



PHARR-SAN JUAN-ALAMO Independent School District

Kennedy Middle School

2024 – 2025 Campus Improvement Plan



**“Empowering Futures, Becoming the Premiere Middle
School in the State”**

KENNEDY MIDDLE SCHOOL ADMINISTRATION AND LEADERSHIP TEAM

Robert Elizondo – Principal

Christian Gonzalez – Assistant Principal

Alma Martinez – Assistant Principal

Rosalio Rodriguez – Dean of Instruction

Sandra Garcia – Instructional Coach

Gloria Castellanos, Head Counselor

Jessica Elizondo, Counselor

Amanda Sanchez, RLA Department Head

Samantha Lucio, Elective Department Head

Araceli Cantu, Math Department Head

Arceli Rodriguez, Science Department Head

Cynthia Torres, Social Studies Department Head

Antoinette Ornellas, Special Education Department Head

Marie Rosales, Librarian

Jose Luis Benavides, Head Custodian

Cruz Jimenez, Nurse

District Mission

As educational leaders, the PSJA team is engaged and empowered to connect all students with innovative instruction, outstanding facilities, technology, skills, and social-emotional support while prioritizing health and safety for all – from early childhood through their chosen career.

As one PSJA family, we build on our legacy of academic excellence, renowned college and career readiness, biliteracy and extracurricular programs, and our multicultural heritage to ensure every student has the experiences and resources necessary to achieve the highest levels of success.

District Vision

Every PSJA student is prepared to participate, compete and excel in a global society to foster multi-generational prosperity.



Kennedy Middle School Campus Mission Statement

“Kennedy Middle School will ensure that every student has an opportunity to maximize their full potential by providing a safe and nurturing environment where students can follow their academic goals and inspirations through innovative technology, multiliteracy opportunities, and extracurricular programs that will shape our students into becoming productive leaders of a global society.

Kennedy Middle School Campus Vision Statement

“At Kennedy Middle School our vision is that our students will be educated and inspired to acquire the values of respect and responsibility while ensuring that our students are college and career ready to become competitive global leaders.”

KENNEDY MIDDLE SCHOOL BELIEFS

We Believe In..

- **R**igorous Curriculum... We believe that effective schools are academically oriented which offer quality instructional programs, which include 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 ideas and promoting independent, higher-level thinking.
- **A**ssessment... We believe in evaluating students through state and district assessments, which in turn, will promote student achievement.
- **C**aring... We believe in providing a caring and nurturing learning environment.

2024-2025 School Board Members and Superintendent's Cabinet

- [Knowledge...](#) We believe that knowledge is a powerful tool for greater opportunities

School Board of Education

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Diana Serna, Vice-President

Yolanda Castillo, Secretary

Jesus Vela Jr.*, Assistant Secretary

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Jesus "Jesse" A. Zambrano, Member

Jorge L. Zambrano, Member

Superintendent's Cabinet

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Ranulfo Marquez, Asst. Superintendent for Academics

Rebecca Gonzales, Asst. Superintendent for Finance

Dr. Rebeca Garza, Asst. Superintendent for Human Resources

Dr. Orlando Noyola, Asst. Superintendent for Student Services

Rosalio Rodriguez	Dean of Instruction	Alexandra Pena	Spanish Department Head
Alma Martinez	6 th Grade Assistant Principal		
Christian Gonzalez	7 th Grade Assistant Principal		Paraprofessional
Sandra Garcia	CLL	Neyva De La Garza	Security
Amanda Sanchez	RLA Department Head	Jose Benavides	Head Custodian
Araceli Catu	Math Department Head		Parent
Araceli Rodriguez	Science Department Head		Community/Business Member
Cynthia Torres	Social Studies Department Head		
Antoinette Ornellas	Special Education Department Head		
Samantha Lucio	Electives Department Head		

