

Duncanville Independent School District

Kennemer Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: C



Board Approval Date: October 20, 2025
Public Presentation Date: October 8, 2025

Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential.

Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved.

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Strengths

- Family Oriented Environment for Staff, Student and Parents
- Competitive Stipends for hard-to-fill positions resulted in positions being filled
- Recruitment efforts

- Team Leaders per department
- Staff members participate on district level committees
- One to one technology through IMPACT Learning
- Choice program for district students and out of district through Limited Open Enrollment
- To support our demographics, our district translates documents in English and Spanish.
- Providing current and necessary information to the Duncanville ISD community (newsletters, direct email, social media, website and news media publications).
- Demographics of teachers (AA) support student population (AA)
- Manageable student to teacher ratio

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The percentage of Hispanic teachers does not yet reflect the proportion of Hispanic students (45.74%), limiting opportunities for students to see themselves represented in the teaching staff.

Root Cause: Recruitment efforts have been effective overall but have not yet fully targeted increasing Hispanic educator representation through intentional outreach, partnerships, and grow-your-own initiative

Student Learning

Student Learning Summary

The STAAR summative assessment scores for the 2024-2025 are listed below. The state has not set a rating, therefore Kennemer Middle School continues to have a rating of B (84%) as set based on the 21-22 scores.

Sixth Grade Reading: 86% Approached Standard, 42% Met Standard, and 13% Mastered Standard

Seventh Grade Reading: 59% Approached Standard, 33% Met Standard, and 9% Mastered Standard

Eighth Grade Reading: 77% Approached Standard, 50% Met Standard and 20% Mastered Standard

Sixth Grade Math: 86% Approached Standard, 42% Met Standard, and 13% Mastered Standard

Seventh Grade Math: 24% Approached Standard, 9% Met Standard, and 1% Mastered Standard

Eighth Grade Math: 61% Approached Standard, 35% Met Standard, and 8% Mastered Standard

Eighth Grade science: 57% Approached Standard, 31% Met Standard, and 12% Mastered Standard

Eighth Grade Social Studies: 50% Approached Standard, 21% Met Standard, and 10% Mastered Standard

Algebra I: 90% Approached Standard, 56% Met Standard, and 32% Mastered Standard

Areas of opportunity to improve and increase student performance based on the data is the area of mathematics, for approaches, meets and masters in both 7th and 8th grade. There is also an opportunity for growth in 8th grade science and social studies. Another opportunity for growth is for all students to perform at the meets level or higher for all content areas across all grade levels.

Student Learning Strengths

Kennemer is focused on increasing the rigor of instruction, in order to increase the number of students performing academically at advanced levels.

- Focus on 3C's alignment
- Common Assessment
- Calibration Walks in partnership with leadership
- Content Conversations
- WIN
- College/Career/Military Readiness Awareness
- Implementation of MAP Growth
- SEL Counselors, Social Workers to support students
- Awareness of the academic issues and challenges our students face.
- Staff desire and openness to use technology with students

- Providing transportation access to school
- Provided free meals to all students regardless of economic status
- Student achievement can be tied to quality instruction and highly qualified staff who have the desire and the capacity to teach effectively
- District Instructional Support (Instructional Coaches, Interventionists)
- Quality of Professional Development

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Seventh grade math performance is significantly below grade level expectations, with only 24% of students at Approaches, 9% at Meets, and 1% at Masters.

Root Cause: Gaps in foundational math skills from prior years, coupled with inconsistent differentiation and intervention, limit students' ability to access on-grade-level content.

Problem Statement 2 (Prioritized): Kennemer has been identified by TEA as a Targeted Support campus for African American student performance in math.

Root Cause: African American students are not consistently receiving targeted, data-driven interventions or equitable access to rigorous instruction. Gaps in differentiation, limited use of small-group structures, and inconsistent progress monitoring have contributed to persistent achievement gaps in math.

School Processes & Programs

School Processes & Programs Summary

Kennemer Middle School offers a variety of programs that support both academic and social growth for students, including advanced coursework, UIL, fine arts, and other enrichment opportunities. Additionally, the campus provides programs and services designed to meet the diverse needs of the student population. While these opportunities are available, there remains a need to increase student participation and to better inform parents about the full range of offerings and their benefits.

The STEAM Academy is an integral part of Kennemer, serving students in grades 6–8 and allowing them to earn high school credits. The Academy has maintained National STEM certification for two consecutive years and is working toward certification of additional teachers to strengthen program quality.

To enhance parental involvement, the campus distributes a monthly newsletter that highlights events, activities, and opportunities for engagement. However, there is a continued need to increase parental support and active participation in campus initiatives.

Student safety remains a top priority for all stakeholders. Staff members are consistently present during morning and afternoon duty, and maintenance needs are addressed through timely submission of work orders. At the same time, there is a growing need to strengthen supports for students' social and emotional well-being through the consistent use of the Second Step curriculum.

