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: King 9th Grade Campus: 100% of the faculty will utilize WICOR strategies to improve academic performance. This strategy will provide opportunities for all children, including each of the subgroups of students (economically disadvantaged, emerging bilingual) to meet the challenging State academic standards. **Strategy's Expected Result/Impact:** All students will practice strategies that will strengthen their writing, inquiry, collaboration, organization, and reading skills across all subjects. **Staff Responsible for Monitoring:** Dean of Instruction, core administrator and CIS				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: King 9th Grade: Purchase additional resources and additional personnel to support the delivery of lessons about saving, credit, debt, banking, entrepreneurship, and investing in the stock market. Resources will provide engaging learning experiences for students to reinforce, apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities related to business, marketing, and finance. Resources will also support parent engagement students' families that can have a positive impact on family dynamics and the community as a whole. **Strategy's Expected Result/Impact:** Increased student performance in the course and have a direct impact on college and career readiness of students. **Staff Responsible for Monitoring:** Principal, Assistant Principal				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: King 9th Grade: Additional support will be used to provide small group intervention in math and reading to review and reinforce Tier 1 instruction. **Strategy's Expected Result/Impact:** Improve Tier 1 instruction for all students by providing an opportunity for all students to meet the challenging state academic standards. **Staff Responsible for Monitoring:** Principal, Dean of Instruction				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Develop action plans to create targeted TEKS-based interventions for areas of weakness identified by unit tests and DCA's. This strategy addresses the needs of those at-risk of not meeting the challenging State academic standards. **Strategy's Expected Result/Impact:** Dean of Instruction, content administrator, teachers and CIS				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Collaborative planning with all core teachers and interventionists. This strategy will meet the needs of students at-risk of not meeting the challenging State academic standards. **Strategy's Expected Result/Impact:** Address all students especially the needs of at-risk by planning with each subject interventionist. **Staff Responsible for Monitoring:** Dean of Instruction, content principal, teachers, and CIS				

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Implement Region IV Accelerated Intervention, Kamico, Dana Center, Lowman, Read 180 for students below reading level, and Mentoring Minds student curriculum for intervention use and reteaching (September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026). This strategy addresses the needs of those at-risk of not meeting the challenging State academic standards. **Strategy's Expected Result/Impact:** Show growth of all students through research-based instruction and support. **Staff Responsible for Monitoring:** Dean of Instruction, teachers, CIS, core administrator				

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Purchase additional resources to engage students in lessons to reinforce , apply, and transfer academic knowledge and skills to a variety of interesting and relevant activities related to math and financial literacy. (October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, and June 2026.) **Strategy's Expected Result/Impact:** Students will learn business , marketing and finance skills for current and future application. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Funding Sources:** - 211-Title I - $38,274.75				

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: Teachers will complete goal setting sessions with students **Strategy's Expected Result/Impact:** Students will show incremental growth totaling 10% by the Spring Assessment **Staff Responsible for Monitoring:** Classroom Teacher **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: KHS will maximize student learning for all.

Performance Goal: By June 2026, C. E. King High School will increase the overall STAAR/EOC component score from 41 to 46 by increasing the number of students who achieve meets and masters.

Performance Objective 3: By the end of the 2025-2026 the percentage of students that graduate will maintain at 97%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Five additional sections of E20/20 courses were added to the master schedule for 2025-2026 school year to allow more students access to credit recovery during the school day. **Strategy's Expected Result/Impact:** Formative: *Fewer at-risk seniors in the spring semester * Fewer KASE placements Summative: * Higher graduation rates **Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction	 Some Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement "Summer School Now" ("Fall School Now" as necessary) a campus based program, offered in addition to our traditional summer school program and summer camps, which is designed to help students recover credits during the school year instead of waiting until summer. (September 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026) **Strategy's Expected Result/Impact:** * Student regaining credits earlier Formative: * Fewer KASE placements Summative: * Higher graduation rates **Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction	 Some Progress	 Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Counselors will run credit verification reports at the beginning of the school year during initial scheduling to identify all at-risk students needing credit recovery and check after each grading period and also periodically for seniors throughout the spring semester. This strategy addresses the needs of students at risk of not meeting the challenging state academic standards. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** *Improved communication with seniors at risk *Credit recovery Placement Formative: * Lower failure rates per 9 weeks Summative: * Higher graduation rates * Credit verification report **Staff Responsible for Monitoring:** Counselors and Associate Principal of Curriculum and Instruction	Some Progress	Moderate Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Students will receive progress reports every 3-week grading period and if failing will be expected to receive a parents' signature. This strategy addresses the needs of those at risk of not meeting the challenging state academic standards. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative *Less failures per nine weeks Summative *Less seniors at-risk of not graduating by spring semester of their senior year *higher graduation rate **Funding Sources:** BEHAVIORAL INTERVENTION SERVICES TO KHS BY IMPLEMENTING RESTORATIVE PRACTICES - 199-State Comp. Ed. - 199 E 11 6299 70 001 0 30 000 - $34,500	Some Progress	Moderate Progress		

No Progress Accomplished Continue/Modify Discontinue

Goal 1: KHS will maximize student learning for all.

Performance Goal: By June 2026, C. E. King High School will increase the overall STAAR/EOC component score from 41 to 46 by increasing the number of students who achieve meets and masters.

Performance Objective 4: By June of 2026, C.E. King High School will have a 96% attendance rate.

Evaluation Data Sources: End of year attendance rate.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use of campus attendance personnel to follow up on student attendance issues. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: *Reduced chronic attendance issues of individual students per 9 weeks Summative: * End of the year attendance report through skyward **Staff Responsible for Monitoring:** Campus Attendance Officer and the Associate Principal of Operations and Student Services in collaboration of the Academy Principals will monitor attendance.	 Some Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continued First-day procedures training for staff in attendance procedures and embedded refreshers in faculty meetings. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * Improve teacher accuracy of attendance records * 9 weeks attendance reports Summative: * End of the year attendance report through skyward **Staff Responsible for Monitoring:** Campus Principal, Attendance clerk, Campus Attendance Officer, and Hallway Monitors	 Some Progress	 Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Review of chronic attendance issues by Academy Principals and Counselors. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * Reduced chronic attendance issues of individual students * 9 weeks attendance reports Summative: * End of the year attendance report through skyward **Staff Responsible for Monitoring:** Academy Principals and Counselors	 Some Progress	 Moderate Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Increase parent communication through attendance letters, parent conferences and reporting to local court system for chronic truancy. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * Reduced chronic attendance issues of individual students * 9 weeks attendance reports Summative: * End of the year attendance report through skyward **Staff Responsible for Monitoring:** Campus Attendance Clerk, Campus Attendance Officer, and Academy Principals	 Some Progress	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: KHS will maximize student learning for all.

