



PHARR-SAN JUAN-ALAMO Independent School District

Kennedy Middle School **2021 – 2022 Campus Plan**



“Stronger Together”

KENNEDY MIDDLE SCHOOL ADMINISTRATION AND LEADERSHIP TEAM

Abram Estrada – Principal

Zandra Cantu – Assistant Principal

Ana Chavez – Assistant Principal

Rosalio Rodriguez – Dean of Instruction

Sandra Garcia – Collaborative Learning Leader (CLL)

Christian Gonzalez, RLA Department Head

Jaclyn Benavides – Elective Department Head

Araceli Cantu, Math Department Head

Maria C. Garza, Head Counselor

Martha Romero, Science Department Head

Marie Rosales, Librarian

Irene Flores Villarreal, Social Studies Department Head

Alexandra Pena/Nelly De La Cruz, Spanish Department Heads

Irene Zapata/Special Education Department Head

Jose Luis Benavides, Head Custodian

Cruz Jimenez, Nurse

KENNEDY MIDDLE SCHOOL VISION

**Kennedy Middle School
is committed to ensuring that all students
are prepared for high school and college
by reaching their highest potential
and meeting their academic, social,
and emotional needs.**

KENNEDY MIDDLE SCHOOL MISSION

**Kennedy Middle School
will ensure that every student
has an opportunity to maximize their full
potential
in a nurturing environment, where students
can follow their inspirations diligently and
build perseverance, integrity, and open
mindedness, which will positively shape our
students as well as their communities.**

KENNEDY MIDDLE SCHOOL BELIEFS

What We Believe In

- **R**igorous Curriculum... We believe that effective schools are academically oriented which offer quality instructional programs, which includes staff development geared towards college readiness.
- **A**chievement... We believe all students can achieve through hard work, dedication, and quality instruction.
- **Z**eal... We believe passion and enthusiasm are essential in a positive school environment.
- **O**pportunities... We believe in providing students with ample opportunities to showcase their skills and talents.
- **R**eadiness... We believe in providing research-based classroom strategies in order to equip the student with college-readiness standards.
- **B**eliefs... We believe in respecting individual opinions and ideas and in promoting independent, higher level thinking.
- **A**ssessment... We believe in evaluating students with state and district assessments, which in turn, will promote student achievement.
- **C**aring... We believe in providing a caring and nurturing learning environment.
- **K**nowledge... We believe that knowledge is a powerful tool for greater opportunities in the near future.

KENNEDY MIDDLE SCHOOL 2021- 2022

EXECUTIVE SUMMARY

Demographics Summary: As of September 2019, Kennedy's total enrollment consists of 640/ students. Our sub populations are 9.5% Special Education, 47% English Language Learners, 9.8% Gifted and Talented, and 77% At Risk. The majority of our students are of a Hispanic background at 96%, so most of the students' home language is Spanish. In addition, Kennedy's attendance is consistently between 96 – 98%. Our students live in the South Pharr area, encompassing the surrounding area.

Comprehensive Needs Assessment Summary: In combination of Domains I, II, and III, Kennedy Middle School earned a report card grade of a B. **In Domain I**, the overall component score was a 44. Approaches was at a 74%, Meets was at 41%, and masters was at 17%. Kennedy received a rating of a C; however, we earned 7 out of 7 distinctions in the following areas: Reading, Science, Math, Social Studies, Closing the Gap, Academic Growth, and Post-Secondary Readiness. In **Domain II, Part A**, we earned a scale score of 72 with a rating of a C. **In part B**, we earned a scale score of 88 with a B rating. In reading, 6 out of the 7 indicators were met, and in math, 1 out of 7 indicators were met for growth. Last, in **Domain III**, in reading only 2 out of the 7 indicators were met, Math met 6 out of the 7 indicators. In addition, we did not hit the target score of 36 for TELPAS by 5 percentage points.

Curriculum and Instruction and Assessment: This year, 6th and 7th grade reading and math classes are in blocked periods (90) minutes. In 8th grade, only the lower 30% scoring students will have blocked classes. In addition, teachers use the Madeline Hunter's lesson plan model to develop, implement, and revise lessons in the core areas of math, reading, science, and social studies. Lesson plans are developed to intentionally include the curriculum instructional strategies (CIF) to improve students' skills in reading, writing, listening, and speaking. The think, pair, share, and write is another strategy to be implement by all teachers, including electives 7 to 8 times in a block period, or 4 to 5 times in a 45 minute class. Moreover, because of a large number of ELL's, vocabulary and annotation will be a focus in all classes to assist students in acquiring the English language and comprehension.

