



Campus Improvement Plan Kennedy Middle School 2026-2027

Submitted for Board Approval on: September 28, 2026

Board Approved Date: September 28, 2026



Texas Accountability System



KENNEDY MIDDLE SCHOOL

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Vision

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.

Mission

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

District Strategic Direction



KENNEDY MIDDLE SCHOOL

Campus Executive Summary

Demographics: Kennedy Middle School serves students from Pharr, Texas, who come from similar backgrounds and way of life.

The student body at Kennedy Middle School is majority Hispanic with the following breakdown of student populations:

	Male	Female	SPED	LEP	Mig	ECD	GT
Count	312	229	107	235	9	461	50
Percent	57.67%	42.33%	19.78%	43.44%	1.66%	85.21%	9.24%

With the district's proximity to Mexico, 59.9% of the students are considered Emergent Bilingual (EBs) with Spanish being the language spoken at home.

Comprehensive Needs Assessment:

Kennedy Middle School has been rated an "A" Campus by the State of Texas on the 2026 Accountability. In Domain I, Student Achievement Domain, STAAR Performance was at a 80. In Domain II, Academic Growth 80 and Relative Performance 91 with an Economically Disadvantaged at 93.1%. Lastly, Domain III, Closing the Gaps, Kennedy Middle scored 81.

The overall 2025 Accountability Rating for Kennedy Middle School was a score of 87. In grades 6-8 all tested STAAR subjects, 1,355 tests were administered with over 99% participation for the 2025-2026 school year.



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Curriculum and Instruction and Assessment:

Kennedy Middle School offers a rigorous curriculum that prepares students for college success and beyond with the support of highly qualified middle school teachers. Many teachers on staff possess Dual/ESL certifications, high school accredited endorsements, and master's degrees. Various courses at Kennedy Middle School offer high school and dual language credits to eligible students. Students attending Kennedy Middle School can participate in UIL sponsored organizations, Fine Arts, and Athletics. In addition, students in need of additional after school support are eligible for tutoring before school, after school, and during Saturday academies.

Summary of Goals:

- The percentage of all students that score meets grade level or above on STAAR Social Studies will increase from 28% to 35% by June 2027.
- The percentage of all students that score meets grade level or above on STAAR Science will increase from 52% to 57% by June 2027.
- The percentage of all students that meet their target growth goal on STAAR Mathematics will increase from 64 to 70 by June 2027.
- The percentage of all students that meet their target growth goal on STAAR Reading Language Arts will increase from 70 to 73 by June 2027.
- The percentage of EB students scoring a composite score of Advanced high or improved by one composite level on the TELPAS will be at 40% by June 2027.
- The percentage of Special education students that meet the target growth goal on STAAR Reading Language Arts will increase from 32% to 37% by June 2027.
- The percentage of Special education students that meet the target growth goal on STAAR Math will increase from 30% to 34% by June 2027.



KENNEDY MIDDLE SCHOOL

Kennedy Middle School Campus Performance Objectives Council

Focus Area 1: Effective Teaching and Learning	
Robert Elizondo	Principal
Jennifer Rodriguez	Social Studies
Marcos Marquez	Math
Melissa Rodriguez	Science
Patricia Alanis	Reading
Focus Area 2: Student Supports	
Name	Role
Christian Gonzalez	Dean
Mayra Garcia	Fine Arts
Selina Gamez	Special Education

Focus Area 3: Leadership Growth	
Name	Role
Rosalio Rodriguez	AP
Focus Area 4: Family and Community Empowerment	
Name	Role
Alma Martinez	AP
	Parent
	Community Member



Data Sources Reviewed

1. 2024 - 2025 Attendance
2. 2025 – 2026 Attendance
3. 2025 STAAR Performance
4. 2026 STAAR Performance
5. 2026 Identification of Schools for Improvement
6. 2025 TELPAS Performance
7. 2026 TELPAS Performance
8. 2025 Kindergarten Readiness
9. Discipline Referrals
10. PEIMS Demographics
11. Walkthroughs Data
12. Parental Involvement Data
13. T-TESS Evaluation/ Teacher Incentive Allotment
14. Technology Inventories
15. District/Campus Climate Survey Results
16. Teacher Certification
17. Professional Development Plan



KENNEDY MIDDLE SCHOOL

Campus Overall Summary

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		90	A	
Student Achievement		80	B	0%
STAAR Performance	49	80		
College, Career and Military Readiness				
Graduation Rate				
School Progress		91	A	70%
Academic Growth	68	80	B	
Relative Performance (Eco Dis: 93.1%)		91	A	✓
Closing the Gaps	68	88	B	30%

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations



KENNEDY MIDDLE SCHOOL

Domain I: Student Achievement

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	501	500	177	177	1,355	
Approaches GL or Above	405	359	134	86	984	73%
Meets GL or Above	283	229	91	50	653	48%
Masters GL	153	107	45	27	332	25%
Total Percentage Points						146%
Component Score						49



KENNEDY MIDDLE SCHOOL

Domain I: Student Achievement

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	73%	*	73%	67%	-	*	-	-	72%
At Meets GL Standard or Above	48%	*	48%	61%	-	*	-	-	47%
At Masters GL Standard	25%	*	24%	56%	-	*	-	-	24%
Number of Tests									
At Approaches GL Standard or Above	984	*	968	12	-	*	-	-	945
At Meets GL Standard or Above	653	*	638	11	-	*	-	-	624
At Masters GL Standard	332	*	321	10	-	*	-	-	320
Total Tests	1,355	*	1,333	18	-	*	-	-	1,315



KENNEDY MIDDLE SCHOOL

Domain I: Student Achievement

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	81%	*	81%	57%	-	*	-	-	80%
At Meets GL Standard or Above	56%	*	56%	57%	-	*	-	-	56%
At Masters GL Standard	31%	*	30%	43%	-	*	-	-	30%
Number of Tests									
At Approaches GL Standard or Above	405	*	399	4	-	*	-	-	387
At Meets GL Standard or Above	283	*	277	4	-	*	-	-	269
At Masters GL Standard	153	*	149	3	-	*	-	-	145
Total Tests	501	*	492	7	-	*	-	-	483
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	72%	*	72%	57%	-	*	-	-	71%
At Meets GL Standard or Above	46%	*	46%	43%	-	*	-	-	45%
At Masters GL Standard	21%	*	21%	43%	-	*	-	-	21%
Number of Tests									
At Approaches GL Standard or Above	359	*	353	4	-	*	-	-	342
At Meets GL Standard or Above	229	*	224	3	-	*	-	-	216
At Masters GL Standard	107	*	104	3	-	*	-	-	103
Total Tests	500	*	491	7	-	*	-	-	482



KENNEDY MIDDLE SCHOOL

Domain I: Student Achievement

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^
Science									
Percent of Tests									
At Approaches GL Standard or Above	76%	-	75%	*	-	-	-	-	75%
At Meets GL Standard or Above	51%	-	51%	*	-	-	-	-	51%
At Masters GL Standard	25%	-	25%	*	-	-	-	-	26%
Number of Tests									
At Approaches GL Standard or Above	134	-	**	*	-	-	-	-	132
At Meets GL Standard or Above	91	-	**	*	-	-	-	-	89
At Masters GL Standard	45	-	**	*	-	-	-	-	45
Total Tests	177	-	**	*	-	-	-	-	175
Social Studies									
Percent of Tests									
At Approaches GL Standard or Above	49%	-	48%	*	-	-	-	-	48%
At Meets GL Standard or Above	28%	-	27%	*	-	-	-	-	29%
At Masters GL Standard	15%	-	14%	*	-	-	-	-	15%
Number of Tests									
At Approaches GL Standard or Above	86	-	**	*	-	-	-	-	84
At Meets GL Standard or Above	50	-	**	*	-	-	-	-	50
At Masters GL Standard	27	-	**	*	-	-	-	-	27
Total Tests	177	-	**	*	-	-	-	-	175



KENNEDY MIDDLE SCHOOL

Domain II, Part A: School Progress- Academic Growth

Reading/Language Arts (RLA)