Kennedy MIDDLE SCHOOL 2024 – 2025 SBDM COMMITTEE MEMBERS

Robert Elizondo, Principal

KENNEDY MIDDLE SCHOOL 2024- 2025

EXECUTIVE SUMMARY

Demographics Summary: As of June 2024, Kennedy's total enrollment consists of 530 students. Our sub populations are 14.9% Special Education, 68.1% English Language Learners, and 5.1% Gifted and Talented and at risk. The majority of our students are of a Hispanic background at 99%, so most of the students' home language is Spanish. Our students live in the South Pharr area, and the encompassing 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 raw score was a 45%, approaches were at a 71%, Meets was at 44%, and masters was at 19%. Kennedy received a rating of a B. In **Domain II, Part A**, we earned a scale score of 75 with a rating of a C. In **part B**, we earned a scale score of 89 with a B rating. In reading, 6 out of the 7 indicators were met, and in math, 3 out of 7 indicators were met for growth. Last, in **Domain III**, the overall component score was 82%. In addition, we surpassed the target score of 44 for TELPAS (Texas English Language Proficiency Assessment System) by 15 percentage points, scoring 59%.

Curriculum and Instruction and Assessment: This year, 6th, 7th and 8th grade reading and math classes are in blocked periods (90) minutes. 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 and WICOR) to improve students' skills in reading, writing, listening, and speaking. Moreover, because of the large number of Emergent Learners, vocabulary and annotation will be a focus in all classes to assist students in acquiring the English language and comprehension. In addition, literacy and writing will be targeted through effective instructional strategies in all content areas.

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. The 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. All Emergent Learners, continuously enrolled and non-continuously enrolled students will be monitored through the school year. And last, Domain III, overall, the gap between all student groups and ED population is low. We must increase the percentage of students receiving meets or masters in areas, especially in the areas of Special Ed and non-continuously enrolled. Moreover, to help students with their academic and personal needs, we implement Social and Emotional Learning once a week on Wednesdays. Kennedy believes that attending to students' emotional and development needs creates a safe place for teaching and learning.

COMPREHENSIVE NEEDS ASSESSMENT

Data Resources Reviewed

1. 2023-2024 STAAR (State of Texas Assessments of Academic Readiness) Performance Data
2. 2023-2024 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. Texas Teacher Evaluation and Support System
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores

COMPREHENSIVE NEEDS ASSESSMENT

Demographics

Demographics Summary:

English Language Learners (ELL):

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 resources 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 incredibly 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 EBs and All students is 15%, all student group 44% compared to the EB student group 29%
- In Mathematics, the achievement gap between EBs and All students is 6%, all student group 46% compared to the EB student group 40%.
- In Science, the achievement gap between EBs and All students is 7%, all student group 54% compared to the EB student group 47%
- In Social Studies, the achievement gap between EBs and All students is 5%, all student group 15% compared to the EB student group 10%
- The TELPAS Yearly Progress Indicator target was %, Kennedy scored a 63%, scoring 10% above 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:

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 2023-2024 is 2%
- In Mathematics, the achievement gap between Eco Dis and All students in the school year 2023-2024 is 1%
- In Science, the achievement gap between Eco Dis and All students in the school year 2023-2024 is 0%
- In Social Studies, the achievement gap between Eco Dis and All students in the school year 2023-2024 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 45 Approaches was at 71% Meets was at 44% Masters was at 19% Scale Score was 76 giving us a Rating of C Distinction received for Closing the Gap 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
<p>Domain 2: School Progress</p> <p>MET STANDARD</p>	<ul style="list-style-type: none"> Part A: Academic Growth: Component score 64 and scale score 75. Rating of C Part B: Relative Performance: Component score 45 and Scaled score of 89. Rating of B. 	<p>Teachers need to conference with every individual and provide students with the score they need to score for maximum growth points.</p> <p>Math and Reading classes will be blocked for students to receive more targeted instruction to meet their goal.</p>	<ul style="list-style-type: none"> Address the needs of identified students to meet the academic growth measure in 2022-2023 in Reading & Mathematics in all grade levels <p>Goal 93% or higher</p>