Kennemer is also committed to continuous improvement through professional development. Teachers benefit from a range of supports, including face-to-face and Edugence-based feedback from administrators, as well as peer-to-peer learning walks and calibrated walkthroughs. These processes help ensure high-quality instruction, alignment to TEKS, and real-time adjustments to close learning gaps and improve student outcomes.

School Processes & Programs Strengths

- Teachers are provided with real-time feedback which allows them to adjust in the moment and reduce learning gaps.
- Aggressive teacher monitoring which allows the teacher to adjust to instruction in the moment.
- Aligning classroom activities to the verbiage in the TEKS
- Use of the 3C's when planning formative and informative assessments.
- Implementation of a digital platform by all teachers for virtual instruction.
- Implementation of Snap and Read and Co-Writer in various content areas for RTI, Sped, 504 and GT
- Implementation of iReady for WIN time
- Staff and Parent newsletters
- Campus clubs-Art, Youth and Government, Robotics, Media Clubs
- Multi-cultural awareness-recognizing all individuals
- STEAM Academy
- STEAM Academy is on track to have 100% STEM certified teachers by 25-26 SY.
- Programs-Hispanic Heritage, Black History, Holiday celebrations
- College Week, Career Week

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Parental participation in campus events and activities is inconsistent, reducing the level of home-school partnership that supports student success.

Root Cause: Communication systems (e.g., newsletters, announcements) are in place, but not all families access or engage with these platforms. Additionally, there is a need for more diverse and flexible opportunities for parents to connect with the campus.

Problem Statement 2 (Prioritized): Some students continue to struggle with social and emotional needs that impact their academic and behavioral success.

Root Cause: While the Second Step curriculum is in use, consistent implementation across all grade levels and alignment with other campus supports (counseling, mentoring, SEL initiatives) needs strengthening.

Perceptions

Perceptions Summary

Informal feedback and anecdotal evidence suggest there is an opportunity to strengthen and streamline communication with parents across the campus. Currently, a monthly newsletter is distributed through email and Talking Points, and additional updates are sent throughout the month via Talking Points. While these efforts provide information, there is still a need to increase student organizations that foster parent and community engagement.

Staff have also expressed concerns regarding the differences between Kennemer Middle School (comprehensive program) and STEAM Academy. Because of the school-within-a-school model, there remains some uncertainty about how the two programs should function together. This has created the perception of an “us versus them” environment that must be addressed to ensure a unified campus culture.

Leadership continuity has supported a shared understanding of the mission and vision for Kennemer, creating stability that benefits both staff and students. Student and parent interest in attending Kennemer is strong, as evidenced by consistent enrollment growth and annual capacity being met or exceeded. Athletics is a strong draw for students, while STEAM Academy continues to be perceived as a program of excellence. The Academy reaches capacity each year and now maintains a waiting list, underscoring both its popularity and the need to consider programmatic adjustments moving forward.

Finally, campus curb appeal has been identified as an area of concern. Limited funding in the past prevented improvements; however, thanks to community support of the recent bond, the front of the campus is scheduled for upgrades that will help improve its overall appearance and visibility in the community.

Perceptions Strengths

- KMS Newsletters are sent weekly to keep the KMS family and staff abreast of upcoming events and pertinent information pertaining to the school.
- Multiple modes of communication are used to disseminate information included but not limited to Group Me, Talking Points, Skyward, emails, school website, social media platforms and the school marquee.
- Enrollment is above projected enrollment for the year
- The staff has a true interest in student success
- Majority of students have a positive relationship with an adult at school
- Outreach to parents
- Community and business partnerships through CTE
- Increased enrollment and limited open enrollment transfers indicate a positive perception of the campus
- Team collaboration and leadership within departments
- Leadership growth and advancement opportunities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The division between Kennemer Middle School (comprehensive) and STEAM Academy has created a perception of separation rather than unity.

Root Cause: The school-within-a-school model lacks clear structures, shared practices, and intentional efforts to build a unified campus identity.

Problem Statement 2 (Prioritized): The campus curb appeal and experience for campus stakeholders does not fully reflect the quality of programs and learning opportunities at Kennemer.

Root Cause: Past funding limitations prevented facility improvements, and while upcoming bond-funded changes will address some areas, additional enhancements are needed to

create a welcoming environment that reflects campus excellence. In addition, there needs to be focused professional development opportunities for teachers with less than 5 years of experience.

Problem Statement 3 (Prioritized): Although communication with parents is consistent, family engagement and participation in campus programs and activities remain lower than desired.

Root Cause: Current communication systems primarily provide information but do not always create two-way engagement opportunities or connect families to the full benefits of involvement in campus life.

Priority Problem Statements

Problem Statement 1: Seventh grade math performance is significantly below grade level expectations, with only 24% of students at Approaches, 9% at Meets, and 1% at Masters.

Root Cause 1: Gaps in foundational math skills from prior years, coupled with inconsistent differentiation and intervention, limit students' ability to access on-grade-level content.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: The percentage of Hispanic teachers does not yet reflect the proportion of Hispanic students (45.74%), limiting opportunities for students to see themselves represented in the teaching staff.