Performance Goal: By June 2026, C. E. King High School will increase the overall STAAR/EOC component score from 41 to 46 by increasing the number of students who achieve meets and masters.

Performance Objective 5: 85% or higher of the 2026 graduates will meet the CCMR indicator for college and career readiness by August 2026

HB3 Goal

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

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement Pre-AP framework, as well as professional development for Pre-AP and AP teachers. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * PSAT mean score for ninth grade Pre-AP cohort (fall and spring) Summative: * AP exams -Impact: Pre-AP rigor aligned to AP expectations will increase AP performance over a three-year period. **Staff Responsible for Monitoring:** Coordinator of Advanced Academics, KHS Pre-AP Coordinator, Associate Principal of Curriculum and Instruction **Funding Sources:** Instructional Materials (AVID binders) - 199-State Comp. Ed. - 199 E 11 6399 70 001 0 24 AVD - $10,081, Instructional Materials (AVID planners) - 199-State Comp. Ed. - 199 E 11 6399 70 001 0 24 AVD - $6,480	 Some Progress	 Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increase dual credit participation by implementing middle school/high school outreach. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * Sign-in sheets Summative: * Enrollment in new KHS dual credit programs **Staff Responsible for Monitoring:** GEAR UP/Dual Credit Coordinator; Lead Counselor; CTE Coordinator; Secondary Counselors; KHS Academy Principals **Funding Sources:** - 199-General funds - $0	 Some Progress	 Moderate Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement Naviance use in the College and Career Center. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * Naviance utilization report among seniors Summative: * Class of 2021 college applications and FAFSA applications **Staff Responsible for Monitoring:** Advise TX Advisers, College Success Advisor, Director of CTE **Funding Sources:** - 244-Perkins V Grant - $0	 Some Progress	 Moderate Progress		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Increase the number of CTE courses that offer certification opportunities; Industry-based certifications or Level I/level II certifications (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: *Courses offered on Master Schedule *Course enrollments Summative: *Students earning certifications **Staff Responsible for Monitoring:** Director of CTE, Associate Principal of Curriculum and Instruction	 Some Progress	 Moderate Progress		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Provide campus, district and AVID professional development and resources to increase school wide systems for college readiness by utilizing research-based WICOR strategies. (July 2025, August 2025, September 2025, December 2025, March 2026, May 2026, June 2026, July 2026) **Strategy's Expected Result/Impact:** Formative: * Walkthroughs; Sign-in sheets Summative: * One hundred percent (100%) of all AVID campuses will achieve 90% of their AVID Site Team goals and earn AVID national certification for fidelity of implementation. Impact: Students develop soft skills and academic behaviors for success in advanced classes and postsecondary education. Early implementation on a continuum increases effectiveness. **Staff Responsible for Monitoring:** Principals; Coordinator of Advanced Academics; AVID Site Coordinator/Co-Director **Funding Sources:** Professional Development (Travel Reimbursement AVID Summer Institute) - 199-State Comp. Ed. - 199 E 11 6411 70 001 0 24 AVD - $568.12, Professional Development (Registration fees for AVID Summer Institute) - 199-State Comp. Ed. - 199 E 11 6411 70 001 0 24 AVD - $24,150, Professional Development (Lodging for AVID Summer Institute) - 199-State Comp. Ed. - 199 E 11 6411 70 001 0 24 AVD - $15,944.04, Professional Development (Travel Reimbursement AVID Summer Institute) - 199-State Comp. Ed. - 199 E 11 6411 70 001 0 24 AVD - $711.85, Professional Development (Travel Reimbursement AVID Summer Institute) - 199-State Comp. Ed. - 199 E 11 6411 70 001 0 24 AVD - $546.42, Professional Development (Travel Reimbursement AVID Summer Institute) - 199-State Comp. Ed. - 199 E 11 6411 70 001 0 24 AVD - $477.83, Professional Development (Travel Reimbursement AVID Summer Institute) - 199-State Comp. Ed. - 199 E 11 6411 70 001 0 24 AVD - $372.53, Professional Development (Registration fees for AVID Path Training) - 199-State Comp. Ed. - 199 E 11 6411 70 001 0 24 AVD - $1,980	 Some Progress	 Moderate Progress		

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Implement GEAR UP strategies (academic rigor, college and career exploration/advising, work-based learning, alliances, and technology) with fidelity to support college and career readiness for primary and priority students. (September 2025, October 2025, November 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * GEAR UP parent/student sign-in sheets Summative: * GEAR UP Detailed Review of Program Activities and Metrics **Staff Responsible for Monitoring:** Coordinator of Advanced Academics; Principals; GEAR UP Coordinator; Director of Federal Programs and Grants **Funding Sources:** 40 - personalized iPad WI-FI 128GB silver to be used in class during 2025-2026 school year - 199-State Comp. Ed. - 199 E 11 6399 70 001 0 30 000 - $13,160, 40 - Soke cases for iPad, 2 - Pochar 20 device charging carts + shipping fees - 199-State Comp. Ed. - 199 E 11 6399 70 001 0 30 000 - $1,400	 Some Progress	 Moderate Progress		

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: College and Career Centers will implement one-to-one advising with all seniors to ensure that each student has an individualized post-secondary plan. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * College and Career Center Tracking Data Summative: * Class of 2022 college applications and FAFSA applications Impact: Students will pursue post-secondary options that meet their specific interests and needs, resulting in an increased number of college graduates from Sheldon ISD. **Staff Responsible for Monitoring:** College Success Adviser and Advise TX Adviser **Funding Sources:** - 199-General funds - $0	 Some Progress	 Moderate Progress		

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

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: The percentage of graduates that earn an industry-based certification from the TEA approved list will increase by encouraging teacher participation in the exam and by allowing Saturday testing dates. (January 2026, March 2026, June 2026) **Strategy's Expected Result/Impact:** Formative *Number of students taking certification exams *Number of teachers certified **Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, Director of CTE **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	 Some Progress	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: KHS will maximize student learning for all.