Annual Growth														
	2025-26 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2024-25 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	39	0.0	8	8.0	6	6.0	4	4.0	2	2.0	0	0.0	59	20.0
High Did Not Meet Grade Level	13	0.0	10	5.0	16	16.0	12	12.0	6	6.0	3	3.0	60	42.0
Low Approaches Grade Level	5	0.0	3	0.0	14	7.0	14	14.0	11	11.0	0	0.0	47	32.0
High Approaches Grade Level	3	0.0	2	0.0	10	0.0	18	9.0	24	24.0	7	7.0	64	40.0
Meets Grade Level	2	0.0	6	0.0	8	0.0	16	0.0	63	63.0	41	41.0	136	104.0
Masters Grade Level	0	0.0	0	0.0	3	0.0	0	0.0	22	0.0	101	101.0	126	101.0
Total	62	0.0	29	13.0	57	29.0	64	39.0	128	106.0	152	152.0	492	339.0

Accelerated Learning						
	2025-26 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2024-25 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	70	38	8	3	119	49



KENNEDY MIDDLE SCHOOL

Domain II, Part A: School Progress- Academic Growth

Mathematics

Annual Growth														
	2025-26 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2024-25 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	14	0.0	24	24.0	13	13.0	7	7.0	5	5.0	0	0.0	63	49.0
High Did Not Meet Grade Level	23	0.0	22	11.0	8	8.0	16	16.0	16	16.0	1	1.0	86	52.0
Low Approaches Grade Level	7	0.0	22	0.0	9	4.5	9	9.0	9	9.0	3	3.0	59	25.5
High Approaches Grade Level	3	0.0	12	0.0	12	0.0	13	6.5	19	19.0	5	5.0	64	30.5
Meets Grade Level	0	0.0	6	0.0	7	0.0	22	0.0	47	47.0	21	21.0	103	68.0
Masters Grade Level	0	0.0	1	0.0	5	0.0	5	0.0	25	0.0	58	58.0	94	58.0
Total	47	0.0	87	35.0	54	25.5	72	38.5	121	96.0	88	88.0	469	283.0

Accelerated Learning						
	2025-26 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2024-25 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	83	44	21	1	149	66

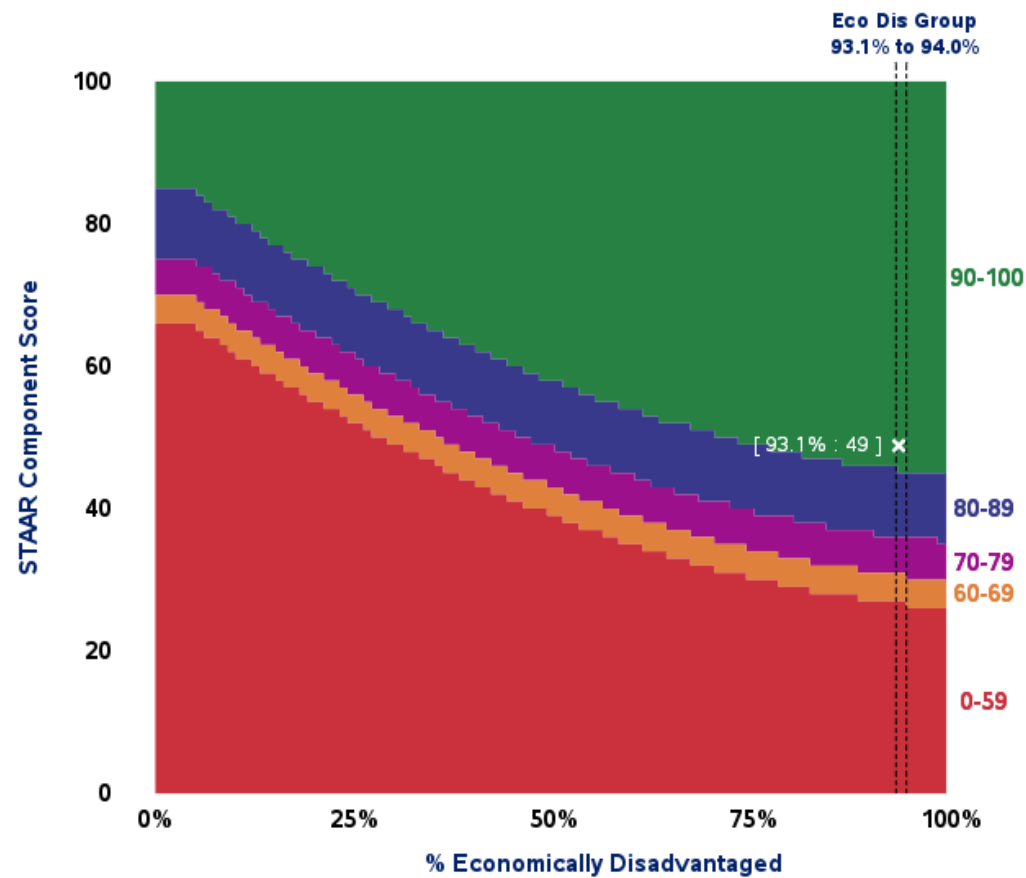


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Domain II, Part B: School Progress- Relative Performance

Calculation Report

Component	% Economically Disadvantaged	Component Score	Scaled Score
STAAR Performance	93.1%	49	91
College, Career, and Military Readiness			
Relative Performance			91



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Domain III: Closing the Gaps

Calculation Report

Component	Total Earned Points	Total Possible Points	Component Points	Weight	Total Points
Academic Achievement	15	24	62.5	30.0%	18.8
Growth Status	15	24	62.5	50.0%	31.3
ELP Status	4	4	100.0	10.0%	10.0
Student Success Status	9	12	75.0	10.0%	7.5
Closing the Gaps Score					68



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Domain III: Closing the Gaps

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Groups to be evaluated in 2027 accountability	△		△						△		
Groups evaluated in 2026 accountability	✓		✓						✓		
Academic Achievement Status											
Reading/Language Arts (RLA) 2026 Target	44%	32%	35%	59%	44%	74%	46%	56%	33%		
RLA Next Interim Target (2027-28 through 2031-32)	53%	43%	46%	66%	53%	78%	55%	63%	44%		
RLA Long Term Target (2037-38)	72%	66%	68%	80%	72%	87%	73%	78%	67%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 % at Meets GL Standard or Above	56%	*	56%	57%	-	*	-	-	56%		
2026 # at Meets GL Standard or Above	283	*	277	4	-	*	-	-	269		
2026 Total Tests (Adjusted)	501	*	492	7	-	*	-	-	483		
2025 % at Meets GL Standard or Above	49%	-	49%	--	-	-	-	-	49%		
Mathematics 2026 Target	47%	32%	39%	61%	47%	85%	52%	56%	36%		
Mathematics Next Interim Target (2027-28 through 2031-32)	56%	43%	49%	68%	56%	88%	60%	63%	47%		
Mathematics Long Term Target (2037-38)	74%	66%	70%	81%	74%	93%	76%	78%	68%		
Points Earned for Accountability Rating	0		3						3		
Points Evaluated for Federal School Improvement	0		3						3		
2026 % at Meets GL Standard or Above	46%	*	46%	43%	-	*	-	-	45%		
2026 # at Meets GL Standard or Above	229	*	224	3	-	*	-	-	216		
2026 Total Tests (Adjusted)	500	*	491	7	-	*	-	-	482		
2025 % at Meets GL Standard or Above	48%	-	47%	--	-	-	-	-	47%		
Total Points										15	24



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Domain III: Closing the Gaps

