



SHELDON ISD

C.E. KING MIDDLE SCHOOL

Campus Improvement Plan 2010-2011

Principal
Assistant Principal
Assistant Principal

Roberto Hernandez
Blake Carroll
Kim Smith

C.E. King Middle School
Sheldon Independent School District
CAMPUS IMPROVEMENT PLAN
School Year 2010-2011

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NATIONAL GOALS FOR PUBLIC EDUCATION
No Child Left Behind Act, U.S. Dept. of Education, 2001

The academic goals of public education are to serve as a foundation for a well-balanced and appropriate education. The students in the public education system will demonstrate exemplary performance in:

Performance Goal 1: Student Standards

By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: Standards for LEP Students

All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: Instructor Standards

By 2005-2006, all students will be taught by highly qualified teachers.

Performance Goal 4: Environmental Standards

All students will be educated in learning environments that are conducive to learning.

Performance Goal 5: Standards for Graduation

All students will graduate from high school.

PUBLIC EDUCATION MISSION, GOALS, AND OBJECTIVES

The mission of the Texas public education system is to ensure that all Texas children have access to a quality education that enables them to achieve their full potential and fully participate now and in the future in the social, economic, and educational opportunities in our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of Texas and for the preservation of the liberties and rights of Texas citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. The goals and objectives of public education are (TEC4.001, 4.002):

STATE GOALS FOR PUBLIC EDUCATION

Performance Goal 1: English

The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

Performance Goal 2: Mathematics

The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

Performance Goal 3: Science

The students in the public education system will demonstrate exemplary performance in the understanding of science.

Performance Goal 4: Social Studies

The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

STATE OBJECTIVES FOR PUBLIC EDUCATION

Objective 1: Partnering Parents with Educators

Parents will be full partners, with educators, in the education of their children.

Objective 2: Student Potential

Students will be encouraged and challenged to meet their full educational potential.

Objective 3: Dropout Prevention

Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective 4: Curriculum

A well-balanced and appropriate curriculum will be provided to all students.

Objective 5: Citizenship

Students will be prepared to become thoughtful, active, productive citizens in a free enterprise society.

Objective 6: School Personnel

Qualified and highly effective personnel will be recruited, developed, and retained.

Objective 7: Student Performance

The district's students will demonstrate exemplary performance in comparison to state, national, and international standards.

Objective 8: School Environment

School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective 9: Instructional Techniques

Educators will keep abreast of the development of creative and innovative techniques in instruction and administration, using those techniques when appropriate to improve student learning.

Objective 10: Technology

Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

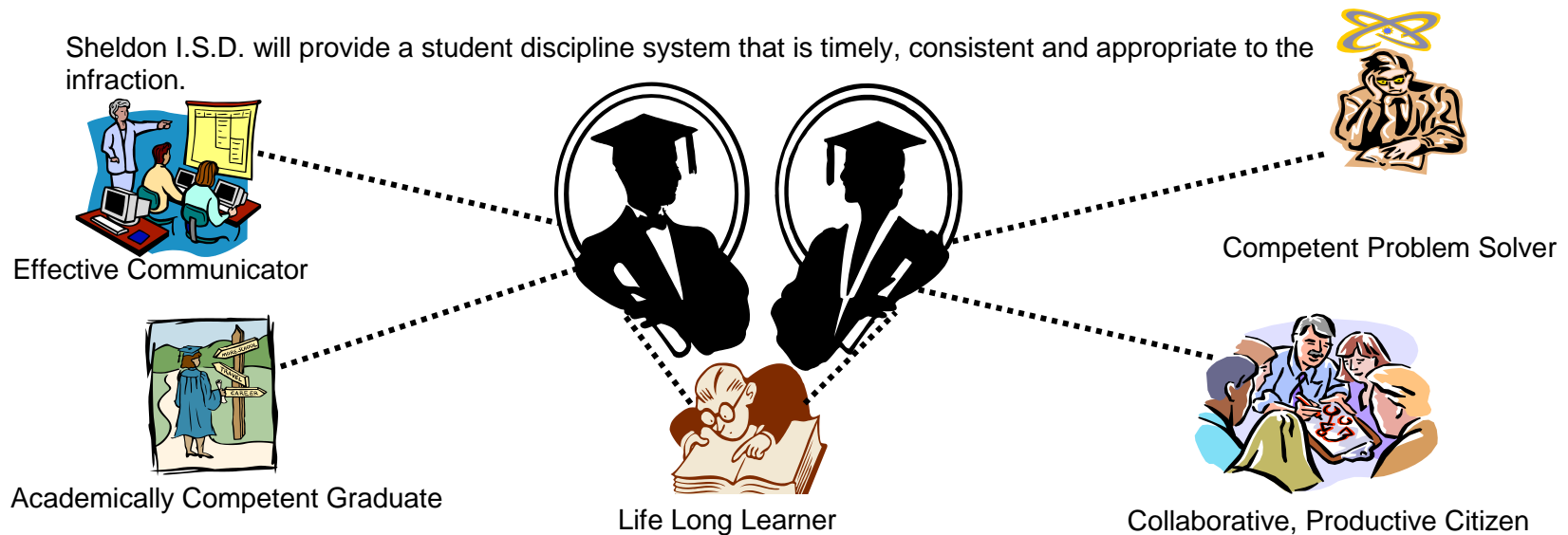
SHELDON INDEPENDENT SCHOOL DISTRICT

VISION STATEMENT

Sheldon Independent School District will provide the best available education to inspire lifelong learning for all students. We will enhance the students' knowledge through learning experiences that will enable them to succeed, work cooperatively, and contribute as productive citizens in our global society. Our mission will be characterized by a partnership among schools, homes, and community in our quest for academic excellence in a safe, caring environment.

GOALS

- GOAL 1:** Sheldon I.S.D. will provide a wide range of integrated activities to enhance student talents, whether dynamic or potential, and encourage them to explore their capabilities.
- GOAL 2:** Sheldon I.S.D. will provide personnel, programs, facilities, and the time to meet the diverse needs of all students so that they may acquire the knowledge and confidence necessary to achieve their dreams.
- GOAL 3:** Sheldon I.S.D. will provide and support character education so that its students will develop into responsible, trustworthy, fair, caring, and involved citizens.
- GOAL 4:** Sheldon I.S.D. will provide opportunities for family and community involvement.
- GOAL 5:** Sheldon I.S.D. will provide a student discipline system that is timely, consistent and appropriate to the infraction.



PARENT INVOLVEMENT PLAN

**SHELDON I.S.D.
2010-2011**

Sheldon Independent School District recognizes that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. To support the goal of the schools to educate all students effectively, the schools and parents must work as knowledgeable partners. Parents are an integral component of a school's ability to provide for the educational success of their children. The school endeavors to meet the diverse needs of parents and children. Sheldon I.S.D. acknowledges that engaging parents is essential to improve student achievement and that schools should foster and support active parental involvement.

Sheldon I.S.D. Parent Involvement Plan, established in collaboration with the District-Wide Instructional Improvement Council (DWIIC), the District's Parent-Teacher Organization (PTO), and the Administrative Cabinet, includes programs and practices that enhance parental involvement and reflect the special needs of students and their families.

It is the goal of Sheldon I.S.D. to assure an ongoing partnership between families, communities, and schools. We believe that such a partnership is fundamental to the academic and social success of students. From this partnership, a support will evolve that will have a positive effect on student achievement and will produce a sense of cooperative responsibility in ensuring excellence in the educational process.

The District actively supports and elicits parent and community volunteers. Parents are partners with educators, administrators, and school district Board of Trustees, in their children's education. Parents are encouraged to actively participate in creating and implementing educational programs for their children (TEC, 26.00a). The District employs Parent/Community Volunteer Liaison to assist in encouraging volunteer support in the district schools.

In response to our stated commitment to active parental involvement and in compliance with the legal requirements of the No Child Left Behind Act of 2001, Sheldon Schools establishes the following Parental Involvement Plan.

PARENT INVOLVEMENT GOALS

To ensure greater opportunities for student success, Sheldon I.S.D. will strive to establish:

- **Positive working relationships between educators and families of all student groups**
- **Strong parent involvement activities in grades PK-12**
- **Diverse communication channels between schools and families**

To establish positive working relationships between educators and families of all student groups, district and campus staff will (1) provide parents with the knowledge and skills to assist their children's learning at home, and (2) provide parents with information to access school and community support services to advance learning and help the development for children, youth, and families. This goal will be accomplished through these activities and/or services:

- ✓ **Band and Choir Concerts**
- ✓ **Bully Proofing/AN-COMM**
- ✓ **Campus/District AEIS Meetings**
- ✓ **Career Fairs and Guest Speakers**
- ✓ **Character Education through Elective Classes**
- ✓ **Community and Business Donations**
- ✓ **Cultural Diversity Awareness Workshop**
- ✓ **District Educational Improvement Committee**
- ✓ **District Facilities Committee**
- ✓ **Fire Safety Demonstrations**
- ✓ **Food, Clothing, and Toy Drives During Holidays**
- ✓ **LPAC Meetings for Limited English Speakers**

- ✓ **Mentoring Programs-PALS**
- ✓ **Nurses' Vision, Hearing, and Scoliosis Screenings**
- ✓ **Parent-Teacher Organizations**
- ✓ **Parent/Volunteer Liaison Position**
- ✓ **Parent Visitations to Campuses and Classrooms**
- ✓ **Panther Service Club**
- ✓ **Quarterly Curriculum Night workshops**
- ✓ **Red Ribbon Week Activities**
- ✓ **School Fundraisers**
- ✓ **Special Education Conferences and ARD Meetings**
- ✓ **Special Olympic Activities**
- ✓ **Spelling Bees**
- ✓ **Mock Trial**
- ✓ **Science Fair**
- ✓ **CYS (Community Youth Services)**
- ✓ **Student Health Advisory Committee**
- ✓ **Student Recognition Nights Sponsored by the National Junior Honor Society**
- ✓ **Substitute Teacher Orientation and Training for Highly Qualified**
- ✓ **Title I & SSI for Eighth Grade Parents**
- ✓ **Transportation Safety Week**
- ✓ **U.I.L. Academic, Athletic, and Fine Arts Activities and Programs**

- ✓ **Young Ladies and Gentlemen of Distinction**
- ✓ **Junior ROTC/Civil Air Patrol**
- ✓ **Journalism/Yearbook**
- ✓ **Texas Historians**

To establish strong parent involvement activities in grades PK-12, district and school staff will involve parents in appropriate training for service in voluntary instructional and support roles at schools.

Parents will be invited to become active participants in their child's learning at every grade level, including membership in a variety of organizations. This goal will be accomplished through these activities and/or services:

- ✓ **Reading Counts**
- ✓ **Art Students' Participation in Houston Livestock Show and Rodeo**
- ✓ **Athletic Camps**
- ✓ **Pep Rallies**
- ✓ **Band and Choir Concerts**
- ✓ **National Junior Honor Society**
- ✓ **Cheerleading Clinics**
- ✓ **Community Homecoming Pep Rally**
- ✓ **County Health Fairs**
- ✓ **Drama Productions**
- ✓ **Dyslexia Parent Meetings**
- ✓ **U.I.L. Events**
- ✓ **Freshman Orientation Day at King High School**
- ✓ **GREAT Graduation Ceremonies**
- ✓ **Holiday Lunches on Campus**
- ✓ **Libraries Host Book Fairs**
- ✓ **Lunch/Breakfast with Students**
- ✓ **Meet the Teacher Nights**
- ✓ **Open House Events**
- ✓ **Peer Assistance Leadership (PAL) Classes**
- ✓ **Red Ribbon Week Activities**
- ✓ **Science Fairs**
- ✓ **Sports Organizations Physicals**
- ✓ **Student Health Advisory Committee (SHAC)**
- ✓ **Student Council Organizations**

- ✓ **Summer School Programs, Grades K-12**
- ✓ **Parents Able to Check out Textbooks**
- ✓ **Title I Parent Meeting and Parent Survey**
- ✓ **Tutors for Inclusive Intervention Model**
- ✓ **Veterans Day and other Patriotic Programs**
- ✓ **Welcome Night**

To establish diverse communication channels between schools and families, district and school staff will use a variety of strategies and methods to promote clear, consistent and effective two-way communication between staff and parents. This goal will be accomplished through these activities and/or services.

- ✓ **Scheduled Academic Parent Conferences**
- ✓ **Agenda Books**
- ✓ **Communication Notebooks for Students with Special Needs**
- ✓ **Daily Conference Times upon Request**
- ✓ **District and Campus Newsletters**
- ✓ **District and Campus Websites**
- ✓ **E-mail Communications**
- ✓ **Verbal/Written Information is provided for parents in both English and Spanish**
- ✓ **Marquee- Informational Postings**
- ✓ **Monthly Cafeteria Menus Provided**
- ✓ **Parental Contact for Students Requiring Additional Assistance**
- ✓ **Progress Reports and Report Cards**
- ✓ **Notifications to Parents of Programs, Activities, and Events**
- ✓ **Student/Parent District Handbook and Code of Conduct**

CAMPUS MISSION STATEMENT

CAMPUS GOALS 2010-2011

C. E. King Middle School will provide an optimum education to inspire lifelong learning for all students. As a learning community, we will enhance the students' knowledge through interactive learning experiences that will enable them to succeed, work cooperatively, and contribute as productive citizens in an ever-changing global society. Our mission will be characterized by a partnership among schools, homes, and community in our quest for academic excellence in a safe, caring environment.