Performance Goal: By June 2026, C. E. King High School will increase the overall STAAR/EOC component score from 41 to 46 by increasing the number of students who achieve meets and masters.

Performance Objective 6: Increase submission of college applications and college acceptances from 84% to 90% of seniors completing a college application. (January 2026; June 2026)

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Provide enrichment opportunities relating to the promotion of college readiness are as follows; campus visits through the AVID program, college night, parent/student college night, senior success days, continue effective use of college and career center. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * Attendance: sign-in sheets Summative: * Graduation **Staff Responsible for Monitoring:** Campus Principal, Lead Counselor, Coordinator of Advanced Academics AVID, ROTC, Advise Texas Counselor (CCC) **Funding Sources:** - 199-General funds - $2,000	 Some Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Implement programs that enable students to develop the skills necessary for employment and post secondary education, including AVID schoolwide standards especially in the areas of organization and academic behavior. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** * Increase in student overall performance Formative: * Walkthrough data Summative: * Teachers will differentiate learning in their classrooms for AVID students **Staff Responsible for Monitoring:** Campus Principal AVID Coordinator and AVID faculty **Funding Sources:** - 199-General funds - $7,999	 Some Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Maintain and expand participation in college week, thereby increasing college enrollment. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Increased applications for college admission and scholarships (November, January, May) Formative: * sign in sheets Summative: * Graduation **Staff Responsible for Monitoring:** AVID and ROTC and CCC	 Some Progress	 Moderate Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Establish Senior Night to distribute college informational packets to parents and students. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Increased college applications (November, January, May) Formative: * sign in sheets Summative: * Graduation **Staff Responsible for Monitoring:** Academy Principals, Academy Counselors, College and Career Team **Funding Sources:** - 199-General funds - $500	 Some Progress	 Moderate Progress		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implementation of the AVID Schoolwide Domains as structured by the AVID Secondary Coaching and Certification Instrument. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Increase in student overall performance and AVID certification of AVID Emerging School wide Site Formative: * sign in sheets Summative: * Data collection **Staff Responsible for Monitoring:** Campus Principal, AVID Coordinator, and AVID Site Team Evidence	 Moderate Progress	 Moderate Progress		

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Systems are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure college readiness for AVID Elective students and improve academic performance for 100% of students. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Increase in the number of students meeting college readiness standards Formative: * sign in sheets Summative: * Data collection through eduphoria **Staff Responsible for Monitoring:** Principal; Associate principal for Curriculum and Instruction; AVID High School Coordinator **Funding Sources:** Instructional Materials (Mastery Prep student & teacher resources) - 199-State Comp. Ed. - 199 E 11 6399 70 001 0 24 AVD - $3,994.40	 Moderate Progress	 Considerable		

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: KHS will maximize student learning for all.

Performance Goal: By June 2026, C. E. King High School will increase the overall STAAR/EOC component score from 41 to 46 by increasing the number of students who achieve meets and masters.

Performance Objective 7: The percentage of graduates that meet the Texas Success Initiative (TSI) criteria for ELA/Reading and Mathematics will increase to 44% by August 2026.

Evaluation Data Sources: Quarterly TSIA participation and score reports

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Increase the percentage of juniors and seniors who have taken at least one postsecondary exam (TSIA, SAT, ACT) and the percentage of seniors who meet the college-readiness criteria for Math and English. (September 2025, October 2025, November 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Impact: Students who have taken the assessment are more likely to enroll in postsecondary education. **Staff Responsible for Monitoring:** KHS Assoc. of C&I, KHS Principal, GEAR Up Coordinator, College Success Adviser **Funding Sources:** - 274 GEAR UP Grant, - 199-General funds, 2500 Texas Success Initiative Assessment 2 test units to aid in college readiness - 199-State Comp. Ed. - 199 E 11 6399 70 001 0 30 000 - $4,375	 Some Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide workshops and counseling support so that 100% of seniors apply for financial aid by submitting a FAFSA or TASFA application. October 2025, January 2026, June 2026 **Strategy's Expected Result/Impact:** Formative and Summative: TASFA/FAFSA Reports Impact: Students who receive financial aid are more likely to attain college-ready scores on TSI assessments and pursue postsecondary education; impacts TEA high school graduation requirement for 2023 cohort. **Staff Responsible for Monitoring:** Principal, College Success Adviser, GEAR UP Coordinator **Funding Sources:** - 274 GEAR UP Grant	 Moderate Progress	 Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implement third-year GEAR UP strategies (academic rigor, college and career exploration/advising, work-based learning, alliances, and technology) with fidelity to support college and career readiness for primary and priority students. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: GEAR UP sign-in sheets Summative: GEAR UP end-of-year data for program activities and Metrics **Staff Responsible for Monitoring:** Principal, College Success Adviser, GEAR UP Coordinator **Funding Sources:** - 274 GEAR UP Grant, 60 Chromebooks, 60 Google Chrome Education upgrades, 60 Custom engraving & 2 charging carts to use in class during the 2025-2026 School Year - 211-Title I - 211 E 11 6399 70 001 5 30 000 - $18,690, 60 Chromebooks, 60 Google Chrome Education upgrades, 60 Custom engraving & 3 charging carts to use in class during the 2025-2026 School Year - 211-Title I - 211 E 11 6399 70 001 5 30 000 - $19,890, 40 iPads WI-FI 128GB silver for students to use in class during the 2025-2026 School Year - 211-Title I - 211 E 11 6399 70 001 5 30 000 - $13,160	Some Progress	Moderate Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: ECHS will increase student preparation for college and career readiness by 10% as evidenced by TSIA readiness in Math and Reading, by providing blended academic, behavioral, cognitive, and effective supports to decrease the current dropout rate and increase the students chances of graduating from high school with either their Associate's Degree or up to 60 college credits. (January 2026; June 2026; August 2026) **Strategy's Expected Result/Impact:** Successful completion of San Jacinto College courses at the ECHS or SJC campuses by an increased rate of 20% **Staff Responsible for Monitoring:** ECHS Dean, ECHS counselor **TEA Priorities:** Connect high school to career and college **- ESF Levers:** Lever 5: Effective Instruction	Some Progress	Moderate Progress		