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Academic Growth Status											
RLA 2026 Target	63%	58%	59%	69%	63%	79%	63%	68%	58%		
RLA Next Interim Target (2027-28 through 2031-32)	73%	68%	69%	78%	73%	84%	73%	77%	68%		
RLA Long Term Target (2037-38)	93%	88%	89%	95%	93%	95%	93%	95%	88%		
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3						3		
2026 Academic Growth Score	71%	*	72%	50%	-	*	-	-	71%		
2026 Growth Points	351.25	*	346.25	3.00	-	*	-	-	337.50		
2026 Total Tests	492	*	484	6	-	*	-	-	474		
2025 Academic Growth Score	64%	-	63%	--	-	-	-	-	64%		
Mathematics 2026 Target	67%	62%	64%	72%	67%	86%	69%	71%	62%		
Mathematics Next Interim Target (2027-28 through 2031-32)	76%	72%	74%	80%	76%	89%	78%	79%	72%		
Mathematics Long Term Target (2037-38)	95%	92%	94%	95%	95%	95%	95%	95%	92%		
Points Earned for Accountability Rating	0		3						3		
Points Evaluated for Federal School Improvement	0		3						3		
2026 Academic Growth Score	64%	*	64%	60%	-	*	-	-	63%		
2026 Growth Points	299.50	*	294.50	3.00	-	*	-	-	287.00		
2026 Total Tests	469	*	462	5	-	*	-	-	452		
2025 Academic Growth Score	65%	-	65%	--	-	-	-	-	65%		
Total Points										15	24



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Domain III: Closing the Gaps

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Progress in Achieving English Language Proficiency (EB Current)											
2026 Target									30%		
Next Interim Target (2027-28 through 2031-32)									32%		
Long Term Target (2037-38)									36%		
Points Earned for Accountability Rating									4		
Points Evaluated for Federal School Improvement									4		
2026 TELPAS Progress Rate									40%		
2026 TELPAS Progress									90		
2026 TELPAS Total									227		
2025 TELPAS Progress Rate									27%		
Total Points										4	4



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Domain III: Closing the Gaps

Accountability Groups											
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus^	Total Earned Points	Total Possible Points
Points Earned for Accountability Rating	3		3						3		
Points Evaluated for Federal School Improvement	3		3	3					3		
2026 STAAR Component Score	49	*	48	61	-	*	-	-	48		
2026 % at Approaches GL Standard or Above	73%	*	73%	67%	-	*	-	-	72%		
2026 % at Meets GL Standard or Above	48%	*	48%	61%	-	*	-	-	47%		
2026 % at Masters GL Standard	25%	*	24%	56%	-	*	-	-	24%		
2026 Total Tests	1,355	*	1,333	18	-	*	-	-	1,315		
2025 STAAR Component Score	46	-	46	70	-	-	-	-	46		
Total Points										9	12



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GOAL AREA 1: EFFECTIVE TEACHING AND LEARNING

Areas Reviewed: Student Performance

Strengths

Kennedy Middle School demonstrated several areas of academic progress and strength during the 2025–2026 school year. The 2026 TEA accountability data show improvement in overall student performance, Reading/Language Arts achievement, English language proficiency progress, and the campus STAAR component score. The campus also demonstrated strong testing participation, ensuring that all eligible students were included in the accountability measures.

- Reading/Language Arts performance improved significantly. The All-Student Group increased from 49% at Meets Grade Level or Above in 2025 to 56% in 2026, a gain of 7 percentage points. This performance exceeded the 2026 Closing the Gaps target of 44%.
- RLA academic growth showed strong improvement. The All-Student Group achieved a 71% Academic Growth Score in RLA, compared to 64% in 2025, representing a 7-point increase and exceeding the 2026 target of 63%.
- Emergent Bilingual students demonstrated growth in RLA achievement. Current EB students increased from 39% at Meets Grade Level or Above in 2025 to 40% in 2026, while EB students who are current and monitored reached 55% at Meets Grade Level or Above.
- Special Education students demonstrated improvement in RLA achievement. The percentage of current Special Education students meeting RLA standards increased from 27% in 2025 to 32% in 2026.
- TELPAS progress improved substantially. The percentage of current Emergent Bilingual students making progress toward English language proficiency increased from 27% in 2025 to 40% in 2026, exceeding the 2026 target of 30%.
- Overall STAAR performance improved. The campus STAAR Component Score increased from 46 in 2025 to 49 in 2026, exceeding the Closing the Gaps target of 47. Additionally, 73% of tests were at Approaches Grade Level or Above, 48% were at Meets Grade Level or Above, and 25% were at Masters Grade Level.
- Science performance was a relative academic strength. In Science, 76% of students performed at Approaches Grade Level or Above, 51% met grade level or above, and 25% achieved Masters Grade Level.
- Non-Economically Disadvantaged students demonstrated strong performance in RLA and Mathematics, achieving 82% Meets or Above in RLA and 76% in Mathematics.
- Gifted and Talented students demonstrated consistently high levels of achievement, with 95% Meets or Above in both RLA and Mathematics, 93% Meets or Above across all subjects, and 64% at Masters Grade Level across all subjects.
- Academic growth across all subjects remained a campus strength. The campus earned an overall Academic Growth Score of 68, with an Annual Growth Score of 65. Of the 961 tests evaluated, 579 earned a full growth point.
- STAAR participation was a significant strength. The campus achieved 100% participation in both RLA and Mathematics, exceeding the federal participation target of 95%.

Challenges



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While Kennedy Middle School demonstrated growth in several accountability areas, the 2026 STAAR and Closing the Gaps data identify significant opportunities for improvement. The primary campus needs include strengthening Mathematics achievement and growth, accelerating achievement for Special Education and Emergent Bilingual students, improving Social Studies performance, reducing performance gaps between student groups, and increasing the percentage of students achieving at the Masters Grade Level.

- The All-Student Group in Mathematics at Meets Grade Level Standard or Above was 46%, a decrease from 48% in 2025. The campus did not meet its 2026 Mathematics target of 47%.
- The Economically Disadvantaged Student Group in Mathematics performed at 44% Meets Grade Level or Above, compared to 76% for Non-Economically Disadvantaged students, indicating a substantial achievement gap.
- The Emergent Bilingual (Current) Student Group in Mathematics performed at 34% Meets Grade Level or Above, falling below the All-Student performance of 46% and the 2026 Closing the Gaps target of 36%.
- The Special Education (Current) Student Group in Mathematics performed at 30% Meets Grade Level or Above, compared to 46% for All Students. This represents a decline from 35% in 2025 and indicates a need for more intensive, targeted Mathematics interventions and progress monitoring.
- Mathematics academic growth requires attention. The All-Student Academic Growth Score was 64%, below the 2026 target of 67% and slightly below the 65% achieved in 2025.
- The Special Education student group requires continued acceleration in RLA. Although performance improved from 27% to 32% at Meets Grade Level or Above, the group remains significantly below the All-Student performance of 56% and below its 2026 target of 38%.
- Special Education students demonstrated a substantial overall achievement gap. Across all tested subjects, only 28% of current Special Education students performed at Meets Grade Level or Above, compared to 48% of All Students. Only 19% achieved Masters Grade Level across all tested subjects.
- Emergent Bilingual students require continued support across content areas. Current EB students performed at 40% Meets or Above in RLA, 34% in Mathematics, 35% in Science, and 14% in Social Studies.
- Social Studies was the campus's greatest academic performance challenge. Only 49% of students achieved Approaches Grade Level or Above, 28% achieved Meets Grade Level or Above, and 15% achieved Masters Grade Level.
- Social Studies achievement gaps were particularly pronounced for student groups. Current EB students achieved only 14% at Meets Grade Level or Above, while current Special Education students achieved 15%. These outcomes indicate a need for stronger content literacy, vocabulary development, reading comprehension, and scaffolding of grade-level Social Studies content.
- The percentage of students achieving at the Masters Grade Level remains an area for growth. Across all tested subjects, only 25% of tests were at Masters Grade Level. Mathematics had 21% at Masters, while Social Studies had the lowest Masters performance at 15%.
- The campus must strengthen accelerated learning for students who begin below grade level. Of the 268 students evaluated for accelerated learning, only 115 earned accelerated learning points, resulting in an Accelerated Learning Score of 43.
- Students entering the year at lower performance levels require stronger acceleration. In RLA, 62 students who had previously performed at Low Did Not Meet earned zero growth points in the following year. In Mathematics, 47 students in the same prior performance category earned zero growth points.
- Performance gaps between Economically Disadvantaged and Non-Economically Disadvantaged students remain significant. In RLA, Economically Disadvantaged students achieved 55% Meets or Above, compared with 82% for Non-Economically Disadvantaged students. In Mathematics, the gap was 44% compared with 76%.



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- The campus will continue strengthening the implementation and monitoring of targeted interventions. Earlier identification of students needing support, frequent progress monitoring, and timely adjustments to interventions are needed to accelerate learning for Special Education students, Emergent Bilingual students, Economically Disadvantaged students, and students performing below grade level.

Overall, the data indicate that Kennedy Middle School has established positive momentum in Reading/Language Arts, academic growth, TELPAS progress, and overall STAAR performance. The most significant campus needs moving forward are Mathematics achievement and growth, Special Education performance, Emergent Bilingual achievement across content areas, Social Studies performance, accelerated learning, and closing persistent achievement gaps among student groups.



KENNEDY MIDDLE SCHOOL

Annual Goal 1: The percentage of all students that score meets grade level or above on STAAR Social Studies will increase from 28% to 35% by June 2027.

Objective 1: The percentage of students performing at meets grade level or above on STAAR Social Studies will increase by having access to a standards-aligned guaranteed and viable curriculum.

Strategy 1: Ensure consistent and rigorous implementation of the Social Studies curriculum through the use of CIF strategies, explicit academic vocabulary instruction, targeted interventions, student conferencing, and professional collaboration to support all learners, including Emergent Bilingual, Special Education, and Migrant students.

Timeline: September 2026- June 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: 6th-8th grade Social Studies teachers, Content Assistant Principal, Principal, Collaborative Learning Leader

Action Steps:

- 1) All teachers will implement curriculum and integrate resources with fidelity to ensure high levels of learning.
- 2) All teachers will work together to incorporate Social Studies academies throughout the school year.
- 3) Teachers will conference with students throughout the year to discuss goals and progress.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •IXL-6th and 7th grades •State and local student data •Lowman Education •Tutoring Incentives-Chips, Candy, and juices. •Tutoring •District created Social Studies booklets • Dual Language Workbooks • Journals/Compositions books (300 count) • Wayground-Quizizz • Poster Boards-100 count • Pear Assessment • Region One Trainings	• Curriculum documents • Lesson plans • Collaborative Learning Leader [CLL] agendas • Walkthrough documents • Lesson Internalization • Projects displayed as student work • Anchor Charts displayed in classroom/student work	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports-Weekly Assessments, BM 1, and BM 2	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test



KENNEDY MIDDLE SCHOOL

Annual Goal 2: The percentage of all students that score meets grade level or above on STAAR Science will increase from 51% to 57% by June 2027.

Objective 1: The percentage of students achieving the Meets Grade Level standard or higher on the STAAR Science assessment will increase through consistent access to a standards-aligned, guaranteed, and viable curriculum.

Strategy 1: Strengthen Science instruction through curriculum writing initiatives, explicit academic vocabulary development, real-world applications, and collaborative professional learning, supported by consistent progress monitoring and differentiated student interventions.

Timeline: September 2026- June 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Asst. Supt. For Academics, Executive Officers, Content Coordinators, and Content teachers (elementary, middle, and high school)

Action Steps:

- 1) Use progress monitoring tools like exit tickets and binders to promote academic vocabulary through interactive word walls (anchor charts and interactive notebooks. Provide after school tutoring based on performance data.
- 2) Use real-life applications to introduce concepts and set-up lab stations to encourage hands-on learning and team collaborations.
- 3) Collaboration with colleagues (lab, lessons, strategies, and applications).

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System •Curriculum Templates/Calendar •Science Labs •PSJA Approved Materials List •Interactive Notebooks /binders •Tutoring •Tutoring Incentives: chips, juices, & candy •State and local student data •Attend CAST workshop- Conference for the Advancement of Science •Attend Region I Annual South STEM Summit Conference • Attend Region I-Blitz Strand 1-4 • Online resources: Savvas, IXL, Flocabulary, Classwork.com, classroomscreen	•Curriculum documents •Science Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization •Best Practices •Anchor charts: print rich •Strategies: CIF, WICOR •ISN (journals)	•Student Achievement gains on the STAAR •Teacher retention •TELPAS •Results Driven Accountability •Reports / Projects / Labs •Participation and Engagement - DMAC Data •Student work/samples •Student centered groups •Reflection	•Formative assessments •Benchmarks [BM] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •DMAC Data •Classwork.com Data



KENNEDY MIDDLE SCHOOL

Annual Goal 3: The percentage of all students that meet their target growth goal on STAAR Mathematics will increase from 64 to 70 by June 2027.

Objective 1: Academic Growth in Domain II School Progress, Part A will increase to meet the school's annual target for students showing growth from one grade level to next on their STAAR Math 6-8/EOC, through prepared planning and implementation of blended learning.

Strategy 1: Teachers will closely analyze Prior STAAR scores, module assessments, and benchmarks to identify students' strengths and weaknesses.

Strategy 2: Implementation of blended learning that is personalized to students' needs and engagement to promote differentiated practice and feedback.

Strategy 3: Teachers will engage in CLC discussions regarding student lesson outcomes, effective instructional practices, and student achievement.

Strategy 4: Benchmark data will be used to identify student's needs, target areas for growth, and develop instructional plans to obtain annual goals.

Timeline: September 2026- June 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Principal, Content Assistant Principal, Math teachers, Special Education teachers, Math coordinator and specialist

Action Steps:

- 1) Incorporating real world connections and examples in daily lessons, focusing on student group environments and application of critical-thinking skills
- 2) Implementing Bluebonnet and IXL with TEK aligned lessons
- 3) After-school tutoring and targeted one-to-one student pull-outs will be provided based on analysis of benchmark assessment data.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
TEKS Resource System • Aligned with curriculum Pacing calendar • After-school targeted tutoring • State and local assessments • Online Platforms (IXL, Pearson Mathia, Blue Bonnet, Way Ground, Quizizz, Pear (Edulastic) Assessment) • Benchmark incentives (chips, juices, snacks and candies)	• CLC meeting agendas and lesson reflections • Benchmark/module assessments data reports • Walkthrough observations and coaching feedback • Progress monitoring and data tracking student growth • Differentiation, real-world applications, and blended learning • Scheduled tutoring sessions	• Instructional accountability evidenced through walkthroughs and CLC discussions • Benchmark comparison • Increased student academic growth from progress monitoring • Student Academic Achievement on STAAR	• Assessments on both lesson modules and benchmarks • IXL Diagnostic (BOY, MOY, EOY) • SGM's (pre and post) • CLC discussions analyzing student work, lesson samples, and needed adjustments • Progress monitoring data to track growth toward Meets grade level performance



KENNEDY MIDDLE SCHOOL

Annual Goal 4: The percentage of all students that meet their target growth goal on STAAR Reading Language Arts will increase from 71 to 81 by June 2027.

Objective 1: Academic Growth in Domain II School Progress, Part A will increase to meet the school's annual target for students showing growth from one grade level to next on their STAAR Reading, through prepared planning and implementation of blended learning.

Strategy 1: Teachers will closely analyze Prior STAAR scores, module assessments, and benchmarks to identify students' strengths and weaknesses.

Strategy 2: Implementation of blended learning personalized to students' needs and engagement to promote differentiated practice and feedback.

Strategy 3: Teachers will engage in CLC discussions regarding student lesson outcomes, effective instructional practices, and student achievement.

Strategy 4: Benchmark data will be used to identify student's needs, target areas for growth, and develop instructional plans to obtain annual goals.

Timeline: September 2026- June 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Classroom Teachers, Instructional Coaches, Campus Principal & Assistant Principals,

Action Steps:

1. Implement RLA Curriculum
2. Teacher support in the implementation the RBIS
3. Tutoring/Academies

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TEKS Resource System (Lead4ward) •District Curriculum Templates/Pacing Guide • I-Ready • IXL •Study Sync • State and local student data •Writing & Reading Resources-Carson Dellosa Education, The Critical Thinking Co., Evan-Moor, Mentoring Minds, Newmark Learning, Scholastic, Shell Education • Academies, Annotations, A.C.E. Writing Strategies, WICOR, & Close Reading •Tutoring Incentives-chips, candy, juices •Chromebooks/iPads •Printshop-Curriculum booklets • Individual Student Growth Plans •Journals-Composition Books	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization • I-Ready Reports • Tutoring Logs • Student Progress sheets	•Increased student engagement through incorporating culturally relevant texts and literacy activities aligned with STAAR reading standards during daily lessons •Student Achievement Growth on the STAAR •Teacher retention •TELPAS data •Results Driven Accountability •State and local student data	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic (BOY, MOY, EOY) - IXL Diagnostic Assessments



KENNEDY MIDDLE SCHOOL



KENNEDY MIDDLE SCHOOL

Annual Goal 1: Our campus will increase the percentage of students scoring a composite score of Advanced High or improving one composite level on the TELPAS exam to 40% by June 2027

Objective 1: Implement targeted instructional strategies that integrate reading, writing, listening, and speaking across all content areas, including Fine Arts, PE, AVID, and Career/Technical courses, as measured by the official TELPAS results in Spring 2027.

Strategies:

- Integrate reading, writing, listening, and speaking opportunities into daily instruction across all classrooms (Choir, Drama, Dance, PE, Band, Orchestra, Art, AVID, and Architectural Design).
- Implement structured student reflection and feedback practices (peer reviews, written reflections, oral presentations, and discussion portfolios).
- Provide ongoing professional learning and support (AVID methodologies such as WICOR, CLC/PLC meetings, campus and district walkthroughs, instructional rounds, and coaching cycles).
- Strengthen curriculum implementation and monitoring through pacing guides, lesson internalization, and alignment checks with campus/district leadership teams.
- Increase opportunities for student academic discourse through collaborative discussions, debates, project critiques, and performance feedback.

Timeline: September 2027- June 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Classroom Teachers, Instructional Coaches, Campus Principal & Assistant Principals,

Action Steps:

1. Facilitate peer feedback rounds after performances, presentations, or group work (Choir, Band, Orchestra, Dance, PE, Drama, Architectural Design).
2. Require weekly journal reflections, goal writing, or vocabulary practice across fine arts and elective classrooms.
3. Integrate poem/lyrics/music/art/architectural analysis as reading and writing activities.
4. Incorporate oral presentations, daily discussion questions, and student-teacher feedback sessions.
5. Embed structured AVID strategies (WICOR) to promote writing, collaboration, inquiry, and organization.
6. Provide district- and campus-level walkthroughs and instructional monitoring to ensure consistent implementation.
7. Offer specialized AVID and curriculum training to teachers and track implementation through collaborative learning communities.
8. Assign critical thinking questions, article readings, and short written reflections in PE, Dance, Art, and Architecture to strengthen literacy connections



KENNEDY MIDDLE SCHOOL

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Music literature • Poetry • Scripts • Art history resources • Architectural drawings • CAD software • PE/health articles • PSJA LIFE • AVID training materials • Pacing guides • Lesson plans • District curriculum • I-Ready • Lexia • Power Up • Blooket • Curipod • Google Classroom • Laptops • Newline • YouTube • Summit K12	• Lesson plans • Pacing guides • Student journals • Annotated lyrics/artwork/scripts • Reflective summaries • Oral presentations • Walkthrough documents • Instructional rounds • Collaborative learning community (CLC) meetings • Training agendas • Student discussion portfolios • Project critiques	• Student achievement gains on TELPAS • Student achievement gains on STAAR/EOC • Benchmark scores (BM1/BM2) • I-Ready diagnostics • Vocabulary score growth • Student growth measures (SGMs) • Increases in student performance growth across fine arts and electives	• Formative assessments • Classroom walkthrough data • Student recordings/portfolios • Benchmark data • Internalization checks • Pre/post-tests • Collaborative feedback from CLC/PLC meetings



KENNEDY MIDDLE SCHOOL

Annual Goal 2: The percentage of Special education students that score at the Meets performance level on STAAR Reading Language Arts will increase from 32% to 37% by June 2027.

Objective 1: By June 2027, the campus will implement a systematic progress-monitoring and targeted intervention process for Special Education students in Reading Language Arts, with teachers analyzing student data at least every 3–4 weeks and adjusting instruction and interventions to increase the percentage of students meeting their STAAR RLA target growth from 32% to 37%.

Strategy 1: Campus level monitoring of the progress of special education students will be done immediately following each Benchmark assessment.

Timeline: September 2027- June 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Classroom Teachers, Instructional Coaches, Campus Principal & Assistant Principals

Action Steps:

1. Special pop groups data will be reviewed following each district-level Benchmark for progress toward meeting state standards at Meets Grade Level Standard or above.
2. Professional development training on data analysis will be provided for campus departments.
3. All teachers will be required to follow the modifications/accommodations for the special education students in their classroom

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Benchmark-LEXIA •Study Sync •IXL •IReady	•Curriculum documents •Lesson plans •DMAC data reports •Campus Performance Reviews (CPR) •Progress Monitoring Reports •Walk-through feedback •Individual Student Growth Plans Collaborative Learning Leader [CLL] agendas •Lesson Internalization •I-Ready Reports	• Students in subgroups will make progress towards closing the achievement gap. •Student Achievement (SPED) gains on Meets performance •Results Driven Accountability •Reports	•Formative assessments •Benchmarks [BM's] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic (BOY,MOY, EOY)



KENNEDY MIDDLE SCHOOL

Strategy 2: Data will be used to inform tutorial lessons and to identify skills that will be retaught using supplemental aids and applicable resources that correspond with student's IEPs.

Timeline: September 2026- June 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Classroom Teachers, Instructional Coaches, Campus Principal & Assistant Principals

Action Steps:

1. Data will be used to inform tutorial lessons and to identify spiraled skills and concepts
2. Data will be used to identify students in need of extended learning opportunities.
3. All teachers will be required to track SPED student progress and meet with students after each Benchmark

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Benchmark-LEXIA •Unit/Benchmark Assessments •Study Sync •IXL •IReady	•Curriculum documents •Lesson plans •DMAC data reports •Campus Performance Reviews (CPR) •Progress Monitoring Reports •Walk-through feedback •Individual Student Growth Plans Collaborative Learning Leader [CLL] agendas •Lesson Internalization •I-Ready Reports	• Students in subgroups will make progress towards closing the achievement gap. •Unit/Benchmark Assessments increase in performance	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic (BOY,MOY, EOY)



KENNEDY MIDDLE SCHOOL

Annual Goal 2: The percentage of Special education students that score at the Meets performance level on STAAR Math will increase from 30% to 34% by June 2027.

Objective 1: By June 2027, the campus will implement a systematic progress-monitoring and targeted intervention process for Special Education students in Math, with teachers analyzing student data at least every 3–4 weeks and adjusting instruction and interventions to increase the percentage of students meeting their STAAR RLA target growth from 32% to 37%.

Strategy 1: Campus level monitoring of the progress of special education students will be done immediately following each Benchmark assessment.

Timeline: September 2027- June 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Classroom Teachers, Instructional Coaches, Campus Principal & Assistant Principals

Action Steps:

1. Special pop groups data will be reviewed following each district-level Benchmark for progress toward meeting state standards at Meets Grade Level Standard or above.
2. Professional development training on data analysis will be provided for campus departments.
3. All teachers will be required to follow the modifications/accommodations for the special education students in their classroom

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Benchmark-LEXIA • IXL • IReady	• Curriculum documents • Lesson plans • DMAC data reports • Campus Performance Reviews (CPR) • Progress Monitoring Reports • Walk-through feedback • Individual Student Growth Plans Collaborative Learning Leader [CLL] agendas • Lesson Internalization • I-Ready Reports	• Students in subgroups will make progress towards closing the achievement gap. • Student Achievement (SPED) gains on Meets performance • Results Driven Accountability • Reports	• Formative assessments • Benchmarks [BMs] • STAAR • TELPAS • Results Driven Accountability • Student Growth Measures [SGMs] Pre/Post Test • IReady Diagnostic (BOY, MOY, EOY)



KENNEDY MIDDLE SCHOOL

Strategy 2: Data will be used to inform tutorial lessons and to identify skills that will be retaught using supplemental aids and applicable resources that correspond with student's IEPs.

Timeline: September 2026- June 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Classroom Teachers, Instructional Coaches, Campus Principal & Assistant Principals

Action Steps:

1. Data will be used to inform tutorial lessons and to identify spiraled skills and concepts
2. Data will be used to identify students in need of extended learning opportunities.
3. All teachers will be required to track SPED student progress and meet with students after each Benchmark

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Benchmark-LEXIA •Unit/Benchmark Assessments •Study Sync •IXL •IReady	•Curriculum documents •Lesson plans •DMAC data reports •Campus Performance Reviews (CPR) •Progress Monitoring Reports •Walk-through feedback •Individual Student Growth Plans Collaborative Learning Leader [CLL] agendas •Lesson Internalization •I-Ready Reports	• Students in subgroups will make progress towards closing the achievement gap. •Unit/Benchmark Assessments increase in performance	•Formative assessments •Benchmarks [BMs] •STAAR •TELPAS •Results Driven Accountability •Student Growth Measures [SGMs] Pre/Post Test •IReady Diagnostic (BOY,MOY, EOY)



KENNEDY MIDDLE SCHOOL



KENNEDY MIDDLE SCHOOL

Annual Goal 1: The percentage of highly qualified teachers will remain at 100% by the end of June 2027.

Objective 1: Maintain 100% of teaching staff as highly qualified through continuous professional development, coaching, and retention support.

Strategy 1: Provide support and training to ensure all teachers maintain highly qualified status and demonstrate effective instructional strategies.

Timeline: September 2027- June 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Classroom Teachers, Instructional Coaches, Campus Principal & Assistant Principals,

Action Steps:

1. Implement district approved curriculum
2. Teacher support in the implementation of instructional strategies
3. Provide intentional PD, planning time, and modeling to strengthen instructional strategies

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•TXCEE •T-TESS •Professional Development system •Walkthroughs •District curriculum •TIA	•Curriculum documents •Lesson plans •Collaborative Learning Leader [CLL] agendas •Walkthrough documents •Lesson Internalization •I-Ready Reports •Tutoring Logs • Student Progress sheets	•Increased retention •Growth in SGMs •Vertical alignment •Student centered instruction •Improved T-TESS ratings •Teachers model instructional strategies	•Walkthrough data •Unannounced evaluations •Announced evaluations •Summative evaluation •Pre & Post conferences •TTESS goals •STAAR data



KENNEDY MIDDLE SCHOOL



KENNEDY MIDDLE SCHOOL

Focus Area: Family and Community Involvement

Annual Goal 1: Provide opportunities for community involvement from families, businesses, and other community stakeholders.

Objective 1: Parent Orientations Meetings on Various Topics Accountability Goals, School Culture and Climate, District and Campus Events

Strategy 1: Parent meetings geared toward knowledge of standardized testing and other campus related information

Timeline: September 2027- June 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Campus Principal & Assistant Principals, Parent Educator, Counselors, Teachers

Action Steps:

1. Celebration Committee will meet every six weeks to calendar events
2. Campus Public Relations Person and Admin will send out messages
3. Parent Educator will assist with sign in sheets and participation

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
•Title 1 Funds •Social Media • Blackboard Messaging	•Sign In Sheets •Meeting Agendas • Telephone Logs	• Parent Surveys •Improved Attendance •Photographs and Videos of Events	•Updates after events



KENNEDY MIDDLE SCHOOL

Focus Area: Safety and Student Attendance

Annual Goal 1: Increase campus preparedness and maintain a safe and secure learning environment by ensuring that 100% of required safety procedures and emergency drills are completed, documented, and reviewed during the 2026–2027 school year.

Objective 1: Increase awareness and preparedness regarding safety and emergency response plans among all campus stakeholders.

Strategy 1: Provide ongoing training, communication, and practice opportunities to ensure staff and students understand and appropriately respond to campus safety and emergency procedures.

Timeline: September 2026–June 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Campus Principal & Assistant Principals, Counselors, Teachers, Health Service Department, District Safety Department

Action Steps:

1. Revise and communicate the Emergency Response Plan/Team procedures to campus stakeholders.
2. Provide staff training on appropriately managing and supporting students during each respective Standard Response Protocol.
3. Conduct and document all state- and district-required safety drills.
4. Review drill results with appropriate staff and identify areas for improvement.
5. Provide follow-up training or corrective actions when drill data indicates a need for improvement.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
• Training videos provided by Health Services and Safety Department • District safety and emergency response protocols • Presentations during campus meetings • Emergency Response Plan • Drill Tracker App • Campus safety materials and procedures	• Staff sign-in sheets • Campus meeting agendas • Training materials and presentations • Emergency Response Plan • Safety drills recorded in the Drill Tracker App • Drill documentation and completion records	• 100% completion and documentation of required safety drills • Improved drill completion times • Increased staff awareness of emergency response procedures • Demonstrated ability of staff and students to appropriately respond during emergency drills • ☑ Identified safety concerns addressed in a timely manner	• Review and analysis of safety drill data • Documentation of updates following drills or safety events • Monitoring of drill completion times • Staff feedback following drills and trainings • Review of corrective actions and follow-up training needs



KENNEDY MIDDLE SCHOOL

Annual Goal: Increase and maintain student attendance at 94% or higher, meeting or exceeding the district attendance goal, by June 2027.

Objective 1: Increase student attendance through proactive monitoring, early identification of attendance concerns, and consistent communication and interventions with students and families.

Strategy 1: Implement a systematic campus attendance monitoring and intervention process to identify students with attendance concerns and provide timely supports to improve daily attendance.

Timeline: September 2026- June 2027

Title I School Components: Title I, Title II, Title III, Special Ed. & Bilingual Funds, Migrant Funds

Persons Responsible: Campus Principal & Assistant Principals, Counselors, Attendance Clerk, Teachers, Parent Liaison, Attendance Committee

Action Steps:

1. Monitor daily attendance data and identify students demonstrating chronic absenteeism or attendance patterns of concern.
2. Communicate regularly with parents/guardians regarding student attendance and the importance of consistent daily attendance.
3. Implement attendance interventions, including parent conferences, attendance contracts, incentives, mentoring, and referrals to appropriate campus/district support services.
4. Recognize and celebrate students and classes demonstrating improved and/or exemplary attendance.
5. Review attendance data during campus leadership and campus meetings to determine the effectiveness of interventions and make adjustments as needed.

Resources	Evidence of Implementation	Evidence of Impact	Formative Evaluation
- Attendance reports and district attendance dashboards - Parent/guardian communication resources - Attendance intervention forms and contracts - Campus attendance incentives - District attendance policies and procedures - Counseling and student support services	- Daily/weekly attendance reports - Attendance intervention documentation - Parent contact logs - Attendance contracts - Parent conference documentation - Student attendance recognition/incentive records - Grade-level and leadership meeting agendas/data reviews	- Overall campus attendance rate of 94% or higher - Decrease in the percentage of students identified as chronically absent - Increase in the number of students demonstrating improved attendance - Increased percentage of students meeting campus attendance expectations	- Weekly monitoring of campus attendance data - Monthly analysis of chronic absenteeism trends - Review of attendance interventions and student progress - Adjustments to interventions based on attendance data



KENNEDY MIDDLE SCHOOL

Title 1, Part A School Wide Components

1. A comprehensive needs assessment of the entire school (including considering the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. School wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low- achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the school wide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupils services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who have trouble mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.



KENNEDY MIDDLE SCHOOL

ADDENDUM: Parent & Family Engagement (PFE) Policy

2025-2026 Programa de Participación de Padres y Familias (PFE)

¿Qué es?	Kennedy Middle School está comprometida con nuestra visión: 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. Como parte de la familia PSJA, nos esforzamos por ofrecer una educación de alta calidad individualizada para cada estudiante mediante el desarrollo y mantenimiento de relaciones con las familias y la comunidad. El programa estatal Título I, Parte A proporciona fondos a escuelas con alta población de estudiantes de bajos recursos. Esto nos permite cumplir con las expectativas establecidas por la Agencia de Educación de Texas (TEA) y el Departamento de Educación de los Estados Unidos.
Fondos	Los fondos del Título I se asignarán para el programa de participación de padres y familias. Los programas, actividades y procedimientos se planificarán e implementarán con la consulta significativa de los padres de los niños participantes.
Revision	Todo uso de fondos y actividades podrá ser revisado por la Agencia de Educación de Texas (TEA) si se solicita, para asegurar que cumpla con las necesidades del programa de participación de los padres.
Distribucion de la Política	Esta Política de Participación de los Padres y las Familias se revisa anualmente con los padres y se distribuye a las familias al inicio de cada ciclo escolar. Para garantizar que todas las familias tengan acceso a esta información, la política estará disponible a través de diversos medios, entre ellos: • Sitio web del plantel y/o del distrito • Registro e inscripción de estudiantes • Eventos de inicio del ciclo escolar (Conozca al Maestro / Casa Abierta) • Reuniones Anuales de Título I • Conferencias entre Padres y Maestros • Correo electrónico y otras plataformas de comunicación electrónica • Copias impresas disponibles en la oficina del plantel cuando sean solicitadas Esta política también estará disponible en español y, en la medida de lo posible, en un idioma que los padres puedan comprender.
Reuniones de Familias	Además de las reuniones de Título I, los planteles realizan reuniones familiares sobre una variedad de temas que apoyan, informan y empoderan a las familias, brindando información valiosa y promoviendo la conciencia sobre asuntos que fortalecen la conexión entre el hogar y la escuela. Estas reuniones ofrecen a las familias la oportunidad de comunicarse y colaborar con la escuela, asegurando que se comparta información esencial y que los padres se sientan valorados como socios en la educación de sus hijos. Las reuniones de padres se llevan a cabo mensualmente. En agosto, el personal escolar se reúne con los educadores de padres y voluntarios para analizar la importancia de la unidad familiar y revisar los requisitos de Título I. Durante este tiempo, los maestros y el personal aprenden sobre el valor y la utilidad de las contribuciones de las familias y cómo comunicarse y colaborar con ellas como socios iguales.



KENNEDY MIDDLE SCHOOL

	En septiembre, cada plantel debe realizar dos reuniones de Título I en diferentes días y horarios. Los educadores de padres planifican y dirigen estas sesiones, revisando con los padres todos los componentes de Título I. En el semestre de primavera, los padres se reúnen para ofrecer retroalimentación sobre la Política de Participación de Padres y Familias del plantel. Además, se realizan reuniones durante el año para revisar y actualizar el Pacto entre la Escuela y los Padres y el Plan de Mejoramiento Escolar. Es esencial que los educadores de padres planifiquen, desarrollen, evalúen y revisen la documentación de Título I de manera constante durante el año para garantizar el cumplimiento y una participación familiar significativa.
Cómo Participar	Los padres están invitados a convertirse en voluntarios escolares al completar los formularios de voluntariado y asistir a una orientación. Tanto los voluntarios como los padres que no lo son están invitados a participar en entrenamientos y actividades familiares. Se utilizan diversas herramientas de comunicación para invitar a los padres a las reuniones, tales como llamadas personales, Class Dojo, mensajes masivos y avisos personalizados.
Entrenamientos/Actividades Para Familias	Los entrenamientos familiares son oportunidades para que los miembros de la familia adquieran nuevos conocimientos y habilidades de otros padres, miembros de la comunidad y educadores. La participación en estos entrenamientos y eventos escolares empodera a las familias para apoyar el aprendizaje de sus hijos en casa, fortalecer relaciones con la escuela y ser socios activos en el éxito académico y social de sus hijos. Estos son ejemplos de actividades implementadas en todo el distrito. • Meet the Teacher Night/Open House at Elementary and Secondary Campuses (August 2025 and March 2026) • Parent-Teacher Conferences (All Grade Levels-August 2025-May 2026) • Cultural Family Night “Conociendo Nuestra Cultura” (September 2025) • Red Ribbon Parade (October 2025) • National Parent Involvement Day (November 2025) • Cafe Sessions with Counselors (September 2025-May 2026) • Christmas Posada Family Event “KMS Annual Posada” (December 2025) • Title I Campus Meetings (September 2025) • Attendance Meetings (October 2025) • Curriculum Meetings (December 2025) • Spanish AP Meeting (October 2025) • Understanding TELPAS Meeting (December 2025) • Understanding STAAR Assessment Meetings (March 2026)
Curriculo	Kennedy Middle School utiliza planes de estudio de alta calidad que apoyan el éxito estudiantil, como:



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	• TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Bluebonnet Learning • SAVVAS Learning • AVID Excel • Beanstack • McGraw Hill StudySync • IXL • I-Ready • District curriculum			
Formas de Evaluaciones Académicas	Kennedy Middle School aplica evaluaciones formativas comunes que todos los maestros utilizan. Sin importar el maestro, cada estudiante realiza las mismas evaluaciones provistas por el Sistema de Recursos TEKS, las cuales reflejan el formato del examen STAAR (State of Texas Assessments of Academic Readiness). Los exámenes STAAR liberados se utilizan para la enseñanza y evaluación, junto con otros recursos curriculares. Además, los estudiantes realizan exámenes diagnósticos o “benchmark” a lo largo del año escolar para prepararse para el STAAR y para que los maestros identifiquen fortalezas y áreas de oportunidad. Estos exámenes reflejan versiones pasadas de STAAR para ofrecer una experiencia realista de evaluación y guiar la instrucción dirigida.			
Niveles de Logro Esperado en las evaluaciones académicas	Los Estándares de Desempeño del Estado se pueden consultar en el sitio web oficial: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Kennedy Middle School monitorea el progreso de cada estudiante durante el año mediante las evaluaciones locales. Cada alumno mantiene una carpeta donde registra su propio crecimiento académico con el apoyo de sus maestros.			
Formas de solicitar reuniones periódicas	Niveles de Logro Esperados en las Evaluaciones Académicas Formas de Solicitar Reuniones Periódicas Nuestra escuela da la bienvenida a todas las familias. Los tutores pueden traer sugerencias, ideas o inquietudes a las reuniones mensuales de padres. Si algún padre o tutor desea reunirse con un administrador o maestro en otro momento, puede visitar la escuela, enviar un correo electrónico o llamar al plantel. (NOMBRE DE LA ESCUELA) valora las ideas, comentarios y preocupaciones de todas las familias de nuestro distrito.			
Apoyo Adicional para los Padres y las Familias	Kennedy Middle School reconoce y valora la participación de todos los padres y las familias. Además de las actividades de Participación de los Padres y las Familias descritas en esta política, el plantel proporcionará otro apoyo razonable para fomentar la participación familiar cuando así lo soliciten los padres, siempre que sea posible y de acuerdo con los recursos disponibles. Las solicitudes serán revisadas de manera colaborativa por la administración del plantel y el Educador(a) de Padres, con el propósito de brindar apoyo que fortalezca la colaboración entre la escuela y las familias y contribuya al éxito académico de los estudiantes.			
Pacto entre la Escuela y los Padres	Las responsabilidades de la escuela	Las responsabilidades del guardián	Las Responsabilidades del Estudiante	Comunicación Continua