GOAL #1: To improve the achievement of all students.

- *All TAKS scores will meet or exceed the No Child Left Behind AYP requirements and the requirements of TEA's recognized rating*
- *Recruit students into AVID program*

GOAL #2: To provide teachers with highly qualified research-based staff development experiences.

- *Teachers will gain best practices techniques through staff developments*
- *Maintain 100% of highly qualified teachers*

GOAL #3: To improve parent involvement within the school district.

- *Measure through number of parents attending school functions, participation in school activities, and volunteer hours*

GOAL #4: To provide a school climate that produces high student achievement.

- *Recruit students into AVID program*
- *Decrease number of office referrals*

GOAL #5: To implement a quality mentor program.

- *Retain 100% of new teachers through support provided through Beginning Teacher Induction Mentoring (BTIM) Grant*

GOAL #1: To improve the achievement of all students. *All TAKS scores will meet or exceed the No Child Left Behind AYP requirements and the requirements of TEA's recognized rating.*

Programs/Strategies/Activities	Resources	Personnel Responsible	Time Line	Measurable Evaluations
Continue to use Language Arts/Social Studies Instructional Coach and Math/Science Instructional Coach to assist teachers with C-Scope curriculum, as well as model instructional lessons/strategies.	Fund: Title I and Title I Stimulus. (\$75, 650)	Position: Campus Administration	2010-2011	Formative: Classroom visitations and modeled lessons Summative: Increased student achievement as measured by TAKS and TELPAS.
Create and monitor C-Scope calendar in all core subject areas. Create department action plans to monitor the curriculum. Continue to utilize document cameras and integrate technology into all core subject classrooms	Fund: Title I and Local Funds	Position: Campus Administration, Dept. Chairs, Instructional Coaches	2010-2011	Formative: Classroom visitations, observations and CBA scores/Mock TAKS Summative: Increased student achievement as measured by TAKS and TELPAS.

<p>Conduct benchmark conferences with teachers.</p> <ul style="list-style-type: none"> a. Identify failure rates of >10% b. Identify objectives which are below state average. c. Review scores for all subgroups including White, African-American, Hispanic, At-risk, LEP, GT and Spec. Ed. d. Conduct Item Analysis e. Develop intervention plans for struggling students. 	<p>Staff: Instructional Coaches, Teachers</p> <p>Materials: CBAs CBA Scores Item Analysis AWARE Data Management System</p>	<p>Position: Campus Administration</p>	<p>1 time per nine weeks</p>	<p>Formative: CBA scores will increase with each administration</p> <p>Summative: Increased student achievement as measured by TAKS and TELPAS.</p>
Programs/Strategies/Activities	Resources	Personnel Responsible	Time Line	Measurable Evaluations
<p>Continue to utilize Language Arts/Social Studies Instructional Coach to monitor the implementation of CScope, as well as model instructional lessons/strategies</p>	<p>Fund: Title I (\$50,000)</p>	<p>Position: Campus Administration</p>	<p>August 2009</p>	<p>Formative: Classroom visitations and modeled lessons Summative: Increased student achievement as measured by TAKS and TPRI/Tejas Lee.</p>
<p>Implement CScope in all core subject areas.</p>	<p>Fund: Title I (\$3,500, plus cost of instructional materials) Materials: Binders Copy Paper</p>	<p>Position: Campus Administration and teachers</p>	<p>2010-2011</p>	<p>Formative: Classroom visitations, observations and CBA scores/Mock TAKS Summative: Increased student achievement as measured by TAKS and TPRI/Tejas Lee.</p>

<p>Conduct benchmark conferences with teachers.</p> <ul style="list-style-type: none"> f. Conduct Item Analysis g. Identify objectives which are below state average. h. Review scores for all subgroups including White, African-American, Hispanic, At-risk, LEP, GT and Spec. Ed. i. Develop intervention strategies to raise scores in low objectives. j. Review CScope. k. Develop intervention plans for struggling students. 	<p>Staff: Instructional Coaches, Teachers</p> <p>Materials: CBAs CBA Scores Item Analysis CScope Read 180 Headsprout Kilgo Analysis Forms</p> <p>Costs: \$300 plus cost of substitutes Fund: Basic</p>	<p>Position: Campus Administration</p>	<p>1 time per nine weeks</p>	<p>Formative: CBA scores will increase with each administration Summative: Increased student achievement as measured by TAKS and TPRI/Tejas Lee.</p>
<p>#2 Provide Staff Development.</p> <ul style="list-style-type: none"> a) Train Bilingual Teachers in Sheltered English Instruction and Dual Language. b) Train teachers in Margaret Kilgo Data Analysis. c) Send new teachers to Reading Academies. d) Train Teachers in CSCOPE Curriculum. 	<p>Staff: Teachers and CIA's Materials: <u>CSCOPE</u> <u>Binders</u> Reading Academy CDs Costs: \$500 Fund: Title 1</p>	<p>Position: Campus Administration, Rep Council</p>	<p>Aug- April</p>	<p>Formative: CBA scores will increase with each administration Summative: Increased student achievement as measured by TAKS and TPRI/ Tejas Lee</p>

GOAL #2: To provide teachers with highly qualified research-based staff development experiences. *Teachers will gain best practices techniques through staff developments.*

Programs/Strategies/Activities	Resources	Personnel Responsible	Time Line	Measurable Evaluations
Continue to use Language Arts/Social Studies Instructional Coach and Math/Science Instructional coach to assist teachers with C-Scope curriculum as well as model instructional lessons/strategies Daily planning with the Language Arts/Social Studies and Math/Science Instructional Coach.	Fund: Title I (\$75,650 Instructional Coaches)	Position: Campus Administration, Instructional Coaches	2010-2011	Formative: Classroom visitations and modeled lessons Summative: Increased student achievement as measured by TAKS and TELPAS.
Provide initial ELPS Training to entire KMS Staff along with monthly strategy trainings and classroom visits to support Sheltered Instruction Teachers.	Fund: Title III	Position: Campus Administration, Jolyn Rex, Bonnie Salinas	2010-2011	Formative: Teacher Sign In Sheets, Walkthrough Observations. Summative: Increased student achievement as measured by TAKS and TELPAS.
GT Training for KMS staff Cultural Awareness/Diversity training for all staff	District	Position: Campus Administration; District Administration	2010-2011	Formative: Teacher Sign In Sheets, Documentation of strategies Summative: Increased student achievement as measured by TAKS and TELPAS. Increased recommended student achievement as measured by TAKS

GOAL #3: To improve parent involvement within the school district.

Programs/Strategies/Activities	Resources	Personnel Responsible	Time Line	Measurable Evaluations
Cultural Diversity Awareness Night	Fund: Local funds	Position: Campus Administration and Counselors	November, 2010	Formative: Parent Sign In Sheet, Program Evaluation/Survey Summative: Decrease of discipline referrals to assistant principals and counselors.
Quarterly Curriculum Nights	Fund: Title I Parental Involvement	Position: Campus Administration and Department Chairs	ELA, Sept. 10 Math, Nov. 10 Soc. St., Feb. 11 Science, Mar. 11	Formative: Parent Sign in Sheet, Program Evaluation/Survey Summative: Increase in parental involvement and awareness to middle school curriculum
“Take A Look” Thursday Title I/SSI Informational Meeting	Fund: Title I, Parental Involvement	Position: Campus Administration	August, 2010	Formative: Parent Sign in Sheet, Parent Evaluation/Survey Summative: Increase in parental involvement and awareness to middle school curriculum
Guidance Advisory Council	Fund: \$25/Parental Involvement	Position: Counselors, Teachers, Administration	Entire 2010-2011 school year	Formative: Parent Sign In Sheet, Program Evaluation/Survey
Stop Shop Teen Dating Violence Parent Workshop	Fund: \$250/Safe and Drug Free	Position: Counselors	Spring 2011	Formative: Parent Sign in Sheet
San Jacinto College Talent Search	Fund: Free	Position: Counselors	Fall 2010	Formative: Parent Sign in Sheet, student applications

GOAL #4: To provide a school climate that produces high student achievement.

Programs/Strategies/Activities	Resources	Personnel Responsible	Time Line	Measurable Evaluations
School-wide store (Panther Pride Store) that promotes academic and behavioral achievement.	Fund: Student Activity to Start Up (\$1,000)	Position: Assistant Principal, NJHS Sponsor, CAP Sponsor	2010- 2011	Formative: Student Surveys Summative: Decrease of discipline referrals to assistant principals and counselors.
Implement a “Character Education” curriculum through elective classes.	Character Education binders with weekly activities for elective teachers.	Position: Campus Administration, Counselors, Elective Teachers	2010-2011	Formative: Teacher walkthroughs, documented activities in lesson plans. Summative: Decrease of discipline referrals to assistant principals and counselors.
Visit fifth grade students at the elementary school.	Staff: Counselors Materials: Transportation Costs: District funds Fund: District	Position: Counselors	Spring 2010	Formative: N/A Summative: Students will be registered for classes and receive all pertinent information.
Allow band, CAP, choir, and other clubs to visit elementary school so student may become familiar with middle school activities that are available in the future.	Staff: Teachers Materials: Transportation Costs: District funds Fund: District	Position: Teachers, Counselors	Spring 2010	Formative: N/A Summative: Increased student participation in extracurricular activities.

GOAL #4: To provide a school climate that produces high student achievement.

Programs/Strategies/Activities	Resources	Personnel Responsible	Time Line	Measurable Evaluations
Invite 5 th grade students to visit KMS and transition to middle school. Band, Choir, and CAP will present information and give performances.	Staff: Teachers, Counselors Materials: Transportation Costs: District funds Fund: District	Position: Teachers, Counselors	Spring 2010	Formative: N/A Summative: Students will tour classes and receive all pertinent information.
Invite high school counselors to present to eight grade students.	Staff: Counselors Materials: Course requests Cost: None	Position: Counselors	Spring 2010	Formative: N/A Summative: Students will be registered for classes and receive all pertinent information.
Sixth grade students will participate in the G.R.E.A.T. program aimed at preventing gang participation.	Staff: Counselors, Deputy, Teachers Materials: Books, PowerPoint, T-shirt, lanyards Cost: \$1200 Fund: Safe and Drug Free	Position: Counselor, Deputy	Fall 2010	Formative: N/A Summative: Students will not join gangs.
Sixth grade boys will participate in the S.T.E.P. program aimed at preventing tobacco use.	Staff: Counselors, Deputy, Teachers Materials: Handouts, PowerPoint, lanyards Cost: \$400 Fund: Tobacco Grant	Position: Counselors, Deputy	Spring 2010	Formative: N/A Summative: Student will not begin smoking or cease smoking if they have already begun

GOAL #4: To provide a school climate that produces high student achievement.

Programs/Strategies/Activities	Resources	Personnel Responsible	Time Line	Measurable Evaluations
All students will participate in the Bridges program designed to foster career awareness and aid future planning.	Staff: Counselors Materials: Website Costs: \$900 Fund: Vocational Fund	Position: Counselors	Spring 2011	Formative: N/A Summative: Students will create a four year plan and take an interest and career survey/inventory.
All students will participate in a Teen Dating Violence Workshop presented by the Squeaky Wheel Project.	Staff: Counselors, guest speaker Materials: Books Costs: \$1725 Fund: Safe and Drug Free	Position: Counselors	Spring 2011	Formative: N/A Summative: Students will notify teachers, counselors or other school personnel of dangerous or abusive situations.
All students will be participate in an anti-victimization program called W.H.O.	Staff: Counselors Materials: Training , videos Cost: \$60 Fund District Counseling Budget	Position: Counselors	Fall 2010	Formative: N/A Summative: Students will notify teachers, counselors or other school personnel of dangerous or abusive situations.
Conduct “Red Ribbon Week” activities encouraging students to stay drug free	Staff: Counselors, teachers, community members Materials: Giveaways, ribbons Cost: \$750 Fund: Student Activity Fund	Position: Counselors, Teachers	Fall 2010	Formative: N/A Summative: Students will turn in surveys and sign pledges to “Say No to Drugs”.

GOAL #4: To provide a school climate that produces high student achievement.

Programs/Strategies/Activities	Resources	Personnel Responsible	Time Line	Measurable Evaluations
Conduct "College Week" activities/awareness events	Staff: Counselors, Teachers Materials: Flyers, college paraphernalia Costs: None	Position: Counselors, Teachers	Spring 2011	Formative: N/A Summative: Students participation in stories, posters, and college shirt day.
Invite Girl Scouts to conduct activities during girls' P.E. to increase student self esteem and confidence.	Staff: Counselors, Teachers, guest Girl Scout Materials: None Costs: None	Position: Counselors, Teachers	Spring 2010	Formative: N/A Summative: Projects and student participation.
Students will be participating in the Duke Talent Search Program for high achieving students in the seventh grade.	Staff: Counselors Materials: Applications Cost: Variable (Postage) Fund: District Postage	Position: Counselors	Fall 2010	Formative: N/A Summative: Completed applications.
Students will participate in the Houston Prep program for high achieving students in the seventh and eighth grade.	Staff: Counselors, Teachers Materials: Applications Cost: Variable (Postage) Fund: District Postage	Position: Counselors,	Spring 2011	Formative: N/A Summative: Completed applications.

GOAL #4: To provide a school climate that produces high student achievement.