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Implement after school and Saturday TSIA Preparation sessions for ECHS and STEM students. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Percentage of ECHS students identified as College and Career Ready will increase. Formative: * sign in sheets Summative: * Data collection through eduphoria **Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, STEAM Academy Principal, ECHS Teachers, STEM teachers	 Moderate Progress	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: By the end of the 2025-2026 school year, 90% of the teachers will attain a level of proficiency or above on T-TESS.

High Priority

Evaluation Data Sources: Review T-TESS Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Support the teachers by implementing the following in order to improve the delivery of instruction. -Provide ongoing dialogue & collaboration with appraiser -Offer feedback (from appraisers) following all observations/walk- throughs pertaining to T-TESS appraisal -Provide ongoing T-TESS training -Provide monthly opportunities for reflections and updates as they pertain to T-TESS at faculty meetings (September 2025-June 2026) ESF: 2.1/2.3 (T-TESS data) **Strategy's Expected Result/Impact:** Formative: * Classroom observation protocols Summative: * T-TESS results **Staff Responsible for Monitoring:** Campus Administrators	Moderate Progress	Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Track teacher staff development opportunities (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * Eduphoria-certificates of completion (January, May) Summative: *Teacher certifications **Staff Responsible for Monitoring:** Campus Administrators Campus Secretaries	Moderate Progress	Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Create a Master Schedule that will continue to allow daily common planning time for core content areas only. Curriculum planning days will be allowed for core subjects throughout the year as planned by administration. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * periodic district meetings Summative: * Master schedule audit **Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, counselors, Teachers	 Moderate Progress	 Moderate Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Maintaining Sunshine Committee to build morale among our faculty and staff by organizing monthly spirit events held during the school day. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * Sign in sheets * Periodic Meetings Summative: *Increased retention rates **Staff Responsible for Monitoring:** Sunshine Committee	 Moderate Progress	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: King 9th Grade Campus: By the end of the 2024-2025 school year, KHS 9th Grade Campus 90% of the teachers will attain a level of proficient or above on T-TESS (Domain 2).

King 9th Grade Campus: By the end of the 2025-2026 school year, KHS 9th Grade Campus will retain 90% of the staff.

Evaluation Data Sources: TTESS and walk throughs

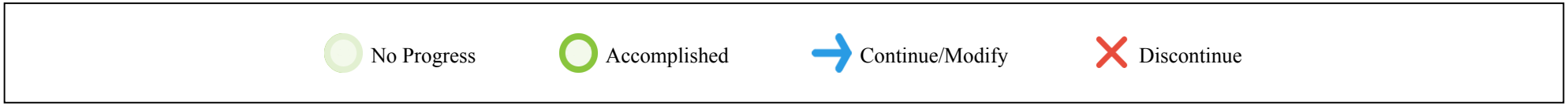
Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Create a master schedule that will continue to allow daily common planning time for core content areas and effective professional learning communities. **Staff Responsible for Monitoring:** Principal and Associate Principal				

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

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

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Maintaining a Sunshine Committee to build morale among our faculty/staff by organizing monthly spirit events held during the school day. **Staff Responsible for Monitoring:** Sunshine committee administrator and sunshine committee **Funding Sources:** School related materials and supplies - 199-General funds - $1,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The Principal will meet with each staff member in a personal conference at the beginning and end of each school year. **Staff Responsible for Monitoring:** Principal				


No Progress
Accomplished
Continue/Modify
Discontinue

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

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

High Priority

HB3 Goal

Evaluation Data Sources: Increase in parental/guardian attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To continue our commitment to building a strong home-to-school partnership, campuses with 25 or more students enrolled with a home language other than English and Spanish will be required to provide communication in that language. July 28, 2025 KHS and SISD will host a movie night and back to school rally at Panther Stadium to offer family engagement opportunities off campus. (September 2025, December 2025, January 2026, March 2026, May 2026) ESF: 4.4 (campus Twitter, parent letters, call out) **Strategy's Expected Result/Impact:** Formative: * Sign in sheets, agendas of meetings, communication log Summative: * More parental involvement **Staff Responsible for Monitoring:** Campus Administrators, Staff **ESF Levers:** Lever 3: Positive School Culture	 Moderate Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Continue to maintain/acquire School-Business Partnerships that support our instructional program. (September 2025, October 2025, November 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * Numbers of Partnerships in January and May Summative: * Continued involvement with At Risk Coordinator **Staff Responsible for Monitoring:** Principal, Associate Principal of Curriculum and Instructions, Academy Principals and counselors **Funding Sources:** Literature for 2nd Semester Book Study (Helping Children Succeed) - 211-Title I - 211 E 61 6499 70 001 5 30 000 - $2,999.10, Light refreshments for Comprehensive Needs of Assessment Parent Meeting April - 211-Title I - 211 E 61 6499 70 001 5 30 000 - $250, Light refreshments for Comprehensive Needs of Assessment Parent Meeting May - 211-Title I - 211 E 61 6499 70 001 5 30 000 - $250, Implementation of the TBE FEW Program for 2024-2025 School Year - 211-Title I - 211 E 11 6299 70 001 5 30 000 - $18,462.57, This MOU is to define the responsibilities of TBE and Sheldon ISD pertaining to the TBE FEW Program 2025-2026 School Year - 211-Title I - 211 E 11 6299 70 001 6 30 000 - $26,376	 Moderate Progress	 Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: KHS will provide the parent compact to parents during the Open House event on September 15th at 6:00PM, site-based meetings, and PTO meetings (Parent Teacher engagement meetings) once a month, Monday in the evening, and other varied times and days during the school day; reference school calendar. KHS will host a meeting for students needing to retake at 10:00AM in the Auditorium. A following virtual meeting will occur at 6:30PM for parents who may not be able to attend the morning meeting. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * Agendas and sign in sheets, events held by PTO Summative: * More parental involvement **Staff Responsible for Monitoring:** Principal, Associate Principal of Curriculum and Instruction, Academy Principals, SBDM Coordinator, SBDM Committee, PTO Coordinator	 Moderate Progress	 Moderate Progress		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Facilitate community alliances and partnerships that support work-based learning in career and technical education. This strategy ensures students receive a well-rounded education. August 2025, October 2025, January 2026, May 2026 **Strategy's Expected Result/Impact:** Formative: Sign-in sheets and agendas Summative: Increase percentage of industry partners (35%) to support 100% of all KHS career clusters in implementing one work-based learning experience **Staff Responsible for Monitoring:** STEAM Academy Principal, Executive Director of Innovative Programs **Funding Sources:** - 199-General funds	 Moderate Progress	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Event sign-in sheets