Root Cause 2: Recruitment efforts have been effective overall but have not yet fully targeted increasing Hispanic educator representation through intentional outreach, partnerships, and grow-your-own initiatives.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Kennemer has been identified by TEA as a Targeted Support campus for African American student performance in math.

Root Cause 3: African American students are not consistently receiving targeted, data-driven interventions or equitable access to rigorous instruction. Gaps in differentiation, limited use of small-group structures, and inconsistent progress monitoring have contributed to persistent achievement gaps in math.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Parental participation in campus events and activities is inconsistent, reducing the level of home-school partnership that supports student success.

Root Cause 4: Communication systems (e.g., newsletters, announcements) are in place, but not all families access or engage with these platforms. Additionally, there is a need for more diverse and flexible opportunities for parents to connect with the campus.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Some students continue to struggle with social and emotional needs that impact their academic and behavioral success.

Root Cause 5: While the Second Step curriculum is in use, consistent implementation across all grade levels and alignment with other campus supports (counseling, mentoring, SEL initiatives) needs strengthening.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The division between Kennemer Middle School (comprehensive) and STEAM Academy has created a perception of separation rather than unity.

Root Cause 6: The school-within-a-school model lacks clear structures, shared practices, and intentional efforts to build a unified campus identity.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: The campus curb appeal and experience for campus stakeholders does not fully reflect the quality of programs and learning opportunities at Kennemer.

Root Cause 7: Past funding limitations prevented facility improvements, and while upcoming bond-funded changes will address some areas, additional enhancements are needed to create a welcoming environment that reflects campus excellence. In addition, there needs to be focused professional development opportunities for teachers with less than 5 years of

experience.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Although communication with parents is consistent, family engagement and participation in campus programs and activities remain lower than desired.

Root Cause 8: Current communication systems primarily provide information but do not always create two-way engagement opportunities or connect families to the full benefits of involvement in campus life.

Problem Statement 8 Areas: Perceptions

Priorities

Priority 1: Student Academic Success

Goal 1: By June 2026, student achievement on the state assessments in Reading will increase at approaches from 72% to 85%, meets from 46% to 55%, and masters from 17% to 35% on the STAAR test.

Strategy 1 Details		Reviews			
Strategy 1: Implement i-Ready to identify at-risk students in reading and provide interventions accordingly, including but not limited to tutoring, accelerated instruction, enrichment, mentoring, and online program resources. Strategy's Expected Result/Impact: 100% of identified at-risk students will meet or exceed their typical growth target in Reading by EOY iReady assessment. Staff Responsible for Monitoring: Mrs. Jessica Ford, Ms. Washington, Mrs. Baucom Title I: 2.53 Problem Statements: Perceptions 1		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			
Strategy 2 Details		Reviews			
Strategy 2: Strengthen Tier 1 Reading instruction by providing professional development in guided reading, small-group instruction, and evidence-based literacy strategies. Teachers will analyze i-Ready and formative assessment data during weekly PLCs to drive instructional decisions. Strategy's Expected Result/Impact: 100% of Reading/ELAR teachers will attend at least 3 professional development sessions on evidence-based literacy practices during the 25-26 school year. Quarterly walkthroughs and lesson plan reviews will demonstrate that 90% of teachers are embedding high-yield literacy strategies aligned to TEKS. STAAR results will meet the goal of 85%-45%-35%. Staff Responsible for Monitoring: Mrs. Ford, Ms. Washington, Ms. Hampton, Ms. Craver, Ms. Rhodes, Ms. Johnson, Ms. Morris, Ms. Hopkins, Ms. Jett, Ms. Baucom Problem Statements: School Processes & Programs 1		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Parental participation in campus events and activities is inconsistent, reducing the level of home-school partnership that supports student success. **Root Cause:** Communication systems (e.g., newsletters, announcements) are in place, but not all families access or engage with these platforms. Additionally, there is a need for more diverse and flexible opportunities for parents to connect with the campus.

Perceptions

Problem Statement 1: The division between Kennemer Middle School (comprehensive) and STEAM Academy has created a perception of separation rather than unity. **Root Cause:** The school-within-a-school model lacks clear structures, shared practices, and intentional efforts to build a unified campus identity.

Priority 1: Student Academic Success

Goal 2: By June 2026, student achievement on the state assessments in Math will increase at approaches from 61% to 85%, meets from 34% to 45%, and masters from 11% to 35% on the STAAR test.