Programs/Strategies/Activities	Resources	Personnel Responsible	Time Line	Measurable Evaluations
Bullying prevention/anonymous communication systems will be available to all students.	Staff: Counselors, Assistant Principals, Teachers, Principal Materials: Computer system Costs: \$3000 Fund: Safe and Drug Free	Position: Counselors, Principal, Assistant Principal	Entire 2010-2011 school year	Formative: N/A Summative: Use of the anonymous communication system.
Students will take a Drug and Alcohol use survey to determine prevalence of drugs on campus and allow administrators to find solutions based on student response.	Staff: Counselors, Assistant Principals, Teachers, Principal Materials: Survey, Computers Costs: None	Position: Counselors,	Spring 2011	Formative: N/A Summative: Survey results.
Small counseling groups based on student need will be conducted during the school year.	Staff: Counselors Materials: Counseling Books Cost: \$30 Fund: District Counseling Fund	Position: Counselors	Entire 2010-2011 school year	Formative: N/A Summative: Student participation.
Students will be participating in a canned food drive to donate to community members in need.	Staff: Counselors, Teachers Materials: packing materials, transportation, canned food, prizes Cost: \$80+\$250 Fund: Field trip account and student activity fund	Position: Counselors,	Fall 2010	Formative: N/A Summative: Food baskets will be put together and donated.

GOAL #4: To provide a school climate that produces high student achievement.

Programs/Strategies/Activities	Resources	Personnel Responsible	Time Line	Measurable Evaluations
Conduct “Kick Butts” activities encouraging students to stay tobacco free.	Staff: Counselors, Teachers Materials: Giveaways Costs: \$445.25 Fund: Tobacco Grant	Position: Counselors	Spring 2011	Formative: N/A Summative: Student participation.
Selected students will participate in the High school PALS program.	Staff: Denee Sayers and high school PALS Materials: None Costs: None	Position: Counselors	Entire 2010-2011 school year	Formative: N/A Summative: Student participation.

GOAL #5: To continue the implementation of a quality mentor program.

Programs/Strategies/Activities	Resources	Personnel Responsible	Time Line	Measurable Evaluations
“Mentor Training” for new mentors to the program.	Local Funds	Position: District and Campus Administration	August, 2010	Formative: Teacher sign in sheets, Program Evaluation Summative: Increased retention of first and second year teachers
Monthly meetings with first and second year teachers with lead mentor teacher to monitor and support the progress of new staff members.	No Funds required	Position: Lead Mentor and Campus Administration	2010-2011	Formative: Mentor Logs Summative: Increased retention of first and second year teachers
Classroom Observations of experienced staff members to observe classroom management and instructional techniques.	Funds: Substitute Teachers	Position: Lead Mentor and Campus Administration	2010-2011	Formative: Walkthrough forms turned in to Lead Mentor Teacher Summative: Improved instructional strategies that will lead to increased student achievement as measured by TAKS and TELPAS.

2010-2011 Campus Improvement Teams (Site-Based Decision Making-SBDM)

The following persons will serve on the site-based decision-making committee during the preparation of the campus improvement plan for school year 2009-10. They are committed to carrying out the school's mission statement and to developing and implementing a well-rounded instructional program. Some components of the planned instructional program will be outlined in the campus improvement plan and will be utilized to prepare our students to become productive citizens in a democratic society and to achieve the goal of the district in helping all students become models of the graduate portrait.

Staff Climate (Howard)	Positive Behavior/Crisis Management (Carroll)	Representative Council SART (Smith/Joubert)
Shameka Richardson Bandy Nichols BH Schamberger Bridgett Mattina Lakesha Johnson Gretta Rogne Lisa Stevenson Katie Valliere Katie Jamerson	Tina Freeman Wanda Holt Annette Shook Zan Campbell Charlie Jones Mitch Gray Madeline Lewis Mike Pierce Jeff DeWillis Diane Taylor	Administrators Counselors Department Chairs Team Leaders Athletics Coordinator Electives Parent
Student Climate (Kim Smith)	Technology	Parent Involvement (Hernandez/Carroll/Smith)
La Donna Drake Darlene Scott Tia Alexander Melissa Archer Nicole Dickson Altera Francis	Crystal Hoisager Bryan Sutherland Shawna Ward Tanya Bertone Sheryl Saeed Joseph Pizano	Pre Sha Holloway Dorothea Reed Araceli Anguiano Cliff McCollough Adam Blair Keon Banks Segun Adebayo

Sheldon Independent School District
Campus Self-Evaluation of Campus Improvement Planning Process
for
2010-2011

C.E. King Middle School

September 16, 2010

STATEMENT OF ASSURANCE: The Campus Self-Evaluation was completed collaboratively by the campus decision-making and planning committee and campus leadership staff.

Roberto Hernandez- Principal

Blake Carroll, Kim Smith-Assistant Principals

B.H. Schamberger, Teacher

Cliff McCollough, Teacher

Lakesha Johnson, Teacher

Randi Blair, Teacher

Rene Howard, Latanya Joubert/Counselors

Mitch Gray, Athletics

Nicole Dickson, Teacher

Marilyn Rivas, Parent

LaDonna Drake, Teacher

Shameka Richardson, Teacher

Earnest Moore, Teacher

Gretta Rogne, Teacher

Campus Self-Evaluation of Campus Improvement Plan 2010-2011

Purpose

The purpose of the Campus Self-Evaluation of the Campus Improvement Plan (CIP) is to assist the campus and district staff in analyzing the effectiveness of campus decision-making and planning efforts that address the condition of performance for the campus. Additionally, district policies and administrative procedures for campus decision making and planning will be reviewed.

This document also provides the district the opportunity to review the quality and effectiveness of its decision-making and planning process. This campus self-evaluation allows the district to evaluate its decision-making policy and administrative procedures for ensuring improvement efforts through collaboration in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. It also focuses on campus improvement planning and evaluates the campus' progress in developing and implementing an effective campus improvement plan that includes the components of a campus improvement plan described in law.

The campus will analyze the level of implementation and impact of improvement initiatives and strategies that are aimed at improving the condition of performance for the student population. The campus will have the opportunity to note any significant factors at the campus level that may impact performance of students. The factors may be either positive or negative.

Procedure for Completing the Self-Evaluation Document

The campus site-based team is to complete the self-evaluation document, prior to the development of the next CIP. The principal should return the completed self-evaluation document to the superintendent/designee. The self-evaluation form should be included in the evaluated copy of the current CIP. These documents should be maintained in the office of each campus for audit purposes.

Responses to the campus self-evaluation document are to be completed collaboratively by the campus leadership staff, the campus-level decision-making and planning committee, and other staff members designated by the principal. Responses should be succinct.

Campus-Level Decision Making and Planning

Campus Decision-Making Process

In accordance with Texas Education Code (TEC) §11.251, each school district is required to have a district and campus-level decision-making and planning process. That process will involve the professional staff of the district and campus, parents, and community members in establishing and reviewing the district and campus educational plans, goals, performance objectives, and major classroom instructional programs.

On the self-evaluation document, indicate "yes," "no," or "not applicable" for each question; and add any comments relevant to the decision-making and planning process.

1) [TEC §11.253(b) and §11.251(b), (c), and (e)] The campus-level decision-making and planning committee has been elected/selected in accordance with board policy and includes representatives of (1) professional staff members (*two-thirds of the elected professional staff members must be classroom teachers*); (2) parents (*may not be an employee of the district*); (3) community members (*must reside in the district, be at least 18 years of age, and not be a parent of a student in the district*); and (4) business representatives (*need not live in the district; business need not be located in the district*).

YES (X) NO () N/A ()

Comments:

2) [TEC §11.253(e)] In accordance with the administrative procedures established by the board, the campus-level committee is involved in decisions in the areas of (1) planning, (2) budgeting, (3) curriculum, (4) staffing patterns, (5) staff development, and (6) school organization.

YES (X) NO () N/A ()

Comments:

3) [TEC §11.253(e)] The campus-level committee has approved the portions of the campus improvement plan addressing campus staff development needs.

YES (X) NO () N/A ()

Comments:

4) [TEC §11.253(g)] District policy and campus procedures are established to ensure that systematic communication measures are in place (1) to periodically obtain broad-based community, parent, and staff input and (2) to provide information to those persons regarding the recommendations of the campus-level committee.

YES (X) NO () N/A ()

Comments:

5) [TEC §11.253(g)] The campus-level committee has held or will hold at least one public meeting each year after receipt of the annual campus rating to discuss the performance of the campus and the campus performance objectives.

YES (X) NO () N/A ()

Meeting Date: May 14, 2009

Comments:

6) [TEC §11.253(h)] The principal regularly consults with the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program.

YES (X) NO () N/A ()

Comments:

Campus Planning Process

In accordance with TEC §11.253, each campus is required to have a campus improvement plan that is developed, evaluated, and revised annually. The purpose of the campus improvement plan is to guide campus staff members in the improvement of student performance for all student groups in order to attain state standards in respect to the academic excellence indicators adopted under TEC §39.051.

On the self-evaluation document, indicate “yes,” “no,” or “not applicable” for each question; and add any comments relevant to the decision-making and planning process.

1) [TEC §11.253(c)] The campus improvement plan has been developed, reviewed, and revised annually by the principal with the assistance of the campus-level committee for the purpose of improving student performance for all student populations, including students with special needs and at-risk students, with respect to the academic excellence indicators and any other appropriate performance measures for special needs populations.

YES (X) NO () N/A ()

Comments:

2) [TEC §11.253(d)(1) and §39.131(b)(5)] The campus improvement plan (1) assesses the academic achievement for each student in the school using the AEIS as described by TEC §39.051 and (2) addresses each academic excellence indicator for which the campus' performance is unacceptable.

YES (X) NO () N/A ()

Comments: Campus Performance rating is Acceptable

3) [TEC §11.253(d)(2)] The campus improvement plan sets campus performance objectives based on the AEIS with objectives for special needs populations, including students in special education programs.

YES (X) NO () N/A ()

Comments:

4) [TEC §11.253(d)(3)] The campus improvement plan identifies how the campus goals will be met for each student.

YES (X) NO () N/A ()

Comments:

5) [TEC §11.253(d)(4)] The campus improvement plan determines (*identifies*) the resources needed to implement the plan.

YES (X) NO () N/A ()

Comments:

6) The campus improvement plan identifies each program serving students with special learning needs (lists of (1) programs and student populations served, and (2) coordination of service efforts must accompany the campus improvement plan).

YES (X) NO ()

Comments:

7) [TEC §11.253(d)(5)] The campus improvement plan identifies staff needed to implement the plan (by position only).

YES (X) NO () N/A ()

Comments:

8) [TEC §11.253(d)(6)] The campus improvement plan sets timelines for reaching the goals.

YES (X) NO () N/A ()

Comments:

9) [TEC §11.253(d)(7)] The campus improvement plan measures progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.

YES (X) NO () N/A () Date of Formative Review: May 14, 2009

Comments: Reviews are conducted monthly during committee meetings and then quarterly during CIP meetings with site-based committee chairs and department chairs

10) [TEC §11.253(d)(8)] The campus improvement plan includes goals and objectives for violence prevention and intervention on campus.

YES (X) NO () N/A ()

Comments:

11) [TEC §11.253(d)(9)] The campus improvement plan provides for a program to encourage parental/community involvement at the campus.

YES (X) NO () N/A ()

Comments:

Campus Improvement Plan Requirements

- 1) [TEC §11.251(b),(c), and (e)] The campus-level decision-making and planning committee has been elected/selected in accordance with board policy and includes representatives of (1) professional staff members (*two-thirds of the elected professional staff members must be classroom teachers*); (2) parents (*may not be an employee of the district*); (3) community members (*must reside in the district, be at least 18 years of age, and not be a parent of a student in the district*); and (4) business representatives (*need not live in the district; business need not be located in the district*).

YES (X) NO () N/A ()

Comments:

- 2) This self-evaluation document contains a membership roster for the current school year's campus improvement team.

YES (X) NO ()

Comments:

- 3) [TEC §11.253] The CIP includes a comprehensive needs assessment addressing the needs and strengths of students, staff, and facilities.

YES (X) NO () N/A ()

Comments:

- 4) [TEC §11.253(e)] In accordance with the administrative procedures established by the board, the campus-level committee is involved in decisions or provides advice in the areas of (1) planning, (2) budgeting, (3) curriculum, (4) staffing patterns, (5) staff development, and (6) school organization.

YES (X) NO () N/A ()

Comments:

- 5) [TEC §11.253(g)] District policy and campus procedures are established to ensure that systematic communication measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the campus-level committee.

YES (X) NO () N/A ()

Comments:

6) [TEC §11.253(d)(1)] Each campus improvement plan assesses the academic achievement of each student in the school and all student groups, using the Academic Excellence Indicator System (AEIS). (see Accountability Manual)

YES (X) NO () N/A ()

Comments:

7) [TEC §11.253(d)(2)] Each campus improvement plan includes campus performance objectives based on the AEIS, including objectives for special needs populations, as well as for students in special education programs.

YES (X) NO () N/A ()

Comments:

8) [TEC §11.253] The CIP includes strategies to address integration of technology in instructional and administrative programs.

YES (X) NO () N/A ()

Comments:

9) [TEC §11.253] The CIP includes strategies for accelerating instruction for those students determined to be at-risk of not meeting state-mandated testing requirements.

YES (X) NO () N/A ()

Comments:

10) [TEC §11.253] The CIP includes strategies for implementing career education activities to assist students in developing the knowledge, skills, and competencies necessary for success for a broad range of career opportunities.