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Parents of students will be invited to participate in activities (2 in the fall and 2 in the spring at 5pm) such as Popsicles with the Principal(s), Freshman Orientation, Coffee with the Principal, Parent/Community Advisory board meetings (SBDM), Family Content Nights, Data & Doughnuts,and parent education activities on a variety of topics.(October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, April 2026, May 2026, and June 2026.) **Staff Responsible for Monitoring:** King 9th Grade Campus administrators and committee members. **Problem Statements:** Family and Community Engagement 1 - School Organization 3 **Funding Sources:** Supplies for Each Event - 199-General funds - $1,500, Supplies, Materials, and Refreshments - 211-Title I - $374.89	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Communicate with parents/community members in English and Spanish regarding student progress/ performance, upcoming events, and other school issues on a regularly scheduled basis. **Strategy's Expected Result/Impact:** Increased Attendance at Campus-Wide Community Events **Staff Responsible for Monitoring:** King 9th Grade Center administrators **Problem Statements:** Family and Community Engagement 1 - School Organization 3	 Moderate Progress			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: King 9th Grade Campus will supply informational packets for students starting later in the year. **Strategy's Expected Result/Impact:** Skyward Data Mining report of incoming students. **Staff Responsible for Monitoring:** Campus Principal, Attendance Clerk, PEIMS Clerk **Problem Statements:** Family and Community Engagement 1 - School Organization 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: KHS will implement & maintain the Multi-Hazard Emergency Operations Plan (MHEOP) with 100% accuracy. (September 2025, December 2025, March 2026, May 2026)

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement crisis management plan by providing comprehensive training to the staff on emergency procedures and running monthly safety drills. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * Log of completed drills Efficient operation during normal drills as noted by AP's Summative: *After Action report **Staff Responsible for Monitoring:** Campus Principal and Associate Principal of Operations and Student Services	 Some Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide additional safety training for the staff via Safe Schools online modules. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * Certificates of completion by the given due date. * sign in sheets * Reports in October and December) Summative: * Data through Eduphoria **Staff Responsible for Monitoring:** Campus Administrators	 Moderate Progress	 Moderate Progress		

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

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: KHS 9th Grade Campus will implement & maintain the Multi-Hazard Emergency Operations Plan (MHEOP) with 100% accuracy monthly (September 2025, October 2025, November 2025, December 2025, March 2026, and May 2026).

Evaluation Data Sources: MHEOP reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement the crisis management plan by providing comprehensive training to the staff on emergency procedures each semester and running monthly safety drills. (September 2024, October 2024, November 2024, December 2024, March 2025, May 2025, July 2025) **Staff Responsible for Monitoring:** Safety administrator	 Moderate Progress			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide additional safety training for the staff via Safe Schools online modules (September 2024, October 2024, November 2024, December 2024, March 2025, May 2025, July 2025) **Staff Responsible for Monitoring:** Safety administrator	 Moderate Progress			

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 3: KHS will create and maintain a positive environment for both students and teachers, thereby reducing office referrals from by 15%

High Priority

Evaluation Data Sources: Review of discipline action codes

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Consistent procedures will be established and practice by each Academy on campus. (September 2025, December 2025, March 2026, May 2026) ESF: 3.2 (Data through Eduphoria) **Strategy's Expected Result/Impact:** * Minutes from each debrief following a drill and/or campus issues Formative: * Monthly report Summative: * Data through eduphoria **Staff Responsible for Monitoring:** Campus Principal and Academy Principal **ESF Levers:** Lever 3: Positive School Culture	 Some Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Consistent use of a discipline matrix by all Academy Principals when assigning consequences for student's inappropriate behavior. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Fewer discipline referrals Formative: * 9 weeks data for discipline referrals and ISS placements through skyward Summative: *Data through skyward **Staff Responsible for Monitoring:** Campus Principal and all Academy Principals	 Moderate Progress	 Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Utilize campus PBIS committee to reward positive behavior and provide meaningful incentives for our students to make good choices. (September 2025, October 2025, November 2025, December 2025, March 2026, May 2026) ESF: 4.2 (PBIS: Positive Behavioral Intervention Support, Skyward data) **Strategy's Expected Result/Impact:** * Increased number of students being recognized for positive behavior * Increased submission of student names by teachers for PBIS incentives Formative: * sign in sheets Summative: * Data collection through skyward **Staff Responsible for Monitoring:** Campus Administrators, PBIS Committee members **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** 12-month subscription to PBIS software platform to monitor student behavior - 211-Title I - 211 E 11 6399 70 001 6 30 000 - $8,915	Moderate Progress	Considerable		

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: KHS will maintain an At Risk Specialist that will provide Social Services, Group Therapy, Community Service, and Character Education. (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Discipline and student behavior Formative: * 9 weeks report for discipline and student behavior Summative: *Discipline and behavior data through skyward **Staff Responsible for Monitoring:** KHS AT Risk Specialist **Funding Sources:** Behavioral intervention services to KHS by implementing restorative practices to improve student behavior and campus climate. 1/7/26 - 4/15/26 - 199-State Comp. Ed. - 199 E 11 6299 70 001 0 30 000 - $30,000	Moderate Progress	Considerable		