Strategy 1 Details	Reviews			
Strategy 1: Implement i-Ready to identify at-risk students in math and provide interventions accordingly, including but not limited to tutoring, accelerated instruction, enrichment, mentoring, and online program resources. Strategy's Expected Result/Impact: 100% of identified at-risk students will meet or exceed their typical growth target in math by EOY iReady assessment. Staff Responsible for Monitoring: Ms. Thompson, Ms. Proctor, Mrs. Baucom Title I: 2.51 - Targeted Support Strategy Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Strengthen Tier 1 math instruction by providing professional development on high-yield strategies (e.g., conceptual understanding, academic vocabulary, problem-solving models). Teachers will collaborate weekly in PLCs to analyze i-Ready and common assessment data to adjust instruction. Strategy's Expected Result/Impact: 100% of math teachers will attend at least 3 professional development sessions during the 25-26 school year. Quarterly reviews will show that 90% of math lesson plans incorporate high-yield strategies and differentiation. STAAR results will meet the goal of 85%-45%-35%. Staff Responsible for Monitoring: Ms. Thompson, Mrs. Baucom, Ms. Wesco, Ms. Williams, Mr. Obura, Ms. Counts, Ms. Mangram, Ms. Proctor, Ms. Carroll, Mr. Williams Problem Statements: Student Learning 1, 2	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2 Problem Statements:

Student Learning

Problem Statement 1: Seventh grade math performance is significantly below grade level expectations, with only 24% of students at Approaches, 9% at Meets, and 1% at Masters. **Root Cause:** Gaps in foundational math skills from prior years, coupled with inconsistent differentiation and intervention, limit students' ability to access on-grade-level content.

Problem Statement 2: Kennemer has been identified by TEA as a Targeted Support campus for African American student performance in math. **Root Cause:** African American students are not consistently receiving targeted, data-driven interventions or equitable access to rigorous instruction. Gaps in differentiation, limited use of small-group structures, and inconsistent progress monitoring have contributed to persistent achievement gaps in math.

Priority 1: Student Academic Success

Goal 3: By June 2026, student achievement on the state assessments in Science will increase at approaches from 59% to 70%, meets from 33% to 45%, and masters from 12% to 20% on the STAAR test.

Strategy 1 Details	Reviews			
Strategy 1: Implement MAP Growth to identify at-risk students in science and provide interventions accordingly, including but not limited to tutoring, accelerated instruction, enrichment, mentoring, and online program resources. Strategy's Expected Result/Impact: 100% of identified at-risk students will demonstrate at least one year's growth in science by EOY MAP Growth assessment. Staff Responsible for Monitoring: Mrs. Sanders, Mrs. Floyd Jones, Mr. Dowell, Mrs. Baucom Title I: 2.51 Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Strengthen Tier 1 instruction by providing professional development on high-yield instructional strategies in Science (use of hands-on labs, academic vocabulary development, data analysis, and questioning techniques). Teachers will engage in regular PLCs to plan, review data, and monitor student progress. Strategy's Expected Result/Impact: 100% of Science teachers will participate in at least 3 professional development sessions during the 25-26 school year. Quarterly lesson plan reviews will show that 90% of teachers consistently embed high-yield strategies aligned to TEKS. STAAR results will reflect a 12% increase in Meets from 33% - 45%. Staff Responsible for Monitoring: Mrs. Sanders, Mrs. Floyd Jones, Mr. Dowell, Mrs. Baucom Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3 Problem Statements:

Perceptions

Problem Statement 1: The division between Kennemer Middle School (comprehensive) and STEAM Academy has created a perception of separation rather than unity. **Root Cause:** The school-within-a-school model lacks clear structures, shared practices, and intentional efforts to build a unified campus identity.

Priority 1: Student Academic Success

Goal 4: By June 2026, student achievement on the state assessments in Social Studies will increase at approaches from 52% to 70%, meets from 23% to 30%, and masters from 10% to 20%on the STAAR test.

Strategy 1 Details	Reviews			
Strategy 1: Use district common assessments and benchmarks to identify at-risk students in Social Studies. Provide targeted interventions such as tutoring, reteach sessions, small-group support, and use of STAAR-aligned review materials (released tests, online practice). Strategy's Expected Result/Impact: At least 80% of at-risk students will show improvement from the first district benchmark to the final benchmark in 2025-26. 100% of intervention groups will be documented and progress-monitored every 6 weeks. STAAR results will reflect alignment and will be on target for reaching the district goal of 85%-45%-35% in three years. Staff Responsible for Monitoring: Mr. Campbell, Mrs. Baucom, Mrs. Erskin Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Strengthen Tier 1 Social Studies instruction by providing professional development on high-yield instructional strategies such as document-based questioning (DBQ), academic vocabulary development, and literacy integration. Teachers will implement interactive and inquiry-based learning experiences to deepen content understanding and promote mastery of TEKS. Strategy's Expected Result/Impact: 100% of Social Studies teachers will participate in at least three professional development sessions focused on instructional rigor and student engagement. Lesson plan reviews and classroom walkthroughs will show 90% implementation of literacy and vocabulary strategies aligned to TEKS. STAAR Social Studies performance will increase to 70% Approaches, 30% Meets, and 20% Masters by June 2026. Staff Responsible for Monitoring: Mr. Campbell, Mrs. Baucom, Mrs. Erskin Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4 Problem Statements:

Perceptions
Problem Statement 1: The division between Kennemer Middle School (comprehensive) and STEAM Academy has created a perception of separation rather than unity. Root Cause: The school-within-a-school model lacks clear structures, shared practices, and intentional efforts to build a unified campus identity.