YES (X) NO () N/A ()

Comments:

11) [TEC §11.253] The CIP includes strategies for improving student attendance.

YES (X) NO () N/A ()

Comments:

12) [TEC §11.253(d)(4)] Each campus improvement plan determines (*identifies*) the resources needed to implement the plan.

YES (X) NO () N/A ()

Comments:

13) [TEC §11.253(d)(7)] Each campus improvement plan periodically measures formative and summative progress toward the performance objectives to ensure the plan is resulting in academic improvement.

YES (X) NO () N/A ()

Comments:

14) [FASRG; 9.2.7; Nov. 2003]] For grades 7-12: Each campus improvement plan addresses specific educational interventions designed to prevent students from dropping out of school (“at risk” population).

YES (X) NO () N/A ()

Comments:

15) [TEC §11.253] The CIP includes resources to implement identified strategies for these programs: Title I (low performing) (All campuses except the High School are “targeted assistance.”); Title II (Teacher and Principal Training and Recruitment; Class Size Reduction – North only); Title III (LEP); Title IV (Safe and Drug Free Schools); Title V (Innovative Programs – includes our Curriculum Specialists and some traditional mentor pay); Other competitive grant sources (SAFE grant; Pre-K grant; HS Success Grant)

YES (X) NO () N/A ()

Comments

16) [TEC §11.253(d)(8)] Each campus improvement plan includes goals and objectives for violence prevention and intervention on campus.

YES (X) NO () N/A ()

Comments:

17) [19 TAC 97.1021] Each campus improvement plan provides for a yearly review and comparison of disciplinary referrals, including suspensions on and off campus (ISS and OSS), disciplinary alternative education program placements, and expulsion to JJAEP.

YES (X) NO () N/A ()

Comments:

18) [TEC §11.253(d)(9)] Each campus improvement plan provides for a program to encourage parental/community involvement at the campus.

YES (X) NO () N/A ()

Comments:

19) [TEC §11.253] (For the Intermediate school, Junior High School, and High School) The CIP includes strategies for providing information to students, teachers, counselors, and parents about: higher education admissions and financial aid opportunities, the TEXAS grant program and the Teach for Texas grants program, and the need for student to make informed curriculum choices to be prepared for success beyond high school.

YES (X) NO () N/A ()

Comments:

20) [TEC §11.253] The CIP identifies the staff position responsible for ensuring the accomplishment of each strategy.

YES (X) NO () N/A ()

Comments:

21) [TEC §11.251] The CIP identifies the strategies to ensure the campus level committee approves the portion of the plan addressing campus staff development needs.

YES (X) NO () N/A ()

Comments:

22) [TEC §11.253] The CIP identifies strategies to ensure each staff member is “highly qualified.”

YES (X) NO () N/A ()

Comments:

NCLB Compliance Monitoring Through Campus Improvement Planning

1) As required by P.L. 107-110, Section 1119(i) of Title I, Part A, all teachers teaching in core academic subject areas and hired after the first day of the 2004-2005 school year and teaching in a program supported by Title I, Part A funds are highly qualified.

YES (X) NO () If "no", how many teachers were hired that were not highly qualified? _____

Comments:

2) As required by P.L. 107-110, Section 1119(i) of Title I, Part A, the campus has included strategies in the Campus Improvement Plan to ensure that ALL teachers teaching in core academic subjects are highly qualified no later than the end of the 2005-2006 school year. The plan includes annual, measurable objectives to annually increase the percentage of highly qualified teachers (1) teaching in the core academic subject areas, and (2) receiving high quality professional development to enable such teachers to become highly qualified and successful classroom teachers.

YES (X) NO ()

Comments:

FOR GRADES K-8 ONLY: THE SIGNED PRINCIPAL ATTESTATION DOCUMENT IS ON FILE AT CENTRAL OFFICE

3) As required by P.L. 107-110, Section 1119(i) of Title I, Part A, all Title I, Part A, paraprofessionals with instructional duties and hired after January 8, 2002, and teaching in a program supported by Title I, Part A funds, have a high school diploma or its equivalent and meet the Title 2, Part A qualifications based on their (1) completion of 2 years of education at an institution of higher education, or (2) earning an associate's (or higher) degree, or (3) having met a rigorous standard of quality through a formal academic assessment that assesses the knowledge of and the ability to assist in instructing reading, writing, and mathematics; or the knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

YES (X) NO () N/A () If "no," how many paraprofessionals were hired that do not meet the Title I, Part A qualifications? _____

Comments:

4) As required by P.L. 107-110, Section 1119(i) of Title I, Part A, all Title I, Part A, paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.

YES (X) NO () N/A ()

Comments:

5) As required by P.L. 107-110, Section 1119(i) of Title I, Part A, all Title I, Part A, paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

YES (X) NO () N/A ()

Comments:

6) As required by P.L. 107-110, Section 1119(i) of Title I, Part A, all Title I, Part A, paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities, (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.

YES (X) NO () N/A ()

Comments:

7) As required by P.L. 107-110, Section 1119(i) of Title I, Part A, all Title I, Part A, copies of the Campus Improvement Plan are available at the campus and school district office and will be made available to the general public upon request.

YES (X) NO ()

Comments:

8) As required by P.L. 107-110, Section 1119(i) of Title I, Part A, all Title I, Part A, the Campus Improvement Plan contains information pertaining to the collaboration of services/programs from a variety of fund sources.

YES (X) NO ()

Comments:

**CIP Comprehensive Needs Assessment
for
C.E. King Middle School
2010 - 2011**

Introduction and Purpose for Comprehensive Needs Assessment

Students are the reason for the campus and district to function. It is the responsibility of the school to provide an effective curriculum that will provide the tools necessary to equip students with skills and expertise to be successful in their respective careers, whether they enter the workforce or go on to a college or university after graduation from the public school system. The environment in which students learn is critical and is conducive to a valuable "teaching-learning" process. For these reasons, we have carefully evaluated the strengths that enhance the valued "teaching-learning" process and the circumstances that may detract from it. This summary of data includes an analysis of patterns and trends with a discussion of probable causes of high areas of student needs. Based on the campus' site-based decision-making committee, the district goals, and the (Academic Excellence Indicator System) AEIS data, the following strengths and needs were identified by the campus improvement committee. KMS CIP is used as an evaluation tool that uses data from state and local assessments, PEIMS, and special programs. This includes disaggregated TAKS scores, use of compensatory education funds, and quantitative data on all students, especially our special populations.

Needs Assessment for Students

Based upon preliminary data from the 2009-2010 school year, C.E. King Middle School will be awarded an AEIS rating of "Recognized" by the Texas Education Agency. In addition to this, King Middle School has also met Adequate Yearly Progress (AYP).

Student Strengths:

Students continued to show improvement in the areas of Social Studies and Science based upon the preliminary data from the 2009-2010 school year. Data has been collected and scores for all students and student sub-groups are provided in "Appendix A: Three-Year Student Performance Results" in this document. Based upon staff observations, performance on curriculum assessments exams, state-mandated tests, standardized achievement tests, teacher-made tests, and report card grades, overall student performance is good. As documented by the above-mentioned performance items, student performance is indicative of their ability and potential to master the state-mandated TEKS (Texas Essential Knowledge and Skills). C. E. King Middle School has met AYP for the past two school years and will continue to implement strategies focused on improving the academic achievement of all students (see goal #1).

Using the TAKS scores from the spring of 2010 student strengths for our campus were found to be in these areas:

- 8th grade Science increased from 60% to 97%
- All students improved in Math from 80% to 86%

- 8th grade Social Studies had 100% of students meet standard
- LEP students increased performance from 37% to 97% in 8th grade Science

Student Needs:

It was the goal of the school to have at least 90 percent of all students and all student groups pass the 2010 administration of the Texas Assessment of Academic Skills (TAKS). Based upon data from the Spring 2010 administration, we fell below the desired 90 percent goal of the campus. As plans are made for the 2010-2011 school year, it appears that additional attention to improve both instruction and student achievement in all areas is warranted. Adequate yearly progress will be tracked and documented with all students to meet the requirements of the 2001 "No Child Left Behind" legislation.

Based upon the committee's observations, 2010 TAKS exams, and Curriculum Benchmark Assessments, additional emphasis is required for 6th, 7th, and 8th grade Special Education, Economically Disadvantaged, and ESL student groups in the area of mathematics, reading, and science. These needs are documented in the lack of sustainable growth for these students on the 6th, 7th, and 8th grade math and reading TAKS tests. In anticipation of increased enrollment, especially ESL and economically disadvantaged students, KMS will begin to take measures to ensure school attendance, motivation, and successful learners.

An analysis of the campus's instructional environment resulted in identifying the need for a systematic program that unites stakeholders in defining college readiness goals and fostering a personalized college-going culture. While 72 % of all seventh-grade students and 92% of all eighth-grade students met expectations on the 2010 Math TAKS, few performed at the commended level (12% at grade seven and 18% at grade eight). Likewise, 84% of all seventh-graders and 94% of all eighth-graders met the TAKS passing standard on the reading assessment while 24% scored at the commended level at grade seven and 29% at grade eight. Students also performed below their peers on college-readiness tests such as the PSAT, which measure critical reading and writing skills, as well as math problem-solving skills. For example, students in the 2007 C.E. King Middle School seventh-grade cohort fell below the state and national means in reading, math, and writing (7.6, 5.7, and 5.2 respectively) on the 2009 PSAT. Of the class of 2008, 45% met college readiness standards in English language arts, and 46% met standards in math (compared to 59% and 58% at the state level). Thus, the analysis not only indicates the need for increasing communication and involvement regarding support systems for college readiness, but it also points to the need for vertically aligning and assessing a more rigorous secondary curriculum.

We are currently in the process of applying for the AVID grant. All information has been collected and an application has been submitted.

Needs of Students from AEIS Measures

- ✓ Each student's IEP goals and objectives are regularly monitored, reviewed, and assessed.
- ✓ Each student has Essence Statements for the purpose of assessment.

- ✓ Content is matched between IEP goals and objectives and Essence Statements.
- ✓ Data is used from TAKS-Alt to document progress on IEP whenever appropriate.
- ✓ Needs are met within the appropriate Curriculum Framework for Special Needs students.
- ✓ FACES Curriculum is utilized in order to meet goals for all Special Needs students in alignment with regular education students whenever appropriate.
- ✓ Rigorous secondary curriculum to support college readiness program (AVID)

Projected Demographic Changes in SISD and Planned Student Accommodations

SISD predicts a significant future increase in numbers of Hispanic students, based on projected enrollment, current demographic trends, legislative impact, and state and community political and economic events. Therefore, attention will have to be increasingly focused on providing support to these students in the areas of Limited English Proficiency programs by having all core academic teachers either SIOP trained or ESL certified.

Needs Assessment for Staff

A highly qualified, highly trained 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. State law has long required teachers to have a college degree and be certified in the area(s) to which they are assigned. Federal law as promulgated in Public Law 107-110, the "No Child Left Behind Act" of 2001, re-emphasized this state requirement. According to this law, all teachers in states and/or school districts accepting Title 1, Part A funds must be appropriately certified to teach in the area(s) to which they are assigned by the end of school year 2005-06. While appropriate certification is important, experience and relevant professional development are also essential and must be considered when evaluating staff. Based on the AEIS and the committee's observation, the following staff strengths and needs were identified.

Staff Strengths:

Based on the most current AEIS data available from the 2008-2009 school year, teachers at this campus are experienced. New teachers composed 9.5% of the staff; 14.2% of KMS teachers had between 11-20 years experience. In addition to this, the majority of our staff, 50.9%, fell in the range of 1-5 years of experience. The average years of teaching experience at King Middle School was 7.3 years compared to the state average of 11.3 years. All teachers were identified as "Highly Qualified". Educational aides assisted teachers during the 2008-2009 school year, representing 8.9% of the total staff. This compares with the state average of 9.7%. Of the eleven instructional paraprofessionals, all were identified as "Highly Qualified" (100 %) through one of the approved NCLB methods.

According to the committee, the staff is very devoted, always ready to put in additional time to accomplish whatever needs to be done. Teachers have high expectations for their students and challenge them by setting high performance standards. Teachers work tirelessly to ensure student success as evidenced by the number of parent contacts made, and tutorial sessions offered to students. Parents are contacted at the end of each 9-week period, and teachers voluntarily spend time weekly to offer extended instruction for students who need extra support. Teachers volunteered their time outside of work hours on a regular basis in order to improve student motivation and learning. Some examples of these activities are: after-school tutoring, attendance at Texas Middle and National School Conference, District Job Fair, and chaperoning of various student activities, such as: UIL academic competition, Honor Roll Field Trips, and other incentive based activities.

Campus staff is provided opportunities to participate in timely and appropriate professional development throughout the school year. The district provides substitutes so teachers can be released during normal school hours. Staff development opportunities have included: CAST, CAMT, CRISS, SIOP, RtI, CPR-AED and GT Training. As an additional benefit, out-of-district staff is eligible to apply for inter-district transfers for their children to attend school in SISD.

Staff Needs:

Instructional coaches will be utilized to assist teachers and to improve instruction in the following areas: differentiated instruction, Response to Intervention, vertical teaming and planning, as well as technology integration as continuing and critical needs for 2010-2011. The committee also identified the need to learn more about how to handle difficult students, student diversity, and violence prevention. Consequently, staff development has been offered for teachers to create their individual web pages. Vertical teaming and planning time has been set aside in the staff development days for 2010-2011, as well as days for professional development in a positive and proactive discipline program using the Capturing Kids' Hearts philosophy.