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: KHS will Educate students and parents on violence prevention and intervention (September 2025, December 2025, March 2026, May 2026)

High Priority

Evaluation Data Sources: Counseling log and documentation

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Students who are in violent dating relationships will be provided counseling from school counselors (September 2025, December 2025, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * Counseling log and documentation Summative: * Data through skyward **Staff Responsible for Monitoring:** Campus counselors	 Moderate Progress	 Moderate Progress		

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: KHS Counselors will change students' schedules as necessary to separate students in violent dating relationships and to enforce protective orders. (September 2025, December 2025, March 2026, May 2026, July 2026) **Strategy's Expected Result/Impact:** Formative: * Skyward log of changes Summative: * Data through skyward **Staff Responsible for Monitoring:** Associate Principal of Curriculum and Instruction, Academy Principals, and counselors	 Moderate Progress	 Moderate Progress		

 No Progress  Accomplished  Continue/Modify  Discontinue

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

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

Evaluation Data Sources: Discipline reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Consistent procedures will be established and practiced by each student and staff member (September 2025, October 2025, November 2025, December 2025, March 2026, May 2026). **Strategy's Expected Result/Impact:** Discipline incidents are consistent across the campus, without significant outliers. **Staff Responsible for Monitoring:** Teaching staff and administrators				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Consistent use of the discipline matrix (including restorative practices) by all administrators when assigning consequences for students' inappropriate behavior (September 2024, December 2024, March 2025, May 2025). **Staff Responsible for Monitoring:** Administration				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus level PBIS team will meet monthly to evaluate discipline data and create positive incentives for students and staff (September 2025, December 2025, March 2026, May 2026) **Staff Responsible for Monitoring:** PBIS team and PBIS administrator **Funding Sources:** Incentives for Students and Staff - 199-General funds - $1,500				

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

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Administrators and campus leaders will participate in Professional Development from Ron Clark Academy for further implementation of the following: House system to create a culture of belonging and support, fostering relationships and rapport, celebrating and uplifting students and staff, engaging all students in the learning process. (February 2026, April 2026, June 2026) **Staff Responsible for Monitoring:** Principal, Campus committee				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: 9th Grade Campus will implement Ron Clark based houses and strategies to support student learning in the classroom. This strategy will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with and English learners to meet the challenging State academic standards.) **Strategy's Expected Result/Impact:** Decrease in Level 1 and Level 2 Discipline incidents. Improvement in Student Climate Surveys. **Staff Responsible for Monitoring:** Campus Administrators **Problem Statements:** Demographics 1				

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 1: KHS will utilize 100% of all federal and state funds during 2025-2026 to meet the goals and expectations for all students. We will have 60% of the budget spent by October of 2025 and the remainder by May of 2026.

High Priority

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: By December 2024, 60% of the KHS budget addressing the needs of our students will be utilized (September 2025, October 2025, November 2025, December 2025, January 2026, February 2026, March 2026, and May 2026). This strategy will provide opportunities for all children including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, Emergent Bilinguals, and children with disabilities to meet the challenging state and academic standards. **Strategy's Expected Result/Impact:** Formative: * periodic Meetings Summative: * Itemized budget report **Staff Responsible for Monitoring:** Campus Principal Campus bookkeeper	 Some Progress	 Moderate Progress		

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Generating monthly expenditures. This strategy will provide opportunities for all children including each of the subgroups of students (economically disadvantaged students, students from major racial and ethnic groups, Emergent Bilinguals, and children with disabilities to meet the challenging state and academic standards. Expenditure reports to provide an opportunity for review to determine additional funding needs. (September 2025, December 2025, January 2026, February 2026, March 2026, May 2026) **Strategy's Expected Result/Impact:** Formative: * Periodic Meetings Summative * Budget report **Staff Responsible for Monitoring:** Campus Principal Campus Bookkeeper	 Some Progress	 Moderate Progress		

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

 No Progress  Accomplished  Continue/Modify  Discontinue

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

Performance Objective 2: KHS 9th Grade Campus will utilize 100% of all federal and state funds during the 2025-2026 school year to meet the goals and expectations of all students. We will have 60% of the budget spent by December 2025 and the remainder by May 2026.

Evaluation Data Sources: Financial records/budget

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

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Through periodic meetings, by December 2025, 60% of the King 9th Grade Campus budget will be used to address the needs of our students. **Staff Responsible for Monitoring:** Principal				

 No Progress  Accomplished  Continue/Modify  Discontinue

State Compensatory

Budget for C.E. King High School

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

Personnel for C.E. King High School

Name	Position	FTE
Mrs. Jillian Howard	Principal	1
Scott Merry	Associate Principal of C/I	1

Campus Funding Summary

199-General funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	3			$0.00
1	5	8			$0.00
1	5	9			$0.00
1	6	1			$2,000.00
1	6	2			$7,999.00
1	6	4			$500.00
1	7	1			$0.00
2	2	4	School related materials and supplies		$1,000.00
3	1	4			$0.00
3	2	1	Supplies for Each Event		$1,500.00
4	5	3	Incentives for Students and Staff		$1,500.00
				Sub-Total	$14,499.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4	BEHAVIORAL INTERVENTION SERVICES TO KHS BY IMPLEMENTING RESTORATIVE PRACTICES	199 E 11 6299 70 001 0 30 000	$34,500.00
1	5	2	Instructional Materials (AVID binders)	199 E 11 6399 70 001 0 24 AVD	$10,081.00
1	5	2	Instructional Materials (AVID planners)	199 E 11 6399 70 001 0 24 AVD	$6,480.00
1	5	6	Professional Development (Lodging for AVID Summer Institute)	199 E 11 6411 70 001 0 24 AVD	$15,944.04
1	5	6	Professional Development (Travel Reimbursement AVID Summer Institute)	199 E 11 6411 70 001 0 24 AVD	$477.83
1	5	6	Professional Development (Registration fees for AVID Path Training)	199 E 11 6411 70 001 0 24 AVD	$1,980.00
1	5	6	Professional Development (Travel Reimbursement AVID Summer Institute)	199 E 11 6411 70 001 0 24 AVD	$711.85
1	5	6	Professional Development (Travel Reimbursement AVID Summer Institute)	199 E 11 6411 70 001 0 24 AVD	$568.12
1	5	6	Professional Development (Registration fees for AVID Summer Institute)	199 E 11 6411 70 001 0 24 AVD	$24,150.00
1	5	6	Professional Development (Travel Reimbursement AVID Summer Institute)	199 E 11 6411 70 001 0 24 AVD	$546.42
1	5	6	Professional Development (Travel Reimbursement AVID Summer Institute)	199 E 11 6411 70 001 0 24 AVD	$372.53
1	5	7	40 - Soke cases for iPad, 2 - Pochar 20 device charging carts + shipping fees	199 E 11 6399 70 001 0 30 000	$1,400.00