<p>Domain 3: Closing the Achievement Gap MET STANDARD</p>	<ul style="list-style-type: none"> Overall Rating was a B. The component score is an 60 and scaled score was 82. We surpassed the target score of 36% for TELPAS by 10 percentage points. (Total score of 59%) 	<p>Overall, the gap between the all-student group and the Economically Disadvantaged population is low. We must increase the percentage of students receiving meets or masters in areas of Special Ed. 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>Opportunities for students to use speaking and writing skills through collaboration will be implemented in all contents to enhance STAAR and TELPAS scores.</p> <p>Goal: Increase overall rating one letter grade to an A.</p>
<p>School Culture and Climate</p>	<ul style="list-style-type: none"> Good student attendance Collaborative Learning Communities with common planning periods Students rewarded for Honor Roll Culture and Climate Committee Site Based Decision Making Committee Literacy Committee AVID Site Committee 	<p>Additional recognition and incentives for Honor Roll students.</p> <p>Continuation of PLC throughout school.</p> <p>Lunch detention development for students with discipline referrals.</p> <ul style="list-style-type: none"> Recognition and incentives for Students who met their attendance goal per six weeks. 	<ul style="list-style-type: none"> Implementation of planning periods for all content areas. Lunch Detention student's list per grade level Monthly meeting held for all Committees including faculty and staff.
<p>Staff Quality, Recruitment, and Retention</p>	<ul style="list-style-type: none"> Highly Qualified Staff New Teacher Academy T-TESS (Texas Teacher Evaluation & Support System) Evaluation Tool Teacher Job Fair Teacher of the month 	<ul style="list-style-type: none"> Teacher certificates Classroom observations – 10 a week with at least 2 post observation feedback sessions T-TESS observations per semester Teacher's incentives 	<ul style="list-style-type: none"> Classroom observations with feedback to teacher. T-TESS Calendar and Schedule Interviews/Certification/Resume Recognition for students & staff

<p>Family and Community Involvement</p>	<ul style="list-style-type: none"> • Increased visits to feeder schools • Buildings renovations • Communication to stakeholders in both English and Spanish • Parent Centers • Business Partnerships • Parental Volunteers are involved • School wide events • Open house/Meet the Teacher • Block walk 	<ul style="list-style-type: none"> • Increase the number of parents that attend school functions or meetings. 	<ul style="list-style-type: none"> • Initiate parent academic conferences at all levels • Hold STAAR & TELPAS Meetings to educate parents of the state assessments
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KENNEDY MIDDLE DEMOGRAPHICS

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT
Number	529	283	246	83	282	5	2	9	502	39
Percent	100%	54%	46%	16%	53%	0.9%	0.3%	1.5%	95%	6.7%

	ALL	HISPANIC	ASIAN	BLACK	Hawaiian/Pacific Islander	AMERICAN INDIAN/ALASKAN
Number	529	522	1	2	1	3
Percent	100%	98.4%	0.1%	0.3%	.1%	0.5%

KENNEDY MIDDLE DEMOGRAPHICS

Total Enrollment – 530

Percent	Kennedy
Hispanic	98.4%
Economically Disadvantaged	95.4%
ELL	53%

KENNEDY MIDDLE SCHOOL STUDENT ACHEIVEMENT

GOAL AREA I – Reading Language Arts

Goal Area 1: Student Achievement – Reading Language Arts

Annual Goal: Students achieving at the meets level or above will increase from 48% to 58% as measured by the 2025 STAAR Reading Assessment.

Measurable Objective: The percent of students reading at/above grade level will increase by 10% 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, and Librarian	Library books, Classroom libraries, MackinVia, STAR Reading reports	August 2024- June 2025	Walkthroughs, STAR Library Reports	Walkthroughs, Teacher feedback, and Library Reports	Weekly Assessments, Benchmark scores, Entry/Exit Tickets	
I-Ready, Reading Intervention Program	Administration, All RLA Teachers	Computer Labs	Sept. 2024- June 2025	I-Ready Reports, Observations	I-Ready Reports, Individual level progress	I-Ready Quizzes,	
Vocabulary Development	All RLA Teachers	Flocabulary	August 2024- June 2025	Flocabulary, Observations, Lesson Plans, Week at a Glance	Student Lexiles, Assessments	Flocabulary assignments and quizzes	
Tutoring RLA	RLA Teachers, Administration	Study Sync	October 2024- June 2025	Tutoring Logs, Classroom Observations		Benchmark Scores	
After school, Saturday, Academies, Annotation, A.C.E. Writing Strategies, WICOR, & Close Reading	Librarian and RLA Teachers	A.C.E. Writing Strategies, STAAR Reading Passages, Sentence Strips	August 2024- June 2025	Student Annotation Samples		Benchmark Scores	
MackinVia/MyOn	All Teachers	Website	August 2024- June 2025	Teacher Certificate	Classroom Observations, Lesson plans	Mini Assessments, Benchmarks	
Gretchen Bernabe RLA Strategies	RLA Teachers	Professional Development	August 2024- June 2025	Student Progress sheets	Classroom Observations, Lesson plans	Mini Assessments, Benchmarks	