For the instructional paraprofessionals, their identified needs included additional information regarding requirements to be designated as "highly qualified". In addition, plans are in place to facilitate their professional growth at various times throughout the school year. These plans include: additional course for paraprofessional preparation, offering a professional county-wide competency exam, and professional development offerings for instruction staff. All paraprofessionals who work with students are highly qualified.

Efforts have been made to ensure that our teaching staff is reflective of our student body demographics. According to the 2008-2009 AEIS report, 26.2 % of students at KMS are African American, compared with 37.5% of staff; Hispanic students comprised 59.9% of students, while Hispanic teachers comprised 7.3% of staff members; 13.0% of the student body is identified as white, compared to 55% of staff members. In an effort to balance teacher demographics to represent our student body, we have recruited teachers at job fairs.

Needs Assessment for Parental/Community Involvement

The success of an instructional program is often significantly influenced by how well parents of the students 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 education efforts. KMS enjoys an average amount of parental involvement and support. Nevertheless, parental/community involvement and support is something that every staff person must continue to actively cultivate. The SISD Parent Involvement Plan is embedded in this document.

The community is generally supportive of the district and campuses. Numerous fundraisers are held throughout the year, and the community purchases thousands of dollars worth of fundraiser items in support of district efforts. The community also attends and advertises in the publications of fine arts activities, student assemblies, athletic endeavors, patriotic celebrations, academic fairs, and food drives.

Parental/Community Involvement Strengths:

C.E. King Middle School campus encourages parents to become involved in their children's daily school routine by providing newsletters, website communications and information sent out through the IRIS system. Parents and community members participate on the Campus Improvement Team. Surveys are sent home to measure parent/community perception of the effectiveness of our general programs, including the bi-annual GT survey sent to parents of identified GT students and migrant worker survey sent home with all students. Activities such as Parent-Teacher Night, Pep Rallies, Fine Arts Exhibitions, Athletic Events, Science, History, and Book Fairs, and English/ Computer Education classes offered to parents of KMS students are also highly effective at bringing the school and community together.

Parent Involvement Needs:

Given the usual decreasing level of parental involvement as children move into the higher grades, several needs were identified by the members of the site-based committee. Also, the staff felt that parents needed assistance in providing appropriate help for homework and a quiet learning environment for fostering good study habits at home. A third need was improved communication between the school and parents facilitating a partnership between home and school. The Title I Parent Survey, administered to parents whose children attend Title I School-wide campuses indicates parents want more information and skills to help their children become more successful on academic assessments. In addition, it is currently projected to have online grade book access and teacher web pages for parents to be able to view at their convenience in order to remain apprised of their children's academic and behavioral progress.

Needs Assessment for Facility

Facility Strengths:

The Middle School Campus enjoys a highly motivated custodial and maintenance crew. These support personnel spend all summer and many school holidays preparing the school for student learning. While the building is 35 years old, the campus is equipped with 41 fire extinguishers and complies with all health and safety code requirements, including nutritional/food preparation requirements. C.E. King Middle School is an age-appropriate building, conducive to learning, and in compliance with the Americans with Disabilities (ADA) regulations. The campus has been updated with the addition of a new wing for 7th grade science classrooms and an additional wing containing 24 new classrooms in use during the 2008-2009 school year. The campus has been updated with cable and electrical equipment to meet all current technological needs. Six Computers on Wheels (COW) cart system containing 30 laptop computers has been added to the list of school technology resources for both faculty and student use. Classrooms have been equipped with Front Row microphone and speaker systems, and ceiling mounted LCD projectors to enhance student learning.

Facility Needs:

Overall, the classrooms at C.E. King Middle School are adequate to allow learning to take place. While the building may have some needs, the staff continues to utilize it to the maximum extent, and it has continued to prove conducive to student learning.

C.E. King Middle School Comprehensive Needs Assessment Summary

for
2010-2011

Items checked in the “**Reviewed**” column were considered in the needs assessment (CIP planning meeting).
Items checked in the “**Used for CIP**” column were used to develop campus/district performance objectives.

DATA	REVIEWED Date: 05/14/09	USED FOR CIP
TAKS/SDAA/TELPAS/AYP/PBMA Results by:		
Grade level and subject	✓	✓
Objective	✓	✓
Gender	✓	✓
Ethnic Group	✓	✓
Eco. Disadvantaged	✓	✓
Special Programs	✓	✓
Academic Performance by:		
Retention Rate (by grade)	✓	✓
Retention Rate (by campus)	✓	✓
Locally Developed Assessments (by dept.)	✓	✓
Highly Qualified Data:		
Number of Teachers Not HQ/Total	✓	✓
PBMA Performance Indicators	✓	✓
Success of Transition Plans for Students	✓	✓
Attendance Rate (campus staff)	✓	✓
Attendance Rate (students):		
District/Campus (students)	✓	✓
By Grade	✓	✓
Dropout Rate (District/Campus)	✓	✓
Discipline Program Effectiveness:		
Disciplinary Referrals	✓	✓
Success of Parent /Community Involvement Plans	✓	✓

Sheldon Independent School District
C.E. King Middle School Comprehensive Needs Assessment Summary
 for
 2010-2011
 (Continued)

Special Programs Effectiveness:		
At-Risk (state comp. ed.)	✓	✓
Technology Applications	✓	✓
Life Skills	✓	✓
ESL/Bilingual	✓	✓
Pre-AP ELA	✓	✓
Accelerated Math	✓	✓
Careers	✓	✓
504	✓	✓
Title Programs	✓	✓
Special Education	✓	✓
PASS	✓	✓
ACE	✓	✓

 King Middle School
 Campus

 Roberto Hernandez
 Principal

 8/11/2010
 Date

Rev. 4/05

Sheldon I.S.D.
Title I (Grades K – 8)
Principal Attestation
Compliance with P.L. 107-110, Section 1119(i)
Qualifications for Teachers and Paraprofessionals

Name of Campus: C.E. King Middle School

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, the undersigned campus principal attests to the following for school year 2010-2011:

YES NO

<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>1. All teachers teaching in core academic subject areas and hired after the first day of the 2002-2003 school year and teaching in a program supported by Title I, Part A funds, is highly qualified.</p> <p>If “NO,” how many teachers were hired that are not highly qualified? ____</p>
<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>2. The campus has included strategies in the Campus Improvement Plan to ensure that ALL teachers teaching in core academic subjects are highly qualified no later than the end of the 2005-2006 school years. The plan includes annual, measurable objectives to annually increase the percentage of highly qualified teachers (1) teaching in the core academic subject areas, and (2) receiving high quality professional development to enable such teachers to become highly qualified and successful classroom teachers.</p>
<input checked="" type="checkbox"/> <input type="checkbox"/>	<p>3. All Title I, Part A paraprofessionals with instructional duties and hired after January 8, 2002, and teaching in a program supported by Title I, Part A funds, have a high school diploma or its equivalent and meet the Title I, Part A qualifications based on their (1) completion of 2 years of education at an institution of higher education, or (2) earning an associate’s (or higher) degree, or (3) having met a rigorous standard of quality through a formal local assessment that assesses the knowledge of and the ability to assist in instructing reading, writing, and mathematics; or the knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.</p> <p>If “NO,” how many paraprofessionals were hired that do not meet the Title I, Part A qualifications? _____</p>

YES NO

<p><u> X </u> <u> </u></p>	<p>4. Documentation is maintained to substantiate that all Title I, Part A paraprofessionals who have instructional duties and were hired prior to January 8, 2002, have met the paraprofessional requirements or have a plan to satisfy the paraprofessional requirements no later than the end of the 2005-2006 school year.</p> <p>Exception: Paraprofessionals (1) who are proficient in English and a language other than English and who provide services primarily to enhance the participation of children in Title I, Part A programs by acting as a translator; or (2) whose duties consist solely of conducting parental involvement activities consistent with P.L. 107-110, Section 1118 are not required to meet the highly qualified requirements for paraprofessionals.</p>
<p><u> X </u> <u> </u></p>	<p>5. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.</p>
<p><u> X </u> <u> </u></p>	<p>6. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.</p>
<p><u> X </u> <u> </u></p>	<p>7. Paraprofessional in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities, (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.</p>
<p><u> X </u> <u> </u></p>	<p>8. Copies of this Attestation are available at the school district office and will be made available to the general public upon request.</p>

Signature of Principal

Date

Roberto Hernandez

**C.E. King Middle School
Sheldon Independent School District
CIP Assurance Statement
2010-2011**

An "Assurance Statement" is included in each Campus Improvement Plan to ensure current policies and procedures of the Texas Education Code are maintained and followed regarding Section 11.253, Campus Planning and Site-Based Decision-Making Procedures. The SISD has policies and procedures in place to provide for campus-level planning and decision-making committees, as required by TEC.

Each school year, **the principal of C. E. King Middle School** with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051, and any other appropriate performance measures for special needs populations. The campus-level committee has been elected/selected in accordance with board policy and includes all appropriate and mandated representatives. A list of the members of the campus-level committee has been included in this document. The principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program, as outlined in the campus improvement plan.

C. E. King Middle School improvement plan strategies to address:

- The academic achievement for **each student and student group** using the academic excellence indicator system;
- The campus performance objectives based on the AEIS report, **including objectives and strategies** for special needs populations, and students in all special programs (for example: BE/ESL, Special Education, Section 504, economically disadvantaged, drop-outs, at-risk, GT, low performing, homeless);
- Strategies for improvement of student performance, including **instructional methods for addressing the needs of student groups not achieving their full potential (including students typically exempt from measures used in the AEIS), methods for addressing the needs of students for special programs, dropout reduction, discipline management, staff development for professional staff, career education, and accelerated instruction.**
- The program offerings funded by federal and state supplementary funds for all special populations, **including entrance and exit criteria for special programs and how the campus goals will be met for each student;**
- **The coordination of services, funding, and programs for all special populations;**

- The resources needed to implement the plan;
- The staff needed to implement the plan;
- Measurable progress toward the objectives to ensure the plan is resulting in academic improvement for all students (including formative and summative assessments of the plan and **specific dates to begin and end the strategy**);

- **Goals and methods for increasing the use of technology for staff and students;**
- **Goals and methods for “transitioning” students from one campus or one grade to another;**
- Goals and methods for violence prevention and intervention on the campus, including campus discipline management plans;
- **Goals and methods for decreasing discipline referrals;**
- Goals and methods for increasing student attendance;
- Program provisions to **encourage parental/community involvement** at the campus; and
- **Goals and methods to ensure that all teachers and paraprofessionals within the school are "highly qualified" at hiring each year.**
- Procedures to ensure that mandates regarding FMNV and immunizations are followed.
- Procedures to ensure that data used for the PBMA system is authentic and maintains “data integrity” standards.

Each secondary (KMS, NMS, and KHS) campus improvement plan must include strategies to address:

- Goals and methods for **decreasing the drop-out rate (grades 7-12)** and increasing the completion rate of "at risk" students;
- Goals and methods for evaluating the State Compensatory Education (SCE) Plan;
- Procedures for developing "**Personal Graduation Plans (PGP)**" for decreasing the dropout rate and increasing the completion rate of "at risk" students; and
- Goals and methods for enhancing **career education** for students.

**C.E. King Middle School
Sheldon Independent School District
CIP Coordination Statement for Programs and Funds
2010-2011**

As required by the No Child Left Behind Act of 2001, the district and campuses work collaboratively to coordinate federal, state, and local funds for the purpose of:

Increasing program(s) effectiveness, Eliminating duplication, and Reducing fragmentation

NCLB Title I, Part A, Schoolwide Campus coordination occurs with federal, state, and local funds including C.E. King Middle School is identified as a Title I Schoolwide Campus:

- NCLB programs
- Violence Prevention and Peer Mediation Programs
- Character Education Programs
- Nutrition Programs
- Vocational and Technical Education
- Professional Development and Training
- State Compensatory Education Programs (SCE)
- Gifted and Talented Programs
- Dyslexia Programs
- Counseling
- Individuals with Disabilities Education Act
- McKinney-Vento Homeless Assistance Act
- Disciplinary Programs
- Instructional strategies to reach the At-Risk population

NCLB Title IV, Part A, Safe and Drug Free Schools fund coordination occurs through timely and meaningful consultation with:

- State and local government representatives,
- Representatives of campuses to be served,
- Teachers, and staff,
- Parents,
- Community-based organizations, and
- Others with relevant and demonstrated expertise in drug and violence prevention activities such as, medical, mental health, and law enforcement professionals.