199-State Comp. Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	7	40 - personalized iPad WI-FI 128GB silver to be used in class during 2025-2026 school year	199 E 11 6399 70 001 0 30 000	$13,160.00
1	5	9			$0.00
1	6	6	Instructional Materials (Mastery Prep student & teacher resources)	199 E 11 6399 70 001 0 24 AVD	$3,994.40
1	7	1	2500 Texas Success Initiative Assessment 2 test units to aid in college readiness	199 E 11 6399 70 001 0 30 000	$4,375.00
4	3	4	Behavioral intervention services to KHS by implementing restorative practices to improve student behavior and campus climate. 1/7/26 - 4/15/26	199 E 11 6299 70 001 0 30 000	$30,000.00
				Sub-Total	$148,741.19

211-Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$3,400.00
1	1	4	Instructional Leadership Coaching with the Associate Principal of Curriculum and Instruction	211 E 11 6299 70 001 5 30 000	$7,500.00
1	1	5	Instructional materials (non-technology) for students in general education	211 E 11 6399 70 001 5 30 000	$9,234.00
1	2	8			$38,274.75
1	7	3	60 Chromebooks, 60 Google Chrome Education upgrades, 60 Custom engraving & 3 charging carts to use in class during the 2025-2026 School Year	211 E 11 6399 70 001 5 30 000	$19,890.00
1	7	3	60 Chromebooks, 60 Google Chrome Education upgrades, 60 Custom engraving & 2 charging carts to use in class during the 2025-2026 School Year	211 E 11 6399 70 001 5 30 000	$18,690.00
1	7	3	40 iPads WI-FI 128GB silver for students to use in class during the 2025-2026 School Year	211 E 11 6399 70 001 5 30 000	$13,160.00
3	1	2	This MOU is to define the responsibilities of TBE and Sheldon ISD pertaining to the TBE FEW Program 2025-2026 School Year	211 E 11 6299 70 001 6 30 000	$26,376.00
3	1	2	Light refreshments for Comprehensive Needs of Assessment Parent Meeting May	211 E 61 6499 70 001 5 30 000	$250.00
3	1	2	Implementation of the TBE FEW Program for 2024-2025 School Year	211 E 11 6299 70 001 5 30 000	$18,462.57
3	1	2	Light refreshments for Comprehensive Needs of Assessment Parent Meeting April	211 E 61 6499 70 001 5 30 000	$250.00
3	1	2	Literature for 2nd Semester Book Study (Helping Children Succeed)	211 E 61 6499 70 001 5 30 000	$2,999.10
3	2	1	Supplies, Materials, and Refreshments		$374.89
4	3	3	12-month subscription to PBIS software platform to monitor student behavior	211 E 11 6399 70 001 6 30 000	$8,915.00
				Sub-Total	$167,776.31

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

274 GEAR UP Grant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1			$0.00
1	7	2			$0.00
1	7	3			$0.00
				Sub-Total	$0.00

Addendums

C.E. King High School

EFFECTIVE SCHOOLS FRAMEWORK PRIORITY PLAN 25-26

Principal: Dr. Jillian Howard

Prioritized Lever 2: Effective, Well-Supported Teachers

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

KHS Actions:

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

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

Prioritized Lever 3: Positive School Culture

Essential Actions #3 Proactive and responsive student support services

KHS Actions:

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

Essential Actions #4 Involving families and community

KHS Actions

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

C.E. King High School

EFFECTIVE SCHOOLS FRAMEWORK PRIORITY PLAN 25-26

Principal: Dr. Jillian Howard

Prioritized Lever 5: Effective Instruction

Essential Actions #2. Effective classroom routines and instructional strategies

KHS Actions:

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

Essential Actions #3: Data-driven instruction

KHS Actions

3.4 Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, 7 Effective Schools Framework Draft 8/1/2024 individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.

Essential Action #4 RTI for students with learning gaps

KHS actions

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

Dr. Jillian Howard Principal: Date: 6-25-25

C.E. King High School

Principal: Dr. Jillian Howard

Parent Compact 2025-2026

The administration, staff and parents of C.E. King High School believe that the improved academic achievement of each student is a responsibility shared by the entire school community. Families and schools must work together to help students achieve high academic standards. Through a process that includes teachers, families, students and community representatives, the following are agreed upon roles and responsibilities that we as partners will carry out to support student success in school and in life.

Staff Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a safe and supportive learning environment.
- Provide high-quality curriculum and instruction that promotes student achievement.
- Motivate my students to learn.
- Build a positive relationship with my students to promote student learning.
- Set high expectations and help every child to be successful in meeting the Texas academic achievements standards.
- Communicate frequently and hold annual parent conferences to discuss academic progress.
- Provide parents with information about the school's annual Title I meeting.
- Respect the school, students, staff and families.

Student Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard.
- Bring the necessary materials, assignments and homework.
- Know and follow the school and classroom rules.
- Limit my TV watching, video game playing, and internet usage.
- Read or study every night individually or with my family.
- Respect the school, classmates, staff and families.