AVID Elective, WICOR, CIF Strategies	Mr. Gabriel Villarreal, All Teachers	Professional Development	August 2024- June 2025	Student Artifacts	CLC Agendas	Mini Assessments, Benchmarks, STAAR Results	
Individual Student Growth Plans	RLA teachers, Inclusion Teachers	DMAC Reports	August 2024- June 2025	Student Progress sheets	Classroom Observations, Parental Awareness	Mini Assessments, Benchmarks, STAAR Results	
Collect Student Artifacts	All Teachers	Lesson Plans, Week at a Glance	August 2024- May 2025	Student Artifacts	Classroom Observations	Lesson Plans/ Week at a Glance, TELPAS/STAAR Participation	
PD on differentiation instruction/ A.C.E. Writing Strategy, TELPAS/STAAR Parent Meeting	Alma Martinez/ All Teachers/ CLL/ Administration/ RLA Department Head	PowerPoint	September 2024 – April 2025	Lesson Plans and Classroom Observations	Student Writing Samples, Entry/Exit Tickets	Benchmark/ TELPAS Scores	
TELPAS Practice: Listening, Speaking, Reading and Writing	RLA Teachers, RLA Administrator	Summit K12 Program	September 2024- May 2025	Tutoring Logs, Lesson Plans	DMAC Reports, Student Writing Samples	Benchmark/ TELPAS Scores	
Professional Development – Writing to Learn	RLA Teachers	CIF Strategy Guidebook, A.C.E. Writing Strategy	August 2024 – May 2025	Lesson Plans and Writing Portfolios	Student writing samples	Mini Assessments, Benchmarks, STAAR Results	
After school, Saturday, Academies	RLA Teachers	A.C.E. Writing Strategies, STAAR Reading Passages, Sentence Strips Study Sync	September 2024- April 2025	Tutoring logs, Lesson Plans			

Goal Area 1 Action Steps: Reading Language Arts
<ul style="list-style-type: none">• Test all students in library's STAR & share results with all teachers• Register RLA teachers for professional development• Plan to provide professional development for teachers in annotation, WICOR, A.C.E. writing strategy, CIF Strategies, and Close Reading• Professional Learning Community scheduled every Tuesday• Create tutoring schedule

Goal Area 3: Mathematics

Goal Area 1: Student Achievement: Mathematics

Annual Goal: Students achieving at the meets level or above will increase from 38% to 48% as measured by the 2025 STAAR Math Assessment.

Measurable Objective: 100% of students will improve mathematics 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	August 2024 – June 2025	Classroom Observations	Weekly Assessments	CBA's, Benchmarks, and STAAR	
Math Tutoring After school, Saturday, Academy	Math Teachers Administration	Carnegie Nearpod Quizzes	August 2024 – June 2025	Lesson Plans Student Logs	Weekly Assessments	CBA's, Benchmarks, and STAAR	
Imagine Math Mathia I-Ready Carnegie Live Lab	Teachers Paraprofessional & Inclusion Teachers	Computer Lab	November 2024 – June 2025	Imagine Math Reports	Weekly Assessments	CBA's, Benchmarks, and STAAR	
Individual Student Growth Plans	Math & Inclusion Teachers	DMAC Reports	August 2024 – June 2025	Student Progress Sheets	Classroom Observations	Student Daily Attendance	