**Instructional Strategies, Programs, and Services
&
Entrance/Exit Criteria for Supplemental Programs
C.E. King Middle School
2010-2011**

- Campus Technology Coordinator
- Use of technology for attendance and grade recording
- Character Education
- CTE Programs
- Technology Labs
- GT Training
- Advanced Classes
- TAKS acceleration class and tutorials
- Harris County Constable (SRO)
- Drug Survey to Students
- Community Youth Service Worker
- Red Ribbon Celebrations
- Tobacco Free Program
- GREAT Program
- Girl Scout Program (Power of Choice)
- ISS, DAEP, Detention, etc.
- Title I staff and programs
- Inclusion Strategies, Resource Classes, Student Support Services
- Section 504 Supports
- ESL Program
- National Junior Honor Society induction ceremony
- Pull out tutorials for writing, reading and math
- After-school tutorials for all subjects including TAKS
- Pre-Advanced Placement Strategies
- Differentiated Instruction Training
- Academic UIL competition
- Response to Intervention Strategies

Summary for Entrance and Exit Criteria Related to Special Populations

C.E. King Middle School will aggressively address the academic needs of students who qualify for special population services such as Title I, Section 504, English as a Second Language, Special Education, At-Risk and Economically Disadvantaged. Several opportunities for enrichment and academic acceleration will be provided for these students that will include but are not limited to:

- Student Success Initiative
- Tutorial classes offered during the day
- After-school tutorials with transportation provided
- Pullout specialization classes in language arts and math
- Small enrollment in pullout classes
- Objectives taught per individual student need
- Students exposed to different learning environments and teaching styles
- Students grouped by instructional needs
- Direct and individual instruction
- Summer enrichment with transportation provided
- TAKS reading tutorials offered for students needing additional remediation
- DAEP and ISS

Identification criteria:

Title I

- Students who have failed the TAKS math test
- Students who have failed the TAKS reading test
- 7th Grade Writing TAKS failures
- Grade level retention

Student Success Initiative

- Student who have failed the TAKS math test in 5th, 6th, or 7th grade of 2009
- Students who have failed the TAKS reading test in 5th, 6th, or 7th grade of 2009
- Students who have failed the TAKS reading test in 6th grade of 2009 will participate in the Texas Adolescent Literacy Academy (TALA)

Section 504

- Previously identified 504
- EAC determines there is an educational need to refer to 504
- 504 meeting with appropriate personnel agrees the student meets the criteria

Dyslexia

- Screen students using TEA Dyslexia Assessment guidelines
- Committee evaluation (looking at the data and student characteristics)

English as a Second Language

- Meets federal and state identified criteria
- LPAC Committee decision for placement

Special Education

- Previously identified Special Education
- Meets the federal and state criteria regarding physical, intellectual or emotional impairment
- Admission, Review and Dismissal committee agree with testing results and placement of student

Economically Disadvantaged

- Student qualifies and participates in the district's Free/Reduced Lunch Program

Gifted and Talented

- Meet the district matrices, state and federal criteria
- Have parental approval

Exit Criteria:

Title I

- Students meet minimum expectations of TAKS math, reading or writing
- Promote to the next grade level without attending summer school

Student Success Initiative

- Met standard in TAKS math test
- Met standard in TAKS reading test

Section 504

- No longer meets eligibility criteria
- 504 Committee agrees to dismiss student

Dyslexia

- Students complete a two year program (4 hours a week)
- Students are exited after the completion of the two years, but if they begin to struggle at the 7-12 level, they may return to the program

English as a Second Language

- Student meets minimum expectations on TAKS tests
- Student scores high on oral proficiency test
- LPAC dismisses student

Special Education

- Admission, Review and Dismissal committee agrees with testing results and placement of student out of special services

Economically Disadvantaged

- Economic improvement of family and student no longer meets the criteria to qualify for the district's Free/Reduced Lunch Program

Gifted and Talented

- Furlough from program with committee approval and/or parent request

Included in these services will be classes that provide differentiated instruction that will meet the needs of all learners. The teacher will determine what strategies are effective for each student's individual learning styles and needs. This evaluation will enable the teacher to explore specific teaching methods and determine the "best practice" per student. C.E. King Middle School teachers believe that along with differentiated instruction, many junior high students can improve academically with an integrated curriculum. Integrated curriculum can be met in three ways: 1.) Integration across the disciplines, 2.) The integration of core curriculum with other courses and activities within the school, and 3.) For teachers to explain to the students how the curriculum applies to their daily life. It is the goal of C.E. King Middle School to develop all students into responsible, fulfilled adults.

C.E. King Middle School's faculty is committed to developing students who will become lifelong learners.

Appendix A: Three-Year Student Performance Results

TAKS Scores

Attendance

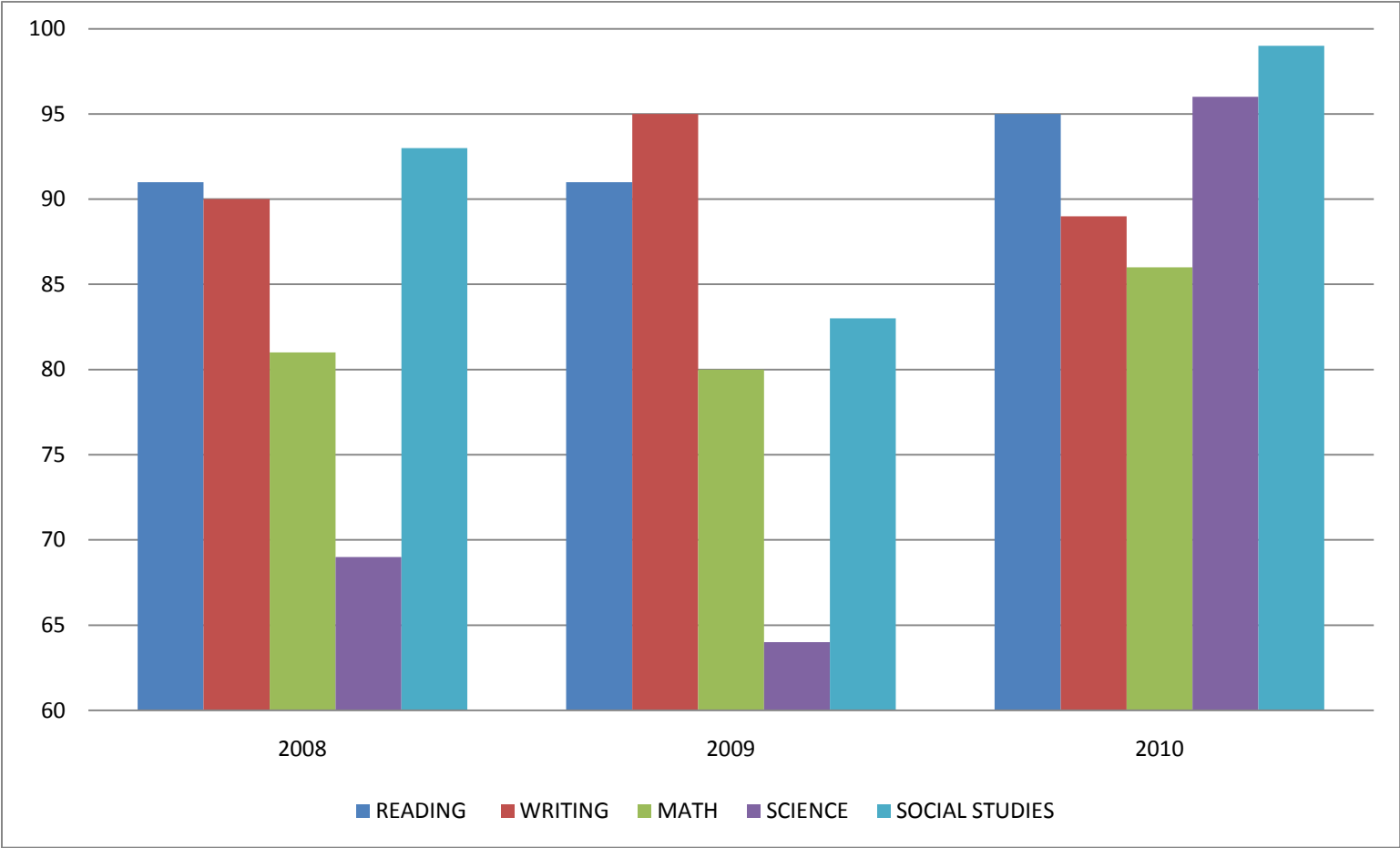
Discipline Referrals

Dropout Rate

King Middle School

Sum of All Grades Tested 2008-2010*

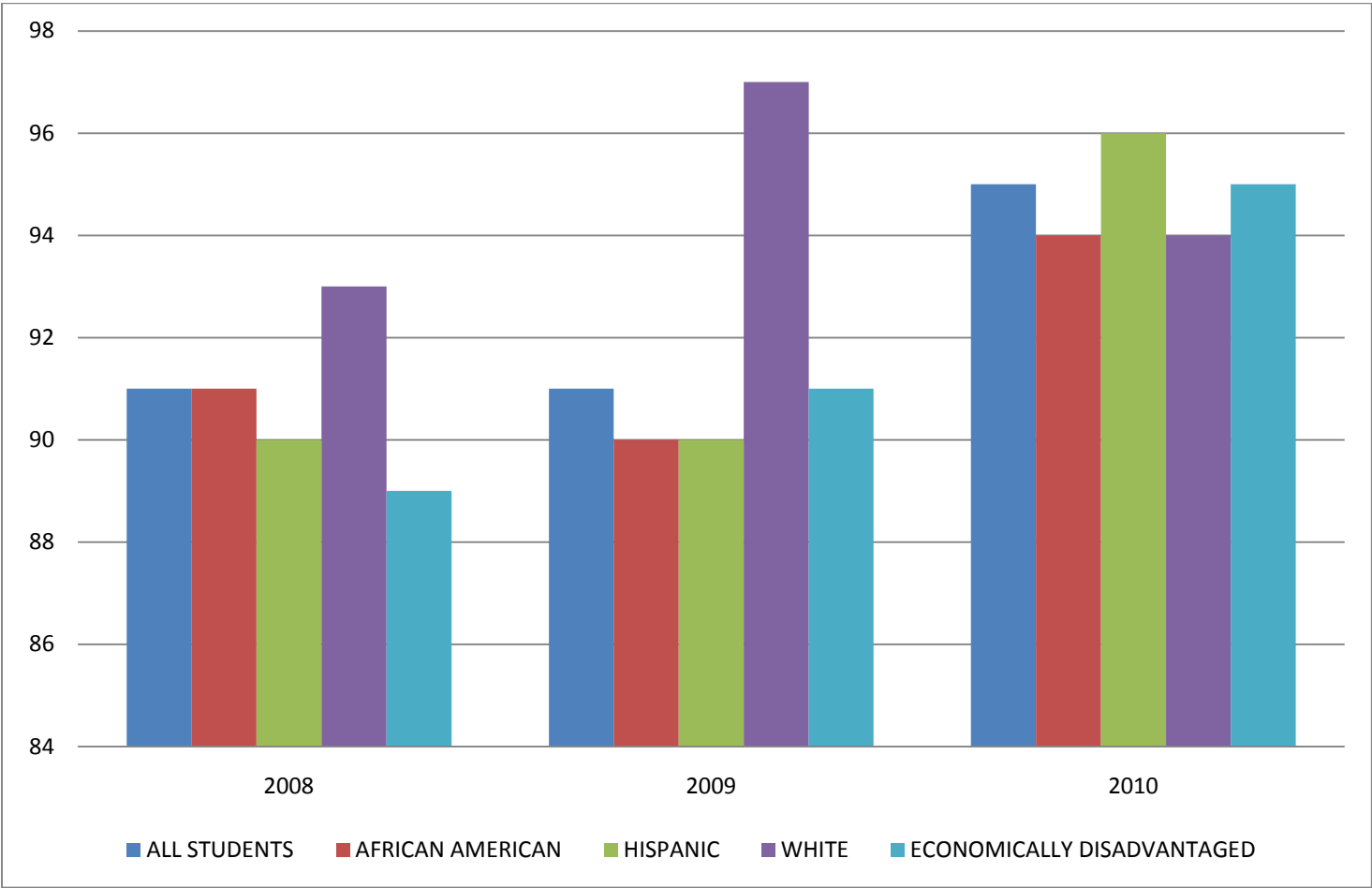
(2010 Data includes passing percentage + Texas Projection Measure)