Family/Parent Pledge

I agree to carry out the following responsibilities to the best of my ability:

- Provide a quiet time and place for homework and reading.
- Read to my child or encourage my child to read every day.
- Ensure that my child attends school every day and gets adequate sleep, regular medical attention and proper nutrition.
- Regularly monitor my child's academic and behavioral progress at school.
- Participate in decisions about my child's education.
- Attend Parent-Teacher conferences.
- Communicate the importance of education and learning to my child.
- Respect the school, staff, students and families.

Principal Julian Howard

Parent

Student Michelle Cornwall

Teacher

Teacher

Date Sep 24, 2025

C.E. King High School

Director: Dr. Jillian Howard

Acuerdo de Padres de Familias

2025-2026

La administración, el personal y los padres de la Escuela Secundaria C.E. King creen que el logro académico mejorado de cada estudiante es una responsabilidad compartida por toda la comunidad escolar. Las familias y las escuelas deben trabajar juntas para ayudar a los estudiantes a alcanzar altos estándares académicos. A través de un proceso que incluye a maestros, familias, estudiantes y representantes de la comunidad, se acuerdan los siguientes roles y responsabilidades que nosotros, como socios, llevaremos a cabo para apoyar el éxito de los estudiantes en la escuela y en la vida.

Promesa del Personal de la escuela:

Prometo llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Proporcionar un ambiente de aprendizaje seguro y de apoyo.
- Proporcionar currículo e instrucción de alta calidad que promueva el logro del estudiante.
- Motivar a mis alumnos a aprender.
- Construir una relación positiva con mis alumnos para promover el aprendizaje de los alumnos.
- Establezca altas expectativas y ayude a cada niño a tener éxito en cumplir con los estándares de logros académicos de Texas.
- Comuníquese con frecuencia y realice conferencias anuales de padres para discutir el progreso académico.
- Proporcionar a los padres información sobre la reunión anual de Título I de la escuela.
- Respetar la escuela, los estudiantes, el personal y las familias.

Promesa del alumno:

Prometo llevar a cabo las siguientes responsabilidades lo mejor que pueda:

Llegar a la escuela listo para aprender y trabajar duro.
- Traer los materiales necesarios, tareas y tareas.
- Conocer y seguir las reglas de la escuela y el aula.
- Limitar mi tiempo para ver televisión, jugar videojuegos y usar Internet.
- Leer o estudiar todas las noches individualmente o con mi familia.
- Respetar la escuela, los compañeros de clase, el personal y las familias.

Promesa de la Familia/Padre de Familia:

[Prometo llevar a cabo las siguientes responsabilidades lo mejor que pueda:

- Proporcionar un momento y lugar tranquilo para la tarea y la lectura.
- Leerle a mi hijo o alentarlo a leer todos los días.
- Asegurarme de que mi hijo asista a la escuela todos los días y duerma lo suficiente, reciba atención médica regular y una nutrición adecuada.
- Monitorear regularmente el progreso académico y conductual de mi hijo en la escuela.
- Participar en las decisiones sobre la educación de mi hijo.
- Asistir a las conferencias de padres y maestros.
- Comunicar la importancia de la educación y el aprendizaje a mi hijo.
- Respetar la escuela, el personal, los estudiantes y la familia

Director	**Padre o Madre**	**Estudiante**
Jillian Howard		Michelle Cornwall
Maestro	**Maestro**	**Fecha**
		Sep 24, 2025



C.E. King High School
School Parental Engagement Policy
2025-2026

PART I. GENERAL EXPECTATIONS

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

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

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

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

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

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

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

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

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

this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

(A) that parents play an integral role in assisting their child's learning;

(B) that parents are encouraged to be actively involved in their child 's education at school;

(C) that parents are full partners in their child 's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;

(D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

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

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

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

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

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

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

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

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

    - Conducting an annual meeting about Tithe 1 that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
    - Notify parents of the annual meeting through School Messenger, the School Marque, the School Website, and Parent Square.

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

suggestions as soon as practicably possible by:

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

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

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

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

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

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

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

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

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

    - Conduct semi-annual financial aid awareness and workshops. Examples

include: Financial aid and scholarship night, advanced academics, college fairs, and senior expo.

- The details of these meetings will be posted on the C.E. King High School website.
- Parents will be notified of these meetings through School Messenger, the School Marque, the School Website, and Parent Square.

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

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

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

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

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

* * * * *

PART IV. ADOPTION

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in **State Compensatory Education Programs** as evidenced by the Site Based Decision Making Committee. This policy was accepted by the **C.E. King High School SBDMC** committee on **09/11/2025** and will be in effect for the 2025-2026 school year. This policy is available for viewing in English/Spanish by parents in the front campus office, in the foyer of the Donald Ney Administration Building, on the district campus webpage, and included in the Parent/Student Handbook.

C.E. King High School
Reglamentos de Participación Escolar para Padres de Familia
2025-2026

PARTE I. EXPECTATIVAS GENERALES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

   • Llevar a cabo una reunión anual sobre los Programas de Title 1 que incluye una descripción y explicación del plan de estudios de la escuela, las formas de evaluación académica utilizadas para medir el progreso de los niños y los niveles de competencia que se espera que los estudiantes alcancen.
   • Notificar a los padres de la reunión anual a través de School Messenger, School Marque, el sitio web de la escuela y Parent Square.

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

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

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

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

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

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

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

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

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

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

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

11. **CE King High School** tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluidos formatos alternativos a petición, y, en la medida que sea posible, en un idioma que los padres puedan entender:

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

PARTE III. POLÍTICA DE PARTICIPACIÓN ESCOLAR DISCRECIONARIA COMPONENTES

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

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

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PARTE IV. ADOPCIÓN

Esta Política de Participación de los Padres de la Escuela ha sido desarrollada y acordada conjuntamente con los padres de los niños que participan en los Programas de Educación Compensatoria del Estado, como lo demuestra el Comité de Decisiones Basado en el Sitio. Esta política fue aceptada por el comité **C.E. King High School Campus SBDMC** el **09/11/2025** y estará vigente para el año escolar 2025-2026. Esta política está disponible para que los padres la vean en inglés/español en la oficina principal, en el foyer de Donald Ney administration Buiding, en la página web del campus del distrito y se incluye en el manual para padres/estudiantes.