Priority 2: Students, Families, and Community

Goal 1: By June 2026, stakeholder's beliefs as measured on the Spring Climate Survey "in our commitment to prepare our students for college career readiness" will increase from 0% to 75%.

Strategy 1 Details	Reviews			
Strategy 1: Strengthen two-way communication with families by providing consistent updates on student progress, college & career readiness opportunities, and campus initiatives through newsletters, social media, and parent workshops. Strategy's Expected Result/Impact: At least 4 family engagement events (college readiness nights, parent academies) will be hosted annually. Quarterly newsletters/social media updates will highlight student college & career readiness milestones. Stakeholder survey results in "commitment to prepare students for college/career readiness" will show an increase of at least 10 percentage points from baseline to June 2026. Staff Responsible for Monitoring: Ms. Thompson, Mrs. Ford, Mrs. Woods, Mrs. K. Crawford, Dr. Henton, Mrs. Cruz, Mr. McLemore Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Develop community and business partnerships to expand college and career readiness opportunities, including mentorships, guest speakers, field trips, and internships for students. Strategy's Expected Result/Impact: Establish at least 5 new business/community partnerships supporting student college and career readiness by May 2026. All 7th/8th grade students will participate in campus, district and/or community-based learning opportunities (e.g., job shadowing, guest speaker events, mentorships). Stakeholder survey results in "commitment to prepare students for college/career readiness" will reflect a measurable increase toward the June 2026 target. Staff Responsible for Monitoring: Ms. Thompson, Mrs. Ford, Mr. McLemore Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Parental participation in campus events and activities is inconsistent, reducing the level of home-school partnership that supports student success. Root Cause: Communication systems (e.g., newsletters, announcements) are in place, but not all families access or engage with these platforms. Additionally, there is a need for more diverse and flexible opportunities for parents to connect with the campus. Problem Statement 2: Some students continue to struggle with social and emotional needs that impact their academic and behavioral success. Root Cause: While the Second Step curriculum is in use, consistent implementation across all grade levels and alignment with other campus supports (counseling, mentoring, SEL initiatives) needs strengthening.

Priority 2: Students, Families, and Community

Goal 2: By June 2026, Career Day will increase student awareness and preparedness for college, career, and military readiness (CCMR) opportunities and high school endorsement pathways.

Strategy 1 Details	Reviews			
Strategy 1: Host an annual Career Day that connects students with professionals, industry partners, and high school representatives to explore college and career pathways aligned to endorsement areas. Strategy's Expected Result/Impact: 100% of 8th grade students will participate in Career Day activities aligned to a high school endorsement area. Post-event surveys will show at least 80% of students can identify a career field or endorsement area of interest. Student reflections and counselor feedback will indicate increased readiness for high school pathway selection. Staff Responsible for Monitoring: Ms. Thompson, Ms. Ford, Mrs. Woods, Mrs. K. Crawford, Dr. Henton, Mr. McLemore Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Integrate pre- and post-Career Day lessons in advisory and counseling sessions to help students connect event experiences to personal goals and future planning. Strategy's Expected Result/Impact: 100% of students will complete a career interest inventory and develop an individual high school pathway plan. Counselor meetings will show evidence of increased student understanding of college, career, and military options. Campus Climate Survey data will reflect a 10% increase in students reporting confidence in their readiness for future opportunities. Staff Responsible for Monitoring: Ms. Thompson, Ms. Ford, Mrs. Woods, Mrs. K. Crawford, Dr. Henton, Mr. McLemore Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2 Problem Statements:

Perceptions

Problem Statement 2: The campus curb appeal and experience for campus stakeholders does not fully reflect the quality of programs and learning opportunities at Kennemer.

Root Cause: Past funding limitations prevented facility improvements, and while upcoming bond-funded changes will address some areas, additional enhancements are needed to create a welcoming environment that reflects campus excellence. In addition, there needs to be focused professional development opportunities for teachers with less than 5 years of experience.

Priority 2: Students, Families, and Community

Goal 3: By June 2026, ADA will increase from 94% to 96%.