KMS Reading TAKS

Sum of All Grades Tested by Student Groups 2008-2010*

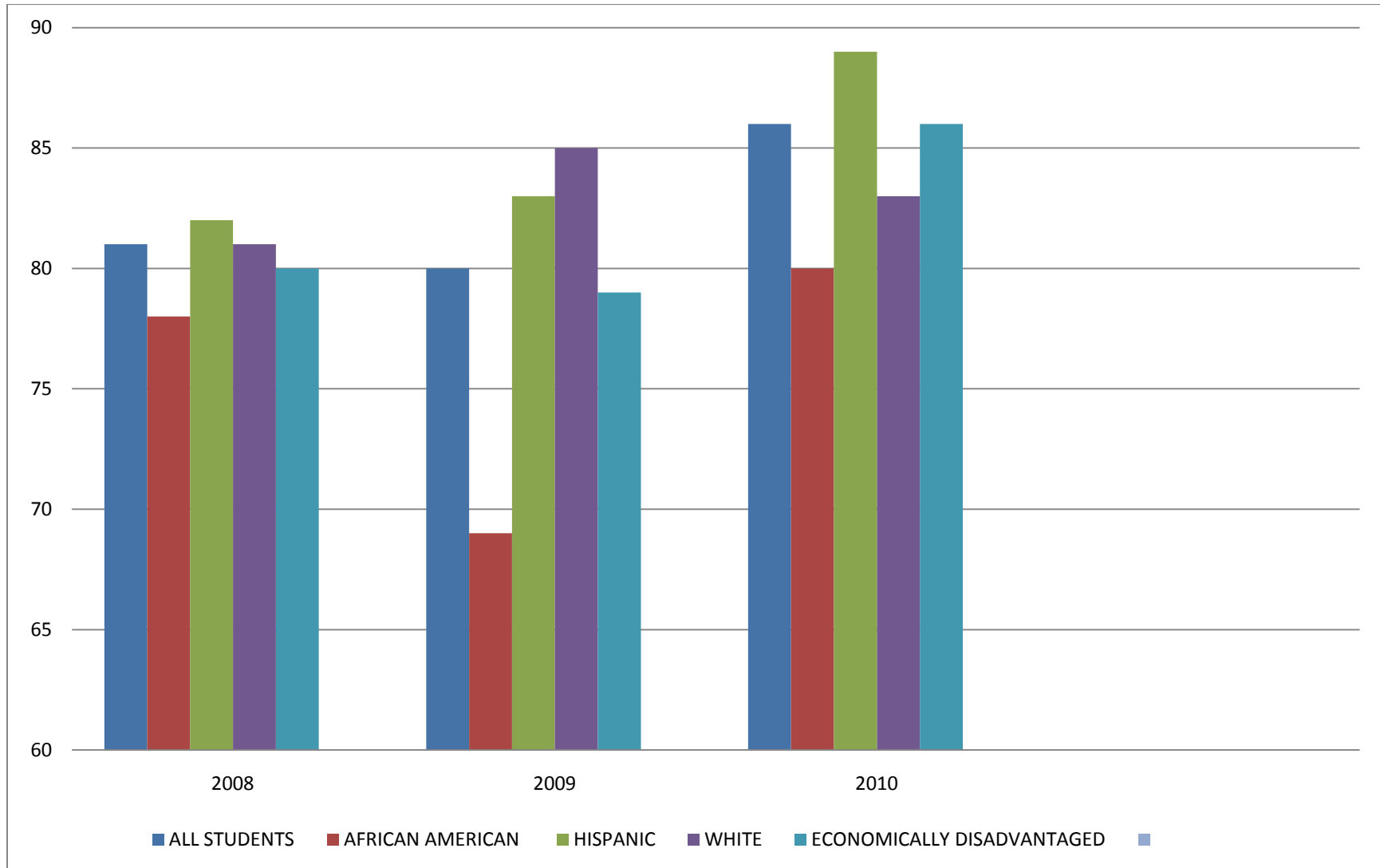
(2010 Data includes passing percentage + Texas Projection Measure)



KMS Math TAKS

Sum of All Grades Tested by Student Groups 2008-2010*

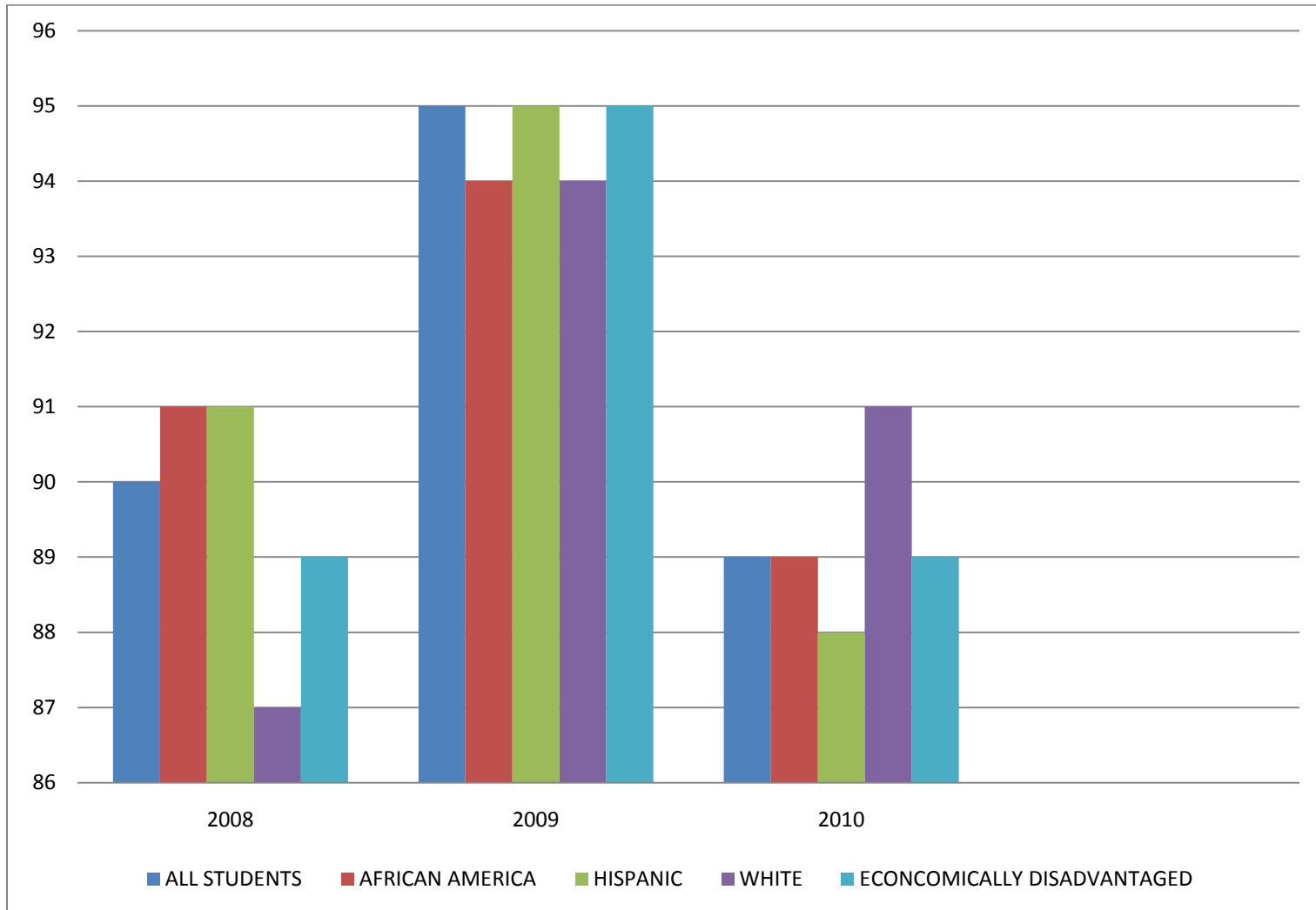
(2010 Data includes passing percentage + Texas Projection Measure)



KMS Writing TAKS

Sum of All Grades Tested by Student Groups 2008-2010*

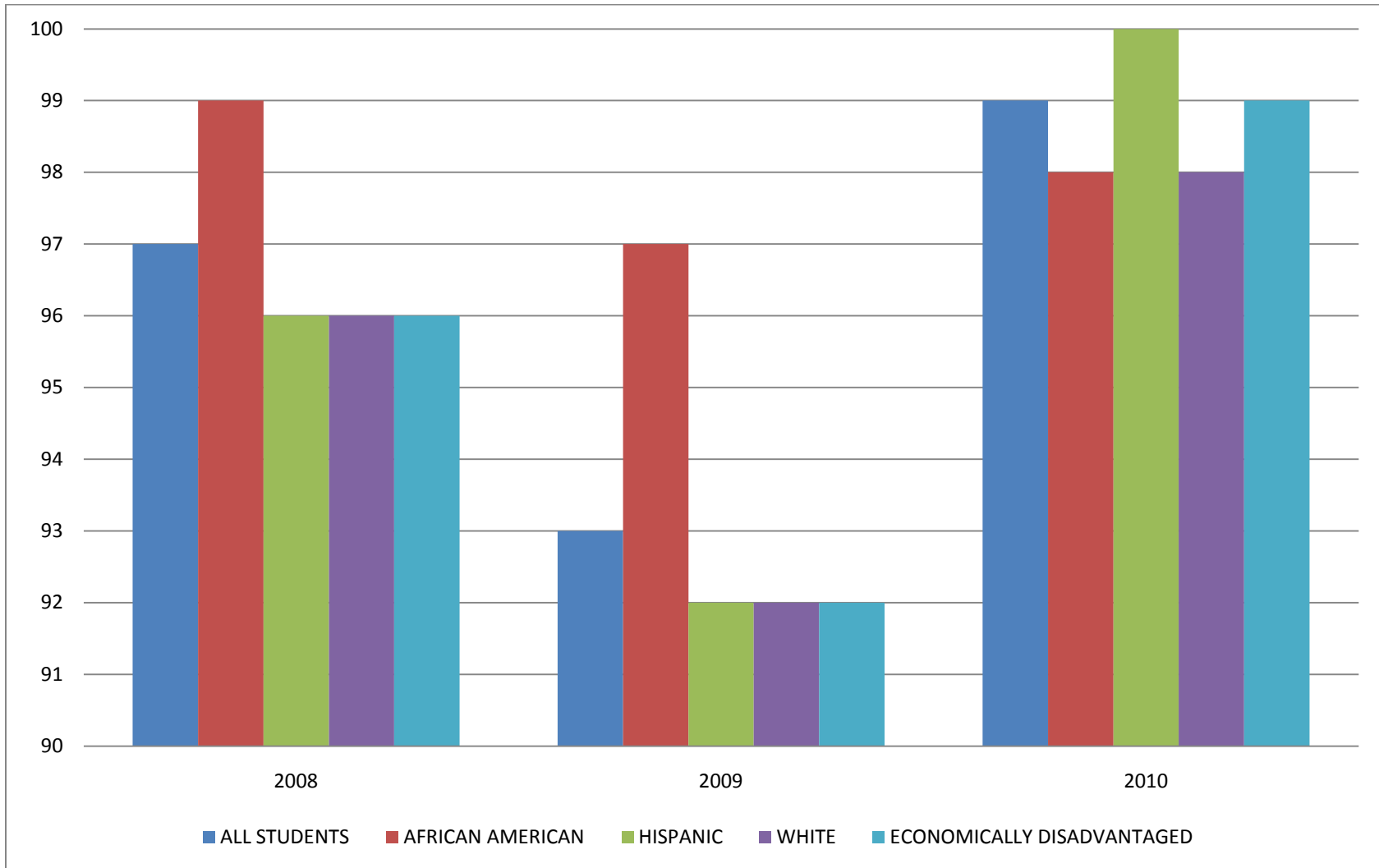
(2010 Data includes passing percentage + Texas Projection Measure)



KMS Social Studies TAKS

Sum of All Grades Tested by Student Groups 2008-2010*

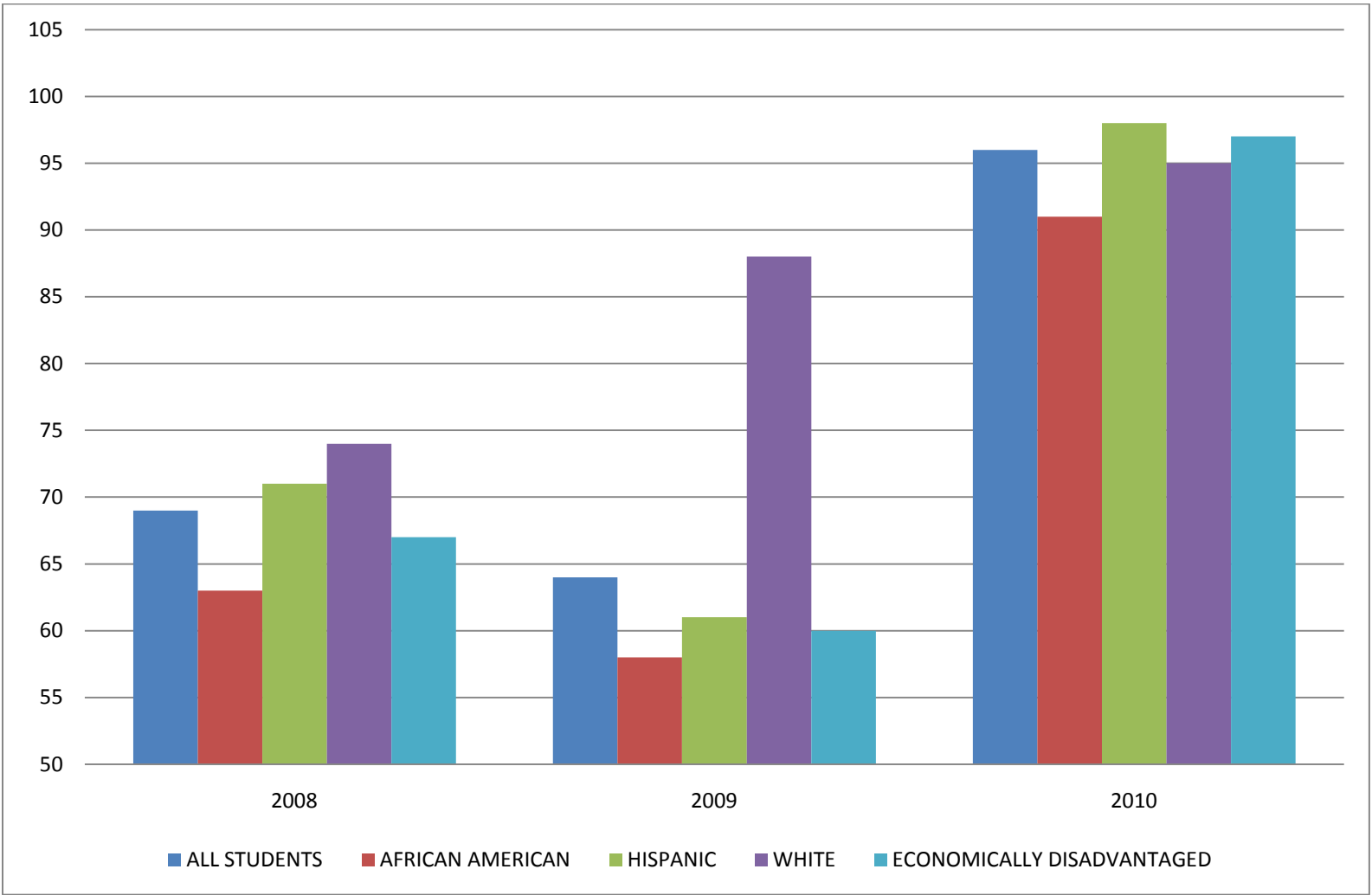
(2010 Data includes passing percentage + Texas Projection Measure)



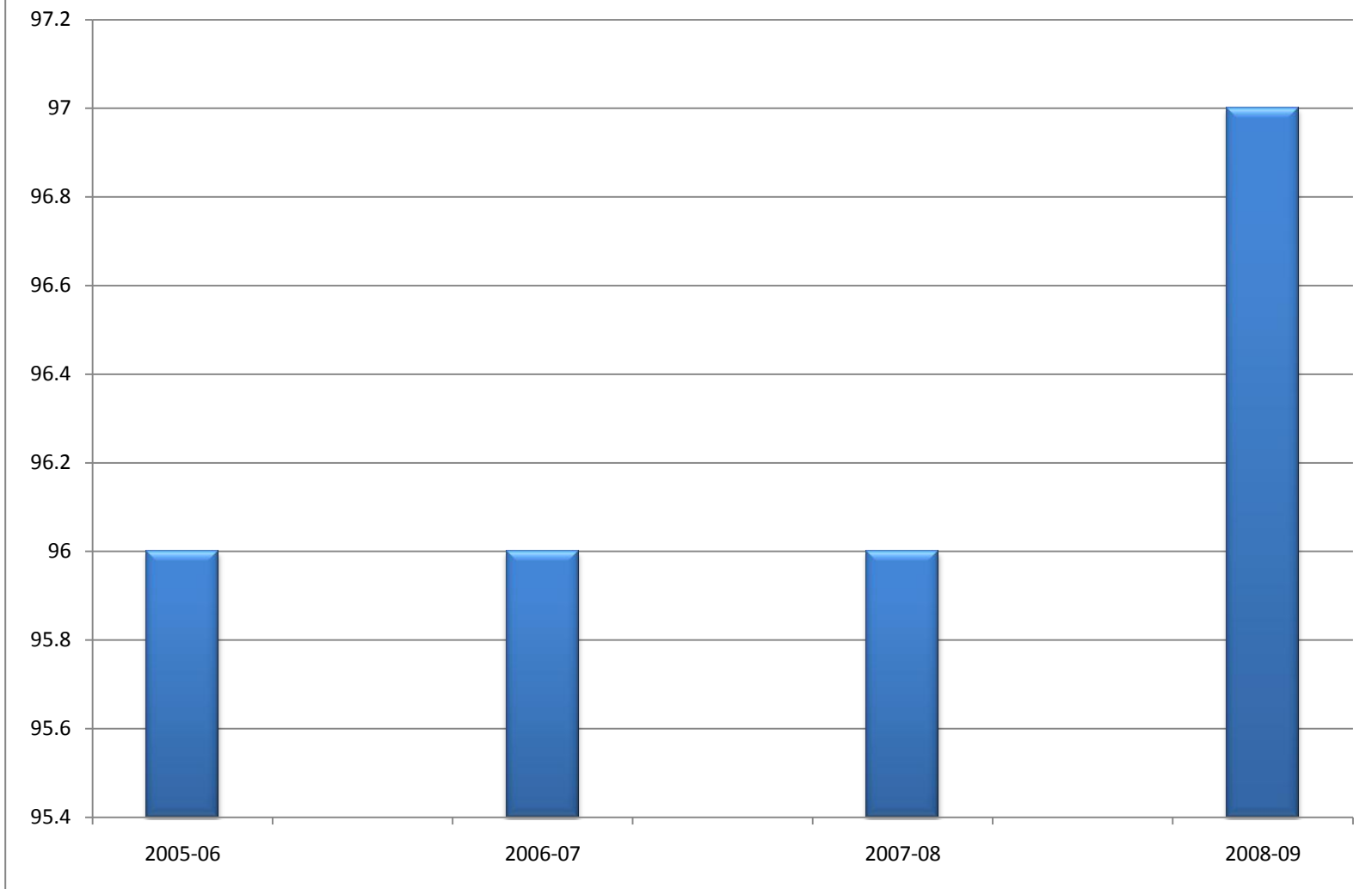
KMS Science TAKS

Sum of All Grades Tested by Student Groups 2008-2010*

(2010 Data includes passing percentage + Texas Projection Measure)



PEIMS Attendance Information



Based on Academic Excellence Indicator System Report (rounded)

PEIMS Discipline Information *

School Year	Home Suspensions	In-School Suspensions (ISS)	Disciplinary Alternative Education Placement (DAEP)	Victim Count
2005-2006	59	290	55	None
2006-2007	82	284	20	None
2007-2008	80	296	37	None
2008-2009	127	445	33	None

**Based on Academic Excellence Indicator System Report,*

PEIMS Dropout Information

School Year	Total
2004-2005	0.3 %
2005-2006	1.6%
2006-2007	0.4%
2008-2009	0.3%

Appendix B: Financial Budget and Personnel Data
Campus Budget and Special Programs Staff Information

									09-10 Budget as of 4/15/10	2010-11 Budget	
2010-11 Campus Budget Allocation											
1990	11	041	11	000	64	94	10	FIELD TRIPS-BASIC PROGRAM	3,000	3,000	
1990	13	041	11	ISV	62	19	10	CONTRACTED SERVICES	1,000	1,000	
1990	31	041	23	000	63	39	SE	SUPPLIES-TESTING	1,000	1,000	
1990	12	041	11	000	66	69	10	LIBRARY BOOKS	14,968	14,040	
1990	31	041	21	000	63	39	38	TESTING MATERIALS-G/T	700	700	
1990	11	041	11	APP	62	98	HC	ON LINE JOB APPLICATION	500	500	
1990	12	041	11	MED	62	38	NR	REGION IV CONTRACTS-MEDIA	2,716	2,730	
1990	11	041	11	000	62	69	10	LEASE/MAINT COPIER-BASIC	18,000	18,000	
1990	11	041	23	000	62	69	60	LEASE/MAINT COPIER-SP.ED	2,500	3,200	
1990	11	041	25	000	62	69	90	LEASE-COPIER-ESL/BL	2,800	2,800	
1990	11	041	11	POS	63	99	U2	POSTAGE	3,104	3,120	
1990	11	041	11	SDP	63	99	SS	SUPPLIES	1,940	1,950	
1990	11	041	11	TEL	62	99	UT	TELEPHONES	3,104	3,120	
1990	11	041	23	CBI	64	94	61	FIELD TRIPS-SP.ED.-CBI	776	780	
1990	11	041	23	POS	63	99	U3	POSTAGE-SP.ED	414	386	
1990	11	041	23	PRT	63	96	SE	PRINTING/COPYING	449	418	
1990	31	041	25	000	63	39	90	TESTING MATERIALS-ESL/BL	2,080	1,872	
1990	31	041	25	000	62	97	90	TEST SCORING-ESL/BL	1,690	1,521	
1990	51	041	99	UNI	63	15	NU	UNIFORMS	1,164	1,170	
1990	11	041	11	SKY	62	99	N3	CONTRACT/NCS-SASI	6,208	6,240	
1990	11	041	11	PEN	62	99	N2	CONTRACT-PENTAMATION	4,656	4,680	
1990	11	041	11	SPL	63	95	10	SUPPLIES/MAT-SP.ALLOCATN.	2,932	5,460	
1990	11	041	30	ACT	64	94	N3	ACTIVITY BUS TRIPS	2,716	2,730	
								Allocated by Central Office	78,417	80,417	
1990	11	041	11	000	62	49	10	REPAIR-BASIC PROGRAM	500	500	
1990	11	041	11	000	62	49	25	REP-EQUIP	2,000	2,000	band
1990	11	041	11	000	63	99	10	SUPPLIES-BASIC PROGRAM	10,488	7,500	office
1990	11	041	11	000	63	99	11	SUPPLIES/MAT-LANG/ENG	3,500	3,500	ela
1990	11	041	11	000	63	99	14	SUPPLIES/MAT-F.LANG	1,000	1,000	spanish
1990	11	041	11	000	63	99	15	SUPPLIES/MAT-ART	2,500	1,500	art
1990	11	041	11	000	63	99	16	SUPPLIES/MAT-SOC STUDIES	3,125	3,000	ss
1990	11	041	11	000	63	99	17	SUPPLIES	4,000	4,000	math
1990	11	041	11	000	63	99	18	SUPPLIES	4,000	4,000	sci
1990	11	041	11	000	63	99	20	PE SUPPLIES	1,000	1,000	pe
1990	11	041	11	000	63	99	22	SUPPLIES	1,500	1,000	choir

1990	11	041	11	000	63	99	23	SUPPLIES	1,500	750	drama
1990	11	041	11	000	63	99	25	SUPPLIES	1,000	1,000	band
1990	11	041	22	000	63	99	40	SUPPLIES/MAT-VOC	500	800	austin
1990	11	041	22	000	63	99	49	SUPPLIES	1,000	1,000	careers
1990	11	041	23	000	63	99	60	SUPPLIES/MAT-SP. ED.	3,000	3,189	sped
1990	11	041	30	000	63	99	70	SUPPLIES/MAT	5,000	5,000	office
1990	11	041	30	SUM	63	99	70	SUPPLIES/MAT	0		
1990	11	041	30	000	63	99	82	SUP/MAT-DYS	500	500	dyslexia
1990	11	041	25	000	63	99	90	SUPPLIES-ESL/BILINGUAL	1,200	1,500	esl
1990	11	041	23	000	64	94	60	FIELD TRIPS-SP.ED.	0		
1990	11	041	23	CBI	64	99	61	OTHER OPERATING-CBI	0		
1990	11	041	11	BND	66	49	25	EQUIP.-BAND	3,500	3,500	band
1990	12	041	11	000	62	49	10	REPAIR-BASIC PROGRAM	0	200	library
1990	12	041	11	000	63	29	10	READING MATERIALS-BASIC	900	1,000	library
1990	12	041	11	000	63	99	10	SUPPLIES-BASIC PROGRAM	1,000	1,500	library
1990	12	041	11	000	64	11	10	TRAVEL/FEES-BASIC PGM	300	500	library
1990	13	041	11	000	63	99	10	SUPPLIES-BASIC PROGRAM	9,012	3,250	curric.
1990	13	041	11	000	64	11	10	TRAVEL/FEES-BASIC PGM	2,875	3,200	curric.
1990	13	041	23	000	64	11	60	TRAVEL/FEES-SP ED	500	500	sped
1990	13	041	11	FOD	64	99	10	OTHER OPERATING	1,000	1,000	
1990	23	041	99	000	63	99	65	SUPPLIES AND MATERIALS	500	1,500	admin
1990	23	041	99	000	64	11	65	TRAVEL/FEES	2,000	1,500	admin
1990	23	041	99	AWD	64	97	65	AWARDS	1,000	1,000	admin
1990	31	041	11	000	63	99	10	SUPPLIES-BASIC PROGRAM	1,000	1,000	counselor
1990	31	041	11	000	64	11	10	TRAVEL/FEES-BASIC PGM	1,000	1,000	counselor
1990	33	041	99	000	62	49	65	REPAIR-EQUIP.	0		
1990	33	041	23	000	63	99	60	SUPPLIES/MAT-SP. ED.	300	300	sped/nurse
1990	33	041	99	000	63	99	65	SUPPLIES AND MATERIALS	1,000	1,000	nurse
1990	33	041	99	000	64	11	65	TRAVEL/FEES	300	300	nurse
1990	61	041	11	000	63	98	10	SUP-PARENT/COMMUNITY PGM.	500	500	
1990	61	041	11	FOD	64	99	10	OTHER OPERATING	650	650	
								Input Calculation		0	
								Allocated by Campus	74,650	66,139	
								Total Budget	153,067	146,556	

66,139

KMS Special Programs Staff 2010-2011

<u>Position</u>		<u>Name</u>
Special Ed/Instructional Aide	Lifeskills Aide	Lisa Roeling
Special Ed/ Instructional Aide	Lifeskills Aide	Gina Arellano
Special Ed/ Instructional Aide	Inclusion	Lakeisha White
Special Ed/ Instructional Aide	PASS	Horace Williams
Special Ed/Inclusion Teacher	classroom	Oluwasegun Adebayo
Program Specialist	Lead Teacher	Marilyn Smith
Special Ed/ Teacher	Lifeskills	Tammy Baty
Special Ed/Inclusion Teacher	classroom	Presha Holloway
Special Ed/Teacher	PASS	Charlie Jones
Special Ed/Inclusion Teacher	classroom	Teheerah Shannon
ESL Teacher	Classroom	Bridgett Moncur
ESL/Teacher	New Arrival	BH Schamberger
ESL/Teacher	Classroom	Joseph Pizano
ESL/Instructional Aide	Classroom	Gina Arellano
ESL/Instructional Aide	Classroom	America Montemayor