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	• Proporcionar un plan de estudios e instrucción de alta calidad enfocados en la diferenciación para apoyar el crecimiento de cada estudiante. • Implementar lecciones y actividades alineadas con los objetivos de sostenibilidad. • Ofrecer múltiples oportunidades para que los padres sean voluntarios en cualquier campus o centro de alfabetización. • Permitir que los padres participen en decisiones académicas y extracurriculares que afecten a sus hijos. • Involucrar a los padres a través de actividades variadas de participación familiar, como clases gratuitas para padres y clubes de lectura (con libros gratis en inglés o español). • Implementar sesiones colaborativas que ofrezcan estrategias de alfabetización para todos los padres. • Realizar reuniones sobre diversos temas: evaluaciones, recursos tecnológicos, sostenibilidad, academias universitarias, entre otros.	• Proporcionar un espacio adecuado para el aprendizaje en casa. • Apoyar el aprendizaje de su hijo mediante el diálogo, la tarea y la escucha activa. • Asistir a reuniones donde se discutan decisiones educativas y extracurriculares. • Colaborar con otros padres y personal escolar manteniendo una mente abierta y receptiva a nuevas ideas.	• Estar abierto a nuevas ideas y aprender de los demás. • Asistir a la escuela diariamente y ser puntual. • Comportarse responsablemente y seguir las reglas escolares. • Esforzarse siempre por mejorar académica y personalmente. • Trabajar en colaboración con otros para mejorar las experiencias de aprendizaje. • Tratar a los demás con respeto y dignidad. Pedir ayuda cuando sea necesario.	Para mantener asociaciones sólidas entre el hogar y la escuela, PSJA garantiza una comunicación constante mediante: • Sitio web del distrito PSJA, sitio web para padres y sitios web de los planteles. • Conferencias y llamadas entre padres y maestros. • Reuniones mensuales, entrenamientos, clases de alfabetización y eventos familiares ofrecidos en diferentes horarios. • Reportes de progreso cada tres semanas. • Boletas de calificaciones cada seis semanas.
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Valoramos a cada padre y tutor en nuestro distrito escolar. ¡Gracias por ser una parte importante de nuestra Familia PSJA!

Esta política también está disponible en inglés.



KENNEDY MIDDLE SCHOOL

2026-2027 Parent & Family Engagement (PFE) Program	
What is it?	Kennedy Middle School is committed to our vision: 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. As a PSJA family, we strive to provide high-quality education individualized for each student by developing and maintaining relationships with families and the community. Title I, Part A State Program provides funding for low socioeconomic schools. This allows us to meet the expectations provided to us by the Texas Education Agency and the United States Department of Education.
Funding	Title I funds will be allocated for the parent and family engagement program. Programs, activities, and procedures will be planned and implemented with meaningful consultation with parents of participating children.
Review	All use of funding and activities can be reviewed by the Texas Education Agency upon request to ensure they meet the parental program's need.
Distribution of Policy	This Parent & Family Engagement Policy is reviewed annually with parents and distributed to families at the beginning of each school year. To ensure all families have access to the information, the policy is made available through multiple methods, including: • The campus and/or district website • Student registration • Beginning-of-the-year events (Meet the Teacher/Open House) • Annual Title I Meetings • Parent-Teacher Conferences • Email and other electronic communication platforms • Printed copies available upon request through the campus office This policy is also available in Spanish and, to the extent practicable, in a language that parents can understand.
Family Meetings	In addition to Title I meetings, campuses conduct family meetings on a variety of topics that support, inform, and empower families by providing valuable information and raising awareness on issues that strengthen the home–school connection. These meetings offer families an opportunity to communicate and collaborate with the school, ensuring that essential information is shared and that parents feel valued as partners in their child’s education. Parent meetings take place monthly. In August, campus staff meet with parent educators and parent volunteers to discuss the importance of the family unit and review Title I requirements. During this time, teachers and staff are educated on the value and utility of parent and family contributions, and on how to effectively reach out to, communicate with, and collaborate with families as equal partners. In September, each campus must hold two Title I Meetings on different days and times. Parent educators plan and lead these sessions, reviewing all Title I Components with parents. In the spring semester, parents come together to provide feedback on the Campus Parent and Family Engagement Policy. In addition to this policy, meetings are also held throughout the year to review and update the School–Parent Compact and the Campus Improvement Plan. It is essential that a committee of parents, parent educators, and administrators plan, develop, evaluate, and revise Title I documentation consistently throughout the year to ensure compliance and meaningful family engagement.



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How to be Involved	Parents are invited to become parent volunteers by completing volunteer forms and attending an orientation. They, along with parents that are not volunteers, are invited to family training and activities. A variety of media tools are used to invite parents to meetings including but not limited to, personal phone calls, class dojo, mass messenger, personal invite, etc.
Family Trainings/Activities	Family trainings are opportunities for family members to learn new knowledge and skills from other parents, community members, and educators. Participation in these trainings and school events empowers families to support their children's learning at home, strengthen relationships with the school community, and become active partners in their child's academic and social success. • Meet the Teacher Night/Open House at Elementary and Secondary Campuses (August 2025 and March 2026) • Parent-Teacher Conferences (All Grade Levels-August 2026-May 2027) • Cultural Family Night "Conociendo Nuestra Cultura" (September 2026) • Red Ribbon Parade (October 2026) • National Parent Involvement Day (November 2026) • Cafe Sessions with Counselors (September 2026-May 2027) • Christmas Posada Family Event "KMS Annual Posada" (December 2026) • Title I Campus Meetings (September 2026) • Attendance Meetings (October 2026) • Curriculum Meetings (December 2026) • Spanish AP Meeting (October 2026) • Understanding TELPAS Meeting (December 2026) • Understanding STAAR Assessment Meetings (March 2027)
Curriculum	Kennedy Middle School utilizes high-quality curriculum that supports student success. • TEKS (Texas Essential Knowledge and Skills) Resource System • Summit K-12 • Bluebonnet Learning • SAVVAS Learning • AVID Excel



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	• Beanstack • McGraw Hill StudySync • IXL • I-Ready • District curriculum			
Forms of Academic Assessments	Kennedy Middle School has common formative assessments that every teacher gives. No matter the teacher, each child is assessed via an assessment provided by TEKS Resource System which models each assessment after the State of Texas Assessments of Academic Readiness or STAAR test. Previous STAAR tests are released and utilized for assessment and instruction in addition to other curriculum.			
Expected Achievement levels on academic assessments	The State's Performance Standards can be found on this website: https://tea.texas.gov/studentassessment/testing/staar/staarperformance-standards Kennedy Middle School tracks each child's growth throughout the year via local assessments (mentioned above). Each child has a folder where teachers help them track their own learning growth.			
Ways to Request regular meetings	Our school welcomes every family. Guardians can bring suggestions, ideas, or concerns to monthly parent meetings. If any parent/guardian wants to meet with an administrator or their child's teacher at another time, they can come by the school, email, or call the campus. Kennedy Middle School welcomes any ideas, feedback and/or concerns; we value each family in our school district.			
Additional Parent Support	Kennedy Middle School values the input of every parent and family. In addition to the Parent & Family Engagement activities described in this policy, the campus will provide other reasonable support for parent and family engagement activities, as requested by parents, to the extent practicable and consistent with available resources. Requests for additional parent and family engagement support will be reviewed collaboratively by campus administration and the Parent Educator to determine appropriate assistance that strengthens family engagement and supports student success.			
School-Parent Compact <i>We value each parent and guardian in our school district. Thank you for being an important part of our PSJA Family!</i> This policy is also	The School's Responsibilities	The Guardian's Responsibilities	The Student's Responsibilities	On-Going Communication
	• Provide high-quality curriculum and instruction focused on differentiation to support the growth of every student. • Implement lessons and activities aligned with sustainability goals. • Offer parents multiple opportunities to volunteer at any district campus or parent literacy site.	• Provide a dedicated learning space at home for studying, completing homework, and using technology. • Support their child's learning through ongoing dialogue, homework assistance, and active listening. • Attend parent meetings where educational and	• Be open to new ideas and learn from others. • Attend school daily and be punctual. • Behave responsibly and follow all school rules. • Always strive to improve academically and personally.	To maintain strong home-school partnerships, PSJA