Strategy 1 Details	Reviews			
Strategy 1: Implement a proactive attendance monitoring and intervention system to identify and support students with attendance concerns. Administrators, counselors, and attendance clerks will review attendance data weekly, have monthly meetings, communicate with families regarding absences, and implement tiered interventions including parent conferences, attendance contracts, and home visits as needed Strategy's Expected Result/Impact: Weekly attendance reviews conducted by administration and attendance teams. 100% of students falling below 90% attendance will receive documented intervention and follow-up. Campus ADA will increase from 94% to 96% by June 2026. Staff Responsible for Monitoring: Mrs. Sanders, Ms. Jett, Ms. K. Arredondo Problem Statements: School Processes & Programs 2	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Promote a campus-wide attendance awareness campaign to encourage daily attendance through recognition, incentives, and family engagement. The campus will celebrate perfect attendance through monthly recognitions, grade-level competitions, and family outreach initiatives highlighting the connection between attendance and academic success. Strategy's Expected Result/Impact: Monthly recognition events for students with perfect or improved attendance. Quarterly attendance incentives implemented for students and grade levels meeting or exceeding attendance goals. Family survey data and attendance reports will show increased awareness and motivation around daily attendance, supporting a 2% overall increase in ADA by June 2026. Staff Responsible for Monitoring: Mrs. Sanders, Mrs. Jett, Ms. K. Arredondo Problem Statements: Perceptions 3	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 2: Some students continue to struggle with social and emotional needs that impact their academic and behavioral success. Root Cause: While the Second Step curriculum is in use, consistent implementation across all grade levels and alignment with other campus supports (counseling, mentoring, SEL initiatives) needs strengthening.
Perceptions
Problem Statement 3: Although communication with parents is consistent, family engagement and participation in campus programs and activities remain lower than desired. Root Cause: Current communication systems primarily provide information but do not always create two-way engagement opportunities or connect families to the full benefits of involvement in campus life.

Priority 2: Students, Families, and Community

Goal 4: By June 2026, the percent of 8th grade students meeting Texas Success Initiative (TSI) will increase from 0 to 15 by June 2026.

Strategy 1 Details	Reviews			
Strategy 1: Implement TSI awareness and preparation programs for students, staff, and families to build understanding of the TSI assessment and its connection to college readiness. Counselors, teachers, and administrators will collaborate to introduce informational sessions, parent workshops, and classroom lessons explaining TSI requirements, testing procedures, and score implications. Strategy's Expected Result/Impact: 100% of 8th-grade students and families will participate in at least one TSI awareness activity before the spring assessment. Student surveys will show increased awareness of TSI purpose and expectations by at least 20% from pre- to post-awareness sessions. TSI participation rate will increase to 90% of eligible 8th-grade students by spring 2026. Staff Responsible for Monitoring: Mrs. Ford, Mrs. Woods, Mrs. K. Crawford, Dr. Henton Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide targeted TSI readiness instruction and support during the school day and through after-school or WIN-time interventions. Teachers will integrate TSI-aligned reading, writing, and math skills into core instruction, and identified students will receive supplemental test prep resources and practice assessments. Strategy's Expected Result/Impact: 100% of 8th-grade students will engage in TSI-aligned practice activities prior to the spring administration. Students demonstrating proficiency on practice tests will increase by 15% from fall to spring. By June 2026, at least 15% of tested students will meet TSI benchmarks in reading, writing, or math. Staff Responsible for Monitoring: Mrs. Ford, Mrs. Woods, Mrs. K. Crawford, Dr. Henton Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4 Problem Statements:

Perceptions
Problem Statement 2: The campus curb appeal and experience for campus stakeholders does not fully reflect the quality of programs and learning opportunities at Kennemer. Root Cause: Past funding limitations prevented facility improvements, and while upcoming bond-funded changes will address some areas, additional enhancements are needed to create a welcoming environment that reflects campus excellence. In addition, there needs to be focused professional development opportunities for teachers with less than 5 years of experience.

Priority 3: Personnel and Professional Development

Goal 1: By June 2026, the number of teachers meeting "accomplished" or higher on T-TESS 2.1 will increase from 21% to 26% .

Strategy 1 Details		Reviews			
Strategy 1: Provide targeted professional development and instructional coaching focused on high-yield instructional practices that align with T-TESS Dimension 2.1, including lesson alignment, clarity of learning goals, and student engagement. Strategy's Expected Result/Impact: 100% of teachers will participate in at least three professional development sessions directly tied to T-TESS Dimension 2.1 by May 2026. Walkthrough and observation data will show an increase in evidence of clear learning objectives and student engagement strategies across classrooms. The percentage of teachers rated "Accomplished" or higher on Dimension 2.1 will increase from 21% to 26% by June 2026. Staff Responsible for Monitoring: Ms. Thompson, Mrs. Sanders, Mrs. Ford, Mr. Campbell Problem Statements: Perceptions 2		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			
Strategy 2 Details		Reviews			
Strategy 2: Implement a peer observation and feedback cycle to promote collaboration and reflection on effective instructional practices. Teachers will participate in structured peer learning walks and post-observation discussions to identify strengths, share strategies, and improve alignment to the T-TESS rubric. Strategy's Expected Result/Impact: Each teacher will participate in at least two peer observations per semester, with documented reflection or coaching follow-up. Teacher self-assessment data will show a 10% increase in confidence and understanding of Dimension 2.1 expectations. Instructional quality and consistency will improve, resulting in at least a 5% increase in the number of teachers rated "Accomplished" or higher by June 2026. Staff Responsible for Monitoring: Ms. Thompson, Mrs. Sanders, Mrs. Ford, Mr. Campbell Problem Statements: Perceptions 2		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1 Problem Statements:

Perceptions

Problem Statement 2: The campus curb appeal and experience for campus stakeholders does not fully reflect the quality of programs and learning opportunities at Kennemer.