Summary of Goals: To increase success in Domain I, we will implement reading and writing across the curriculum, including electives. Special needs students will also be targeted through tutoring, academies, and in-class instruction to increase the performance of these students. Overall percentage of students meeting and mastering must increase in all areas; the majority are performing at the approaches level. In Domain II, our goal is to have every teacher conference with every individual and provide students with their target score for growth in math and reading. Although math scored higher in Domain I compared to ELA, students met their growth in reading, meeting all their growth indicators except Special Ed. Math needs to increase the number of students who meet goals for growth. And last, Domain III, overall, the gap between the all student group and ED population is low. We must increase the percent of students receiving meets or masters in areas, especially in the areas of Special Ed and non-continuously enrolled. Moreover, to assist students with not only their academic needs, but with personal needs as well, we implement Social and Emotional Learning once a week on Wednesdays. Kennedy believes that attending to students emotional and development needs is what truly creates a safe place for teaching and learning.

COMPREHENSIVE NEEDS ASSESSMENT

Data Resources Reviewed

1. 2018-19, 2019-20 STAAR Performance Data
2. 2018-19, 2019-20 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. T-TESS Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications

COMPREHENSIVE NEEDS ASSESSMENT

Demographics

Demographics Summary:

Emergent Learners (EL):

The following sources from across the district were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students. The DL Department also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance biliteracy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Needs:

As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In Reading, the achievement gap between EL and All students is 15%, all student group 68% compared to the ELL student group 53%
- In Mathematics, the achievement gap between EL and All students is 6%, all student group 83% compared to the ELL student group 77%.
- In Writing, the achievement gap between EL and All students is 17%, all student group 63% compared to the ELL student group of 46%
- In Science, the achievement gap between EL and All students is 13%, all student group 80% compared to the ELL student group 67%
- In Social Studies, the achievement gap between EL and All students is 30%, all student group 69% compared to the ELL student group 39%
- The TELPAS Yearly Progress Indicator target was 36%, Kennedy scored a 31%, scoring 5% below the target score.

COMPREHENSIVE NEEDS ASSESSMENT

Demographics

Demographics Summary:

Economically Disadvantaged

The following sources from across the district were used to review the Economically Disadvantaged data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

System Safeguards Data: As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In Reading, the achievement gap between Eco Dis and All students in the school year 2018-2019/2019-2020 is 1%
- In Mathematics, the achievement gap between Eco Dis and All students in the school year 2018-2019/2019-2020 is 0%
- In Writing, the achievement gap between Eco Dis and All students in the school year 2018-2019/2019-2020 is 1%.
- In Science, the achievement gap between Eco Dis and All students in the school year 2018-2019/2019-2020 is 0%
- In Social Studies, the achievement gap between Eco Dis and All students in the school year 2018-2019/2019-2020 is 1%.

COMPREHENSIVE NEEDS ASSESSMENT

Overall School Report Card Grade: B

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p>Domain 1: Student Achievement</p> <p>DID NOT MEET STANDARD</p>	<ul style="list-style-type: none"> ● Component score was a 44 ● Approaches was at 74% ● Meets was at 41% ● Masters was at 17% ● Rating of C ● Distinction received for Reading ● Distinction received for Science ● Distinction received for Math ● Distinction received for Social Studies ● Distinction received for Closing the Gap ● Distinction received for Academic Growth ● Distinction received for Post-Secondary Readiness 	<ul style="list-style-type: none"> ● Reading and writing across the curriculum/Electives ● Special Education in all content areas ● Overall percentage of students meeting, or mastering must increase – majority at the approaches level 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> ● Writing in all grade levels ● Special Needs in all content areas ● Increase percentage of students in the meets and masters in all content areas <p>Goal: Component of 60 or Higher</p> <p>Goal: Rating of two letter grades A</p>
<p>Domain 2: School Progress</p> <p>MET STANDARD</p>	<ul style="list-style-type: none"> ● Part A: Academic Growth: Component score 67 and scale score 72. Rating of C ● Part B: Relative Performance: Component score of 44 and scaled score of 88. Rating of B. ● 6 out of 7 indicators were met in Reading for growth. ● 1 out of 7 indicators were met in Math for growth. 	<p>Teachers need to conference with every individual and provide students with the score they need to score for maximum growth points. Although math scored higher in Domain I compared to ELA, students met their growth in all indicators except Special Ed. Math needs to increase the number of students who meet goals for growth.</p>	<ul style="list-style-type: none"> ● Address the needs of identified students to meet the academic growth measure in 2019-20 in Reading & Mathematics in all grade levels <p>Goal 93% or higher</p>

<p style="text-align: center;">Domain 3: Closing the Achievement Gap MET STANDARD</p>	<ul style="list-style-type: none"> ● Overall Rating was a C. ● Component score is a 46 and scaled score was 74. ● ● In reading: only 2 out of 7 indicators met. ● In math 6 out of 7 indicators met. ● ELA did better in growth than math ● We did not hit target score of 36 for TELPAS by 5 percentage points. ● ● 	<p>Overall, the gap between the all student group and the Economically Disadvantaged population is low. We must increase the percent of students receiving meets or masters in areas of Special Ed and and non continuously enrolled.</p>	<p>Economically Disadvantage population group will receive additional support and intensive interventions in reading, writing, math, science, and social studies.</p> <p style="text-align: center;">Goal: Increase over all rating one letter grade to a B.</p>
<p style="text-align: center;">School Culture and Climate</p>	<ul style="list-style-type: none"> ● Good student attendance ● Collaborative Learning Communities with common planning periods ● Teacher of the month ● Students rewarded for Honor Roll ● Culture and Climate Committee ● 	<p>Additional recognition and incentives for Honor Roll students. Continuation of PLC throughout school. Lunch detention development for students with numerous tardiness. and discipline referrals.</p>	<ul style="list-style-type: none"> ● Implementation of planning periods for all content areas. ● Recognition for students & staff ● LD schedule and volunteers. ●
<p style="text-align: center;">Staff Quality, Recruitment, and Retention</p>	<ul style="list-style-type: none"> ● Highly Qualified Staff ● New Teacher Academy ● McRel Evaluation Tool 	<ul style="list-style-type: none"> ● Teacher certificates ● Classroom observations – 10 a week ● McRel observations per semester 	<ul style="list-style-type: none"> ● Classroom observations with feedback to teacher. ● T-TESS Calendar and Schedule

<p>Family and Community Involvement</p>	<ul style="list-style-type: none">• Neighborhood schools• New buildings/renovations• Communication in both English and Spanish• Parent Centers• Business Partnerships• Parental Volunteers are involved	<ul style="list-style-type: none">• Secondary parent involvement is low	<ul style="list-style-type: none">• Create opportunities for parents to receive postsecondary training/education• Initiate parent academic conferences at all levels• Hold STAAR & TELPAS Nights to educate parents of the state assessments.
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KENNEDY MIDDLE DEMOGRAPHICS

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	M3	MIGRANT	ECD	GT
Number	655	312	343	71	280	2	24	12	10	606	41
Percent	100%	47.6%	52.3%	10.8%	58%	0.3%	3.7%	1.8%	1.5%	92.5%	6.3%

	ALL	HISPANIC	ASIAN	BLACK	WHITE
Number	655	634	2	2	6
Percent	100%	96.7%	0.003%	0.003%	0.009

KENNEDY MIDDLE DEMOGRAPHICS 2021 - 2022

	ALL	MALE	FEMALE	SPED	EL	M1	M2	M3	MIGRANT	ECD	GT
Number	515	239	276	50	289	2	22	10	9	477	34
Percent	100%	46.4%	53.5%	9.7%	56.1%	0.4%	4.3%	1.9%	0%	92.6%	6.6%

	ALL	HISPANIC	ASIAN	BLACK	WHITE
Number	515	508	2	2	3
Percent	100%	98.6%	0.003%	0.003%	0.005

KENNEDY MIDDLE DEMOGRAPHICS

Total Enrollment – 655

Percent	Kennedy
Hispanic	96.7%
Economically Disadvantaged	92.6%
EL	58.0%

Total Enrollment – 515 (2021 – 2022)

Percent	Kennedy
Hispanic	98.6%
Economically Disadvantaged	92.5%
EL	56.1%

**KENNEDY MIDDLE SCHOOL
STUDENT ACHEIVEMENT**

GOAL AREA I – Reading

Goal Area 1: Student Achievement – Reading Language Arts

Annual Goal: Students achieving at the meets level or above will increase from 50% to 70% as measured by the 2022 STAAR Reading Assessment.

Measurable Objective: The percent of students reading at/above grade level will increase by 5% as measured by STAR Reading Program.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Reading and writing will be implemented by all content teachers	Administration Classroom Teachers Librarian	Library books Classroom Libraries McnVia STAR reading reports Accelerated Reading	August 2021 – June 2022	Walkthroughs STAR Library Reports	Walkthrough teacher feedback Library reports	Weekly Assessments CBA's and Benchmark scores STAR Library reading Levels Entry/Exit Tickets	
I-Station Reading Intervention Program	Administration All RLA teachers	Computer Labs	Sept 2021– June 2022	I-Station Reports Observations	I-Station Reports Individual level progress	I-Station Quizzes	
Scholastic Scope Magazine	RLA Teachers	Scope Magazine	November 2021 – June 2022	Classroom Observations	Scope Quizzes	Weekly Assessments, CBA's and Benchmark scores Student reading Levels – STAR Reports	
Accelerated Reader	RLA teachers Librarian	Library Books, E-Books	Sept. 8, 2020 – June 2022	AR Reports	Student Lexiles	STAR Reading Levels	
Tutoring RLA After school, Saturday, Academies	RLA Teachers Administration	Scholastic Magazine/Study Sync	October 2021 –June 2022	Tutoring Logs	STAR Reading Levels	CBA's, Benchmark Scores	

Annotation, RAAD Strategies, Close Reading	Librarian and RLA Teachers	RAAD Strategies STAAR Reading Passages Sentence Strips	August 2021 – June 2022	Classroom Observations Student Annotation Samples	STAAR Reading Levels	CBA's, Benchmark Scores	
McinVia/MyOn	All Teachers	Web site	August 2021- June 2022	Student AR Logs by six weeks	Reading Levels	STAR Reading Levels	
Gretchen Bernabe RLA Strategies	RLA Teachers	Professional Development	August 2021– June 2022	Teacher Certificates	Classroom Observations Lesson Plans	CBA's, mini assessments, benchmark	
AVID Elective WICOR Strategies	Tanya Reyes All teachers	Professional Development	August 2021 – June 2022	Master Schedule	Classroom Observations Lesson Plans	CBA's, mini assessments, benchmark	

Goal Area 1 Action Steps: Reading

- Test all students in library's STAR
- Register RLA teachers for professional development (Gretchen Bernabe)
- Plan to provide professional development in rain teachers in annotation, RAAD Strategies, and Close Reading
- Create tutoring schedule

Goal Area 2: Writing

Goal Area 2: Student Achievement – Writing

Annual Goal: Students achieving at the meets level or above will increase from 26% to 60% as measured by the 2022 STAAR Writing Assessment.

Measurable Objective: Students’ essay scores will increase by one number grade by the end of the year.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
WICOR Strategies	Administration	AVID Strategy Guidebook	September 2021	Lesson Plans and Classroom Observations	Student Writing Samples, Entry/Exit Tickets	CBA’s, Benchmark and STAAR Scores	
Writing Contest	RLA Teachers, CLL, RLA Administrator	STAAR Writing Prompts, Ribbons	October & November 2021 February 2022	Lesson Plans, Testing Calendar	Student Writing Samples	CBA’s, Benchmark and STAAR Scores	
Student Writing Folders	RLA Teachers, RLA Administrator	Writing Folders, Student Progress Sheets	September 2021 – June 2022	Lesson Plans and Writing Folders	Student Writing Samples	CBA’s, Benchmark and STAAR Scores	
Provide Tutoring After school, Saturday, Academies	RLA Teachers	Scope Magazines Study Sync	October 2021 – June 2022	Tutoring Logs Lesson Plans	DMAC Reports, Student Writing Samples	CBA’s, Benchmark and STAAR Scores	
STAAR Ready RLA Resources	RLA Teachers	Booklets	October 2021 – June 2022	Lesson Plans Tutoring Logs	Weekly Assessments	CBA’s, Benchmark and STAAR Scores	

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Goal Area 2 Action Steps: Writing

- Plan to provide teachers with Professional Develop in WICOR
- Order ribbons for Writing Contest student winners
- Order individual writing folders for students
- Create tutoring schedule
- Register for Conference

Goal Area 3: Mathematics

Goal Area 1: Student Achievement: Mathematics

Annual Goal: Students achieving at the meets level or above will increase from 50% to 70% as measured by the 2022 STAAR Math Assessment.

Measurable Objective: 100% of students will improve mathematic skills with weekly assessments throughout the school year.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
TI-NSpire Calculators	Math Administrator/CIT	Calculators	September 2021 – June 2022	Classroom Observations	Weekly Assessments	CBA's, Benchmarks, and STAAR	
Math Tutoring After school, Saturday, Lock-ins	Math Teachers Administration	Go Math Resources	October 2021 – June 2022	Lesson Plans Student Logs	Weekly Assessments	CBA's, Benchmarks, and STAAR	
Imagine Math	Math Teachers	Student Laptops	November 2021 – June 2022	Imagine Math Reports	Weekly Assessments	CBA's, Benchmarks, and STAAR	
WICOR Strategies	Math Teachers	Professional Development	September 2021 – June 2022	WICOR Guidebook	Classroom Observations Lesson Plans	CBA's, Benchmarks, and STAAR	

Goal Area 3 Action Steps:

- Plan to provide math teachers with professional development WICOR Strategies
- Order additional calculators for school year
- Create tutoring schedule

Goal Area 4: Science

Goal Area 1: Student Achievement: Science

Annual Goal: Students achieving at the meets level or above will increase from 51% to 70% as measured by the 2022 STAAR Science Assessment.

Measurable Objective: 100% of students will improve science skills with weekly assessments throughout the school year.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
RAAD Strategies/Close Reading	Science Teachers Administration	Professional Development	September 2022 – June 2022	Classroom Observations Lesson Plans	Weekly Assessments	CBA's, Benchmarks, and STAAR	
CAST Science Conference	Science Teachers	Registration Forms	November 11, 2021	Classroom Observations, Lesson Plans	Weekly Assessments	CBA's, Benchmarks, and STAAR	
STAAR Ready Science Material	Science Teachers	Booklets	October 2021 – June 2022	Classroom Observations, Lesson Plans	Weekly Assessments	CBA's, Benchmarks, and STAAR	
Scientific Experimentations	Science Teachers	Science Lab Equipment	October 2021 – June 2022	Classroom Observations, Lesson Plans	Weekly Assessments	CBA's, Benchmarks, and STAAR	
Interactive Science Anchor Charts	Science Teachers	Posters	September 2021 - June 2022	Classroom Observations	Weekly Assessments	CBA's, Benchmarks, and STAAR	
Science Tutoring	Science Teachers Administration	Fusion			Weekly Assessments		

After school, Saturdays, Lock-ins STAAR Ready Materials	Science Teachers	Booklets	November 2020 – June 2022 September 2021 – June 2022	Student Log-ins, Lesson Plans, Tutoring Calendar Classroom Observations, Lesson Plans	Weekly Assessments	CBA's, Benchmarks, and STAAR CBA's, Benchmarks, STAAR	
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Goal Area 4 Action Steps: Science

- Plan for Professional Development
- Create lesson plans for scientific experiments
- Create Tutoring Schedule
- Purchase STAAR Reading Materials for tutorials

Goal Area 5: Social Studies

Goal Area 1: Student Achievement: Social Studies

Annual Goal: Students achieving at the meets level or above will increase from 36% to 60% as measured by the 2022 STAAR Social Studies Assessment.

Measurable Objective: 100% of students will improve social studies skills with weekly assessments throughout the school year.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
RAAD Strategies/Close Reading	Social Studies Teachers Administration	GuideBook	September 2021 – June 2022	Teacher Certificates Classroom Observations Lesson Plans	Weekly Assessments	CBA's, Benchmarks, and STAAR	
Mastering 8 th Grade TEKS	Social Studies Teachers	Booklets	September 2021 – June 2022	Classroom Observations, Lesson Plans	Weekly Assessments	CBA's, Benchmarks, and STAAR	
Sirius 8 th Grade STAAR Preparation	Social Studies Teachers	Booklets Posters	September 2021 – June 2022	Classroom Observations, Lesson Plans	Weekly Assessments	CBA's, Benchmarks, and STAAR	
Primary Source Read	Social Studies Teachers	Booklets	September 2021-June 2022	Classroom Observations	Weekly Assessments	CBA's, Benchmarks, and STAAR	
Social Studies Tutoring After school, Saturdays, Academies	Social Studies Teachers Administration	STAAR booklets	November 2021 – June 2022	Student Log-ins, Lesson Plans, Tutoring Calendar	Weekly Assessments	CBA's, Benchmarks, and STAAR	

District Curriculum	Social Studies Teachers	McGrawHill Nearpod	August 2021 – June 2022	Near Pod Activities Interactive Student Notebook	Student Notebooks Weekly Assessments	CBA's, Benchmarks, and STAAR	
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Goal Area 5 Action Steps: Social Studies

- Plan for Professional Development
- Create Tutoring Schedule
- Purchase STAAR Reading Materials for tutorials

KENNEDY MIDDLE SCHOOL
Special Populations

Goal Area 6: Special Populations

Goal Area 6: Special Population Goals and Strategies

Annual Goal: The gap between special populations will decrease by 10 percentage points as measured by the STAAR Reading, Math, Science, and Social Studies exams.

Measurable Objective: The gap between the all student group and special populations will decrease by to 10% throughout the school year.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
<p>Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to:</p> <ul style="list-style-type: none"> • Dictionaries/Thesauruses • Nonlinguistic Representation Activities • Frayer model • Interactive Word Walls • Thinking Maps • Graphic Organizers • Systems 44 • Imagine Learning • Avid 	<p>District Content Coordinators All teachers</p>	District Curriculum	September 2021 – June 2022	Lesson plans Strategies imbedded in district curriculum	Narrowing the achievement gap between the all student group and special population	CBA's, Benchmarks, STAAR, TELPAS	
<p>Monitor the progress of all students including special population students, ELL's, migrant, 504,</p>	<p>All teachers Administration</p>	DMAC Reports	September 2021 – June 2022	Individual Student Progress Logs	Weekly Assessments	Report Cards CBA's, Benchmarks, STAAR, TELPAS	

dyslexia through district formative assessments							
Monitor the implementation of ELP strategies to accelerate the progress of ELL's.	All Teachers Administration	Internet web sites	September 2021 – June 2022	Lesson Plans, Classroom Observations	Daily Assignments Weekly Assessments	Report Cards CBA's, Benchmarks, STAAR, TELPAS	
Serve the academic and social needs of subgroups through SEL, tutorials, counseling services, and school organizations	All Teachers, Administration, Counselors	Hoonuit	August 2021 – June 2022	Tutorial and Counseling logs Participation rates and rosters.	Discipline Reports, Report Cards, Parent Conferences	CBA's, Benchmarks, STAAR, TELPAS	
Monitor student progress by conferencing with Special populations and goal setting	All teachers	Individual Progress Logs, DMAC Reports	August 2021– June 2022	Lesson Plans, Classroom Observations	Report Cards	CBA's Benchmark, STAAR, TELPAS	
Distribution of accommodations for Special needs, Dyslexic, and 504 students	Diagnostician, Inclusion Teachers	Individual Education Plans	September 2021– June 2022	Lesson Plans, Classroom Observations	Daily Assignments and Weekly Assessments	CBA's Benchmark, STAAR, TELPAS	
Incentives for Special Needs students	Inclusion Teachers	Report Cards DMAC Reports	October 2021 – June 2022 August 2021 – June 2022	Sign In sheets	Report Cards Weekly Assessments	CBA Benchmarks, and STAAR	
Systems 44	N. Barrientes	Program	2021 – June 2022	Systems 44 Report	Daily Assignments	CBA, STAAR Benchmarks	

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Goal Area 6 Action Steps: Special Populations

- Distribute IEP's to all teachers
- Train all teachers in Social and Emotional Learning
- Analyze STAAR data for individual goal setting

KENNEDY MIDDLE SCHOOL
Improve Safety, Culture and Climate
Including Safety & Violence Prevention

Goal Area 7: Improve Safety, Culture and Climate – Including Safety & Violence Prevention

Goal Area 7: Improve Safety, Culture and Climate – Including Safety and Violence Prevention

Annual Goal: 100% of all faculty and staff will be trained to assist student and provide a safe learning environment.

Measurable Objective: Number of referrals regarding bullying will decrease by 5% quarterly.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Public Health Training	Faculty and Staff	Online Module	August – September 2021	Teacher Certificates	Implementation of Safety Protocols		
Professional Development Bullying, Cyber Bullying, Sexual Harassment, David and Lianna’s Law	Faculty and Staff Administration	Power Point	August 2021	Sign In Sheets	Discipline Referrals, Implementation of Protocols		
Suicide Prevention	Faculty and Staff Orlando Noyola	Online Modules	August 2021 - September 2022	Sign In Sheets	Implementation of Protocols		
Covid-19 Procedures for Students and Staff	Faculty and Staff, Nurse, Administration	Covid-19 Protocols	August 2021 – May 2022	Sign-In Sheets	Implementation of Protocols		
Covid-19 Campus Plan What is Covid? Personal Protective Equipment	Faculty and Staff, Nurse, Administration	Covid-19 Protocols	August 2021 – 2022	Sign-In Sheets	Implementation of Covid Campus Plan		

<ul style="list-style-type: none"> • Hygiene and Hand Washing • Temperature Check Protocol • Respiratory Etiquette • Social Distancing • Cleaning and Disinfecting • Pre-Screening Self-Assessment • Reporting Symptoms or Illness • Isolation Room • Campus Resources • Accessing Health Services • Contact Tracing 							
<p>Culture and Safety Committee</p>	<p>Faculty and Staff Volunteers</p>	<p>TEAMS and School Facilities</p>	<p>September 2021 – June 2022</p>	<p>Sign-in Sheets Minutes of Meeting</p>	<p>Implementation of School Activities</p>	<p>Teacher Surveys</p>	

Provide Protective Gear, Shields, masks, thermometers, hand sanitizer	Administration	Catalogs	October 2021 – June 2022	Distribution logs and signatures	Implementation of Safety Protocols		
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Goal Area 7 Action Steps: Science

- Plan for Professional Development – Back to School Training
- Purchase protective gear for students and staff – safety protocols
- Create Meeting Calendar for Culture and Safety Committee

KENNEDY MIDDLE SCHOOL

Goal 8: Increase Staff quality, Recruitment and Retention

Goal Area 8: Increase Staff Quality, Recruitment and Retention

Goal Area 8: Increase Staff Quality, Recruitment and Retention

Annual Goal: 100% of all teachers will meet the highly qualified requirements.

Measurable Objective: 100% of all teachers will be retained for the following year.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Provide continuous opportunities to refine and perfect teacher skills in given area: Understanding/Unpacking the TEKS, STAAR Strategies, Holistic Scoring, Effective Writing Strategies, Learning Styles, Critical Thinking, CIF Strategies, Questioning Techniques, Teaching Strategies, Math Mentor, Math, Reading, Science, Social Studies ESOL/ELPS,Thinking Skills across the curriculum, Literacy across the curriculum, Professional growth, Students with special needs, Accommodations/modifications, Supplementary aids, IEPs, Requirements for related	Administration, Dept. Chairs, Supervisors, Consultants, District Coordinator, Teachers	District Directives, District Coordinators, Campus Administrators Region 1 In-services, Manuals, Supplemental Materials, Resource Materials	August 2021 – June 2022	Quality Instruction Teacher Enthusiasm, Student Attained Levels of Excellence, Formal/Informal Evaluations, Classroom Observations, Student Achievement Rating, Improved Learning, McRel	Quality Instruction, Teacher Enthusiasm, Improved learning, Student Achievement Rating, Building Leadership Capacity	STAAR, Weekly assessments, TELPAS, Report cards, CBA's, and Benchmarks	

<p>services, Inclusion, Sheltered Instruction Strategies, Classroom Management, Monitoring New Teachers, Curriculum Alignment, Gifted and Talented Training,</p> <p>Provide continuous opportunities to refine and perfect teacher skills in given area: Cooperative Learning Strategies, Algebra Mentor, Thinking maps, Vertical Teaming, Conflict Resolution, Bullying, Sheltered Instruction Strategies, Science Conference, CAST, G/T TAGT, TAIS Region 13 Middle School Matters, Region 1 Technology Conference, Region 1 ESC, Mentor Program New Teachers, Technologies HESTEC, Gifted & Talented,</p> <p>Attract/Employ Qualified Staff by: Attending District/UTRGV Job Fairs, Provide Staff incentives, District Web Page</p>	<p>Administration, Dept. Chairs, Supervisors, Consultants, District Coordinator, Teachers</p> <p>Administration, Human Resources, Mentor Teachers</p>	<p>District Directives, District Coordinators, Campus Administrators Region 1 In-services, Manuals, Supplemental Materials, Resource Materials</p> <p>District, UTRGV, Region 1 ESC</p>	<p>August 2021 – June 2022</p> <p>August 2021 – June 2022</p>	<p>Quality Instruction Teacher Enthusiasm, Student Attained Levels of Excellence, Formal/Informal Evaluations, Classroom Observations, Student Achievement Rating, Improved Learning, McRel</p>	<p>Quality Instruction, Teacher Enthusiasm, Improved learning, Student Achievement Rating, Building Leadership Capacity</p>	<p>STAAR, weekly assessments, CBA's, Benchmarks, report cards</p> <p>STAAR, weekly assessments, CBA's, BM's</p>	
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<p>Retain highly qualified teachers by providing teacher mentors, classroom management training, Socialization Opportunities, and a positive school climate.</p>	<p>Administration, Human Resources Mentor Teachers</p>	<p>District UTRGV Region 1 ES</p>	<p>August 2021 – June 2022</p>	<p>Highly Qualified Status Form, Turn Over Rates</p>	<p>Quality Instruction, Teacher Enthusiasm, Improved learning, Student Achievement Rating, Building Leadership Capacity Quality Instruction,</p>	<p>STAAR, weekly assessments, CBA's, BM's</p>	
<p>Monthly Teacher and employee recognition</p>	<p>Administration</p>	<p>School Website</p>	<p>August 2021 – June 2022</p>	<p>Highly Qualified Status Form, Turn Over Rates</p>	<p>Teacher Enthusiasm, Improved learning, Student Achievement Rating, Building Leadership Capacity</p>		

Goal Area 8 Action Steps: Science

- Verify teacher certifications
- Assign mentors to new teachers
- Conference with teachers for support

KENNEDY MIDDLE SCHOOL
Parental Involvement

Goal Area 9: Parental Involvement

Goal Area 9: Improve Parental Involvement

Annual Goal: Increase the number of parents participating in school activities through the school year.

Measurable Objective: Parental Involvement will increase by 10% by the end of the school year.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
<p>Campus will form a Parental Advisory Committee (PAC) Committee. The Parent Educator will Schedule Monthly Meetings to Distribute Pertinent Information</p>	<p>Parent Educator</p>	<p>School Information Teams School Facilities</p>	<p>August 2021 – June 2022</p>	<p>Sign-In sheets Meeting Agendas</p>	<p>Increase in Parental Involvement School Activities</p>	<p>Parent Surveys</p>	
<p>Campus will formulate strategies to Bridge the School Community to the Home Community and Community at Large in order to maintain Communication With the home and the Community through the following means: Phone Calls, Home Visits, Progress Report, Correspondence, Report Cards, Parent</p>	<p>Parent Educator Administration Teachers, Administration</p>		<p>August 2021 – June 2022</p>	<p>Sign-In sheets Meeting Agendas</p>	<p>Increase in Parental Involvement School Activities</p>	<p>Parent Surveys</p>	

Conferences, Team Conferences, School Announcements , Meet the Teacher Night, SBDM, PAC, Partnerships, Web Page Home, Monthly Meetings, Campus Messenger							
Meet the Teacher	Teachers and Administration	School Facilities	August 25, 2021	Team Power Points Recording of Meeting	Increase in Parental Involvement	Documentatio n of Parents Present	
Open House	Teachers and Administration	School Facilities Google Meets	March 2022	Parent Sign-In Team Power Points Recording of Meeting	Increase in Parental Involvement	Documentatio n of Parents Present	
TELPAS/STAAR Night	Teachers and Administration	School Facilities TELPAS/STA AR Individual Reports	December 2021	Parent Sign-In Sheets	Increase in Parental Involvement	Documentatio n of Parents Present Parent Survey	

Goal Area 7 Action Steps: Science

- Schedule parent monthly meetings
- Create agendas for parent meetings
- Prepare individual student folders

KENNEDY MIDDLE SCHOOL
Professional Development

Content Curriculum Roll-Out Schedule

DATE	SESSION	AUDIENCE	PRESENTER	LOCATION	GRADE LEVEL	ADMIN	SESSION #	TIME
Thursday August 19, 2021	Math Curriculum Roll-Out	Math Content Teachers and Special Education Co-Teachers	Sandra Serna with MS Math Curriculum Team	Liberty Middle School	6 th Grade: Unity	E. Trevino K. Rodríguez	199341	8:00 – 11:45
					7 th Grade: Spirit	M. Flores J. Mason F. Ortega		
					8 th Grade: Adventure	J. López R. Rodríguez L. López		
	Reading Language Arts Curriculum Roll-Out	RLA Content Teachers and Special Education Co-Teachers	Kimberly Ortega with MS RLA Curriculum Team	Raul Yzaguirre Middle School	6 th Grade: Band Hall	N. Rocha R. Perez V. Villarreal	199321	8:00 – 11:45
					7 th Grade: Orchestra	I. Leal J. Zúñiga E. Rodríguez		
					8 th Grade: Choir	G. Garza Z. Cantu M. Carranza		
	Science Curriculum Roll-Out	Science Content Teachers	Sherry Vargas with MS Science Curriculum Team	Alamo Middle School	6 th Grade: Library	G. Martínez	199343	8:00 – 11:45
					7 th Grade: Orchestra	G. Sáenz R. Sánchez		
					8 th Grade: Cafeteria	A. Chávez E. Flores-Guerrero		
	Social Studies Curriculum Roll-Out	Social Studies Content Teachers	Miguel Torres with MS Social Studies Curriculum Team	Liberty Middle School	6 th Grade: Room 216	J. Castilleja	199350	8:00 – 11:45
7 th Grade: Room 220					M. Salinas E. Trevino			
8 th Grade: Room 218					H. González F. Trevino			
Spanish Curriculum Roll-Out	SLA Teachers	Elizabeth Garza with MS SLA Curriculum Team	Raul Yzaguirre Middle School	6 th Grade: Room 608	E. Araiza	199355	8:00 – 11:45	
				7 th Grade: Room 611				
				8 th Grade: Room 614				
ESL Curriculum Roll-Out	ESL Teachers	Sherry Vargas with MS ESL Curriculum Team	Virtual	6 th – 8 th Grade	M. Carranza	199456	4:00 - 5:30	
Friday August 20, 2021	WORKDAY							