Student Artifacts	Math Teachers	Lesson Plans	August 2024-June 2025	Student Artifacts	CLC Agendas	CBA, Benchmarks, STAAR Results	
Implementation of WICOR, CIF, A.C.E. Writing Strategy, AVID strategies	All teachers, Gabriel Villarreal	Lesson Plans	August 2024 – June 2025	Student Artifacts	Classroom Observations	CBA, Benchmarks, STAAR Results	
PD on differentiation instruction/ word walls/ A.C.E. Writing Strategy	Math Teachers	PD Plan	August 2024 – May 2025	Teacher Certificates	Classroom Observations	CBA, Benchmarks, STAAR Results Lesson Plans/Week at a Glance	
CAMPT 2025	Math Teachers		August 2024-August 2025	Teacher Roll-out	Teacher Attendance Certificates	STAAR Results	

Goal Area 3 Action Steps: Mathematics

- Plan to provide math teachers with professional development in differentiation with the focus on sub-population-Special Education, 504 and ELL's
- Order additional calculators for school year
- Plan to provide professional development for teachers in annotation, WICOR, CIF Strategies, A.C.E. writing strategy and Close Reading
- Professional Learning Community scheduled every Tuesday.
- 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 36% to 50% as measured by the 2023 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
Vocabulary development	Science teachers	Word Walls, District Science Curriculum, Boom cards	August 2024-August 2025	Classroom observations, lesson plans	Weekly assessments	Weekly quizzes, Benchmark, STAAR	
Project based learning	Science teachers	Science lab materials,	August 2024-August 2025	Classroom observations, lessons plans	Weekly assessments	Weekly quizzes, Benchmark, STAAR	
Language development	Science teachers	Summit K12 Science	August 2024-August 2025	Classroom observations, lessons plans	Weekly assessments	Weekly quizzes, Benchmark, STAAR, TELPAS	
Professional development	Science teachers	CAST Science Conference	August 2024-August 2025	Classroom observations, lessons plans	TTESS	Weekly quizzes, Benchmark, STAAR	
Textbook adoption	Science teachers	SAVVAS: Experience Science	August 2024-August 2025	Classroom observations, lessons plans	Weekly assessments	Weekly quizzes, Benchmark, STAAR	

Goal Area 4 Action Steps: Science							
<ul style="list-style-type: none"> • Plan for professional development • Implement district Science curriculum and reinforce questioning strategies • Differentiated instruction to address multilingual learners and special education subpopulation • Implement HQIM • Reinforce of Common Instructional Framework (CIF) strategies • Attend professional learning communities • Intentional tutoring based on student strengths and weaknesses 							

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 26% to 40% as measured by the 2023 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
Vocabulary development	Social Studies teachers	Word Walls, District Science Curriculum,	August 2024-August 2025	Classroom observations, lesson plans	Weekly assessments	Weekly quizzes, Benchmark, STAAR	
Language development	Social Studies teachers	Summit K12,	August 2024-August 2025	Classroom observations, lesson plans	Weekly assessments	Weekly quizzes, Benchmark, STAAR, TELPAS	
Professional development	Social Studies teachers	ESC1, District PD	August 2024-August 2025	Classroom observations, lessons plans	TTESS	Weekly quizzes, Benchmark, STAAR	
Program adoption	Social Studies teachers	Lowman resources	August 2024-August 2025	Classroom observations, lesson plans	Weekly assessments	Weekly quizzes, Benchmark, STAAR	
Content Resources	Social Studies teachers	Social Studies booklets	August 2024-August 2025	Classroom observations, lesson plans	Weekly assessments	Weekly quizzes, Benchmark, STAAR	

Goal Area 5 Action Steps: Social Studies							
<ul style="list-style-type: none"> • Plan for professional development • Implement district Social Studies curriculum and reinforce questioning strategies • Differentiated instruction to address multilingual learners and special education subpopulation • Implement HQIM • Reinforce of Common Instructional Framework (CIF) strategies • Attend professional learning communities • Intentional tutoring based on student strengths and weaknesses 							

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% 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 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
Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program such as but not limited to: <ul style="list-style-type: none"> • Dictionaries/ • Thesauruses • Nonlinguistic Representation Activities • Frayer model • Interactive Word Walls • Thinking Maps • Graphic Organizers • Lexia • Imagine Learning • Avid • A.C.E. Strategy 	District Content Coordinators All teachers	District Curriculum	September 2024 – September 2025	Lesson plans Strategies imbedded in district curriculum	Narrowing the achievement gap between the all-student group and special population	CBA's, Benchmarks, STAAR, TELPAS	

Monitor the progress of all students including special population students, ELL's, migrant, 504, dyslexia through district formative assessments	All teachers Administration	DMAC Reports	September 2024 – June 2025	Individual Student Progress Logs	Weekly Assessments	Report Cards CBA's, Benchmarks, STAAR, TELPAS	
Monitor the implementation of ELP strategies to accelerate the progress of ELL's.	All Teachers Administration	Internet web sites	September 2024 – June 2025	Lesson Plans, Classroom Observations, Week at a glance	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	SEL Curriculum/ STAAR Materials	August 2024 – June 2025	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 2024 – June 2025	Lesson Plans, Classroom Observations, Week at a glance	Report Cards	CBA's Benchmark, STAAR, TELPAS	
Distribution of accommodations for Special needs,	Diagnostician, Inclusion Teachers			Lesson Plans, Classroom	Daily Assignments and		

Dyslexic, and 504 students		Individual Education Plans	September 2024 – June 2025	Observations, Week at a glance	Weekly Assessments	CBA's Benchmark, STAAR, TELPAS	
Goal Area 6 Action Steps: Special Populations							
<ul style="list-style-type: none"> • Distribute IEPs to all teachers • Train all teachers in Social and Emotional Learning • Analyze STAAR data for individual goal setting • Plan to provide professional development for teachers in annotation, WICOR, CIF Strategies, A.C.E. writing strategy, and Close Reading • Professional Learning Community scheduled every Tuesday • Create tutoring schedule 							

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 students 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 2024 – September 2025	Teacher Certificates	Implementation of Safety Protocols	Teacher Completion list	
Professional Development Bullying, Cyber Bullying, Sexual Harassment, David and Lianna's Law	Faculty and Staff Administration	Power Point	August 2024	Teacher Certificates	Discipline Referrals, Implementation of Protocols	Sign in Sheets	
Suicide Prevention	Faculty and Staff Dr. Orlando Noyola	Online Modules	August 2024 - September 2025	Teacher Certificates	Implementation of Protocols	Sign in Sheets	
Culture and Safety Committee	Faculty and Staff Volunteers	TEAMS and School Facilities	September 2024 – June 2025	Sign-in Sheets Minutes of Meeting	Implementation of School Activities	Attendance & Participation of School Functions	
Emergency Procedure Manual	Administration	Manual	August 2024	Teacher Sign-in logs		Drills and Documentation	

Teacher Handbook	Administration	Handbook/ PowerPoint	August 2024	Teacher Sign-in logs	Implementation of Safety Protocols	Teacher Documentation	
School Behavioral Threat Committee	Administration	Guidebook	August 2024- May 2025	Teacher Sign-in logs/Meeting Agendas	Professional Code of Conduct Implementation of Safety Protocols	Minutes	
Goal Area 7 Action Steps: Improve Safety, Culture and Climate – Including Safety & Violence Prevention							
<ul style="list-style-type: none"> • Plan for Professional Development – Back to School Training • Create Meeting Calendar for Culture and Safety Committee • Create School Behavioral Threat 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 Technique, Teaching Strategies, Math Mentor, Math, Reading, Science, Social Studies Literacy across the curriculum, Professional growth, Students with special needs, Accommodations/ modifications, Supplementary aids, IEPS, Requirements for related services,	Administration, Dept. Chairs, Supervisors, Consultants, District Coordinator, Teachers	District Directives, District Coordinators, Campus Administrators Region 1 In-services, Manuals, Supplemental Materials, Resource Materials	August 2024 – September 2025	Quality Instruction Teacher Enthusiasm, Student Attained Levels of Excellence, Formal/Informal Evaluations, Classroom Observations, Student Achievement Rating, Improved Learning, T-TESS	Quality Instruction, Teacher Enthusiasm, Improved learning, Student Achievement Rating, Building Leadership Capacity	Professional Development Certificates of Completion	

<p>Inclusion, Sheltered Instruction Strategies, Classroom Management, Monitoring New Teachers, Curriculum Alignment, Gifted and Talented Training, AVID Strategies</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, 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>District Directives, District Coordinators, Campus Administrators Region 1 In-services, Manuals, Supplemental Materials, Resource Materials</p> <p>District, UTRGV, Region 1 ESC</p>	<p>September 2024 – September 2025</p>	<p>Quality Instruction Teacher Enthusiasm, Student Attained Levels of Excellence, Formal/ Informal Evaluations, Classroom Observations, Student Achievement Rating, Improved Learning, T-TESS</p>	<p>Quality Instruction, Teacher Enthusiasm, Improved learning, Student Achievement Rating, Building Leadership Capacity</p>	<p>Professional Development Certificates of Completion</p> <p>Organizational Chart</p>	
	Administration,						

Retain highly qualified teachers by providing teacher mentors, classroom management training, Socialization Opportunities, and a positive school climate.	Human Resources, Mentor Teachers	District UTRGV Region 1 ES	August 2024 – September 2025	Highly Qualified Status Form, Turn Over Rates	Quality Instruction, Teacher Enthusiasm, Improved learning, Student Achievement Rating, Building Leadership Capacity	Updated School Plaque	
	Administration, Human Resources Mentor Teachers		August 2024 – June 2025				
	Administration	School Web-site	August 2024 – June 2025	Highly Qualified Status Form, Turn Over Rates	Quality Instruction, Teacher Enthusiasm, Improved learning, Student Achievement Rating, Building Leadership Capacity		
Teacher of the Month							
Teacher classroom Observations	Administration	District Walkthrough Portal	August 2024 – May 2025	Highly Qualified Status	Weekly Observation Totals	Walkthrough Feedback Forms and Conferences	
		T-TESS Evaluation			Teacher Performance Levels		

Goal Area 8 Action Steps: Increase Staff Quality, Recruitment and Retention

- Verify teacher certifications
- Assign mentors to new teachers
- Conference with teachers for support
- T-TESS training
- Teacher Incentives for Recognition

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
Campus will form a Parental Advisory Committee (PAC) Committee. The Parent Educator will schedule monthly meetings to distribute pertinent information	Parent Educator	School Information Teams School Facilities	August 2024– June 2025	Sign-In sheets Meeting Agendas	Increase in Parental Involvement School Activities	Parent Surveys	
Campus will formulate strategies to Bridge the School Community to the Home Community and Community at Large to maintain Communication With the home and the Community through the following means: Phone Calls, Home Visits, Progress Report,	Parent Educator Administration Teachers, Administration		August 2024 – June 2025	Sign-In sheets Meeting Agendas	Increase in Parental Involvement School Activities	Parent Surveys	

<p>Correspondence, Report Cards, Parent Conferences, Team Conferences, School Announcements , Meet the Teacher Night, SBDM, PAC, Partnerships, Web Page Home, Monthly Meetings, Campus Messenger</p> <p>Meet the Teacher</p> <p>Open House</p> <p>TELPAS/STAAR Meeting</p>	<p>Teachers and Administration</p> <p>Teachers and Administration</p> <p>Teachers and Administration</p>	<p>School Campus</p> <p>School Facilities</p> <p>School Facilities TELPAS/STAAR Individual Reports</p>	<p>September 2024</p> <p>March 2025</p> <p>December 2024</p>	<p>Parent Sign-In</p> <p>Parent Sign-In</p> <p>Parent Sign-In Sheets</p>	<p>Increase in Parental Involvement</p> <p>Increase in Parental Involvement</p> <p>Increase in Parental Involvement</p>	<p>Documentation of Parents Present</p> <p>Documentation of Parents Present</p> <p>Documentation of Parents Present Parent Survey</p>	
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Goal Area 7 Action Steps: Science

- Schedule parent monthly meetings
- Create agendas for parent meetings