Root Cause: Past funding limitations prevented facility improvements, and while upcoming bond-funded changes will address some areas, additional enhancements are needed to create a welcoming environment that reflects campus excellence. In addition, there needs to be focused professional development opportunities for teachers with less than 5 years of experience.

Priority 3: Personnel and Professional Development

Goal 2: The percentage of teachers holding a valid Texas Certification will increase from 85% to 88% by 2028.

Strategy 1 Details	Reviews			
Strategy 1: Establish a campus-based support and accountability system to assist uncertified teachers in progressing through their certification programs. The principal and mentor teachers will provide guidance, encouragement, and structured check-ins for uncertified staff. Certification progress will be tracked each grading period to ensure timely completion of testing, coursework, and program requirements. Strategy's Expected Result/Impact: 100% of uncertified teachers will have an individualized certification plan on file by the end of the first semester Quarterly progress meetings will be held to document milestones such as test registration, coursework completion, and program advancement. At least 75% of uncertified teachers will complete or advance to the final phase of their certification program by the end of the 2027-28 school year. Increased teacher certification rates will improve instructional capacity and contribute to the campus reaching 88% certified staff by 2028. Staff Responsible for Monitoring: Ms. Thompson, Mr. Campbell, Mrs. Ford, Mrs. Sanders Problem Statements: Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
	No Progress			

Strategy 2 Details		Reviews			
Strategy 2: Provide targeted mentorship and testing support to help uncertified teachers successfully complete certification requirements. Each uncertified teacher will be paired with a certified mentor and given access to study materials, testing prep resources, and individualized guidance. The campus leadership team will coordinate study sessions and provide time for teachers to focus on certification milestones. Strategy's Expected Result/Impact: 100% of uncertified teachers will be paired with a mentor within the first nine weeks of the school year. The campus will ensure the mentor and mentee attend certification support sessions provided by the district. The campus will host at least two certification support sessions per semester focused on test preparation and application assistance. 80% of uncertified teachers will successfully pass one or more required certification exams by the end of the 2027-28 school year. Ongoing mentorship and preparation will lead to an overall increase in the number of certified teachers, supporting the goal of reaching 88% certification by 2028. Staff Responsible for Monitoring: Ms. Thompson, Mr. Campbell, Mrs. Ford, Mrs. Sanders Problem Statements: Perceptions 2		Formative			Summative
		Oct	Jan	Apr	June
		 No Progress			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 2 Problem Statements:

Demographics
Problem Statement 1: The percentage of Hispanic teachers does not yet reflect the proportion of Hispanic students (45.74%), limiting opportunities for students to see themselves represented in the teaching staff. Root Cause: Recruitment efforts have been effective overall but have not yet fully targeted increasing Hispanic educator representation through intentional outreach, partnerships, and grow-your-own initiative
Perceptions
Problem Statement 2: The campus curb appeal and experience for campus stakeholders does not fully reflect the quality of programs and learning opportunities at Kennemer. Root Cause: Past funding limitations prevented facility improvements, and while upcoming bond-funded changes will address some areas, additional enhancements are needed to create a welcoming environment that reflects campus excellence. In addition, there needs to be focused professional development opportunities for teachers with less than 5 years of experience.

Priority 3: Personnel and Professional Development

Goal 3: The retention rate of "certified teachers" will increase from 79% to 82% by 2028.

Strategy 1 Details	Reviews			
Strategy 1: Implement a structured teacher retention plan that includes mentorship, recognition, and growth opportunities for certified staff. The campus will establish a retention committee to monitor staff satisfaction, provide mentorship for new and returning teachers, and create systems for recognizing teacher excellence and contributions throughout the year. Strategy's Expected Result/Impact: 100% of new certified teachers will be paired with a mentor within their first month on campus. Quarterly recognition events will celebrate staff achievements and promote a positive school culture. Annual staff surveys will show a 10% increase in teacher satisfaction related to support and professional growth. The overall retention rate of certified teachers will increase from 79% to 82% by 2028. Staff Responsible for Monitoring: Ms. Thompson, Mr. Campbell, Mrs. Ford, Mrs. Sanders, Mrs. Baucom Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide ongoing professional learning and leadership development opportunities to increase teacher engagement and long-term commitment to the campus. The campus will offer differentiated professional development, instructional leadership pathways, and opportunities for teachers to lead PLCs, committees, and campus initiatives. Strategy's Expected Result/Impact: 100% of certified teachers will participate in at least two professional learning opportunities aligned to their growth goals annually. At least 25% of certified teachers will serve in a leadership role (e.g., team leader, mentor, committee chair) by 2028. Increased teacher engagement and investment in the campus community will result in higher retention, supporting the goal of 82% certified teacher retention by 2028. Staff Responsible for Monitoring: Ms. Thompson, Mr. Campbell, Mrs. Ford, Mrs. Sanders, Mrs. Baucom Problem Statements: Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June
	 No Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3 Problem Statements:

Perceptions

Problem Statement 2: The campus curb appeal and experience for campus stakeholders does not fully reflect the quality of programs and learning opportunities at Kennemer.

Root Cause: Past funding limitations prevented facility improvements, and while upcoming bond-funded changes will address some areas, additional enhancements are needed to create a welcoming environment that reflects campus excellence. In addition, there needs to be focused professional development opportunities for teachers with less than 5 years of experience.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 1: The amount of funds spent on "instructional expenditures (Function 11)" will increase from 52.74% to 60% by 2028.

Strategy 1 Details	Reviews			
Strategy 1: The campus principal will regularly review campus budget expenditures by Function Code 11 to ensure maximum allocation toward instruction once a month. Strategy's Expected Result/Impact: The campus principal will conduct monthly reviews of Function Code 11 budget expenditures to ensure that funds are strategically aligned to support classroom instruction. 100% of instructional expenditures will be verified for compliance and effectiveness in promoting student learning. Increased alignment of fiscal decisions with campus instructional priorities will result in more efficient use of resources, directly supporting improved teaching and learning outcomes. Documentation of monthly reviews and adjustments will reflect data-informed financial management that maximizes instructional impact. Staff Responsible for Monitoring: Ms. Thompson, Mrs. Ford, Mrs. Wilson, Mrs. Cruz Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
	No Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 1 Problem Statements:

Perceptions
Problem Statement 1: The division between Kennemer Middle School (comprehensive) and STEAM Academy has created a perception of separation rather than unity. Root Cause: The school-within-a-school model lacks clear structures, shared practices, and intentional efforts to build a unified campus identity.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: The district will improve the School FIRST rating from an A-90 to A-94 by 2028.

Strategy 1 Details	Reviews			
Strategy 1: The principal will build staff awareness of fiscal compliance through campus training on purchasing and budget procedures twice a year. Strategy's Expected Result/Impact: The principal will conduct two annual trainings for staff focused on purchasing protocols, budget procedures, and fiscal compliance expectations. 100% of staff with budget responsibilities will demonstrate understanding of district and state financial compliance requirements as measured by training attendance and post-training documentation. Improved staff awareness will result in zero audit findings related to campus purchasing or budget management. Consistent fiscal compliance and accurate expenditure tracking will contribute to the district's School FIRST rating increasing from A-90 to A-94 by 2028. Staff Responsible for Monitoring: Ms. Thompson, Mrs. Ford, Mrs. Wilson, Mrs. Cruz Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
	No Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 2 Problem Statements:

Perceptions
Problem Statement 1: The division between Kennemer Middle School (comprehensive) and STEAM Academy has created a perception of separation rather than unity. Root Cause: The school-within-a-school model lacks clear structures, shared practices, and intentional efforts to build a unified campus identity.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The district will reduce payroll expenditures by 5% from 85.36% to 80.36% by 2028.

Strategy 1 Details	Reviews			
Strategy 1: The principal will work with Human Resources to prioritize campus staffing based on student needs and instructional priorities to reduce expenditures at campus leveling and the district budgeting at district level and the district annual budget review. Strategy's Expected Result/Impact: The principal will collaborate with Human Resources during campus leveling and the district budgeting process to ensure staffing allocations align with student enrollment, instructional priorities, and fiscal responsibility. Staffing adjustments and vacancy management will reflect data-informed decisions that balance student needs with budget efficiency. Annual campus expenditure reports will show progress toward the district goal of reducing payroll expenditures by 5%, decreasing from 85.36% to 80.36% by 2028. Strategic staffing decisions will support equitable class sizes, maintain instructional quality, and contribute to improved fiscal efficiency across the district. Staff Responsible for Monitoring: Ms. Thompson, Mrs. Ford, Mrs. Wilson, Mrs. Cruz Problem Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June
	No Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 3 Problem Statements:

Perceptions
Problem Statement 1: The division between Kennemer Middle School (comprehensive) and STEAM Academy has created a perception of separation rather than unity. Root Cause: The school-within-a-school model lacks clear structures, shared practices, and intentional efforts to build a unified campus identity.

State Compensatory

Budget for Kennemer Middle School

Total SCE Funds: \$1,800.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

State Compensatory Education (SCE) Funds provide extra support for students who are at risk or have not met academic standards. These resources help students succeed through small-group instruction, tutoring, and skill-building activities that supplement the regular classroom program to close learning gaps and improve performance.

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

Please see Title1Crate for the following documentation.

1.2: Location for Evidence of Multiple Meetings Held

Please see Title1Crate for the following documentation.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Please see Title1Crate for the following documentation.

2.2: Stakeholders 1114(b)(2)

Please see Title1Crate for the following documentation.

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan is made available to the public via our campus and district website. It will be made available in print upon request and it will also be made available in Spanish.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Our plan is coordinated with Federal, State, and local programs, integrating resources to support students' academic, behavioral, and social-emotional needs, especially in schools with Comprehensive or Targeted Support and and Improvement activities.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Chiquita Killingsworth	Intervention	Title 1	1
Elena Baucom	Instructional Coach	Title 1	1
Maya Brothers	Intervention	Title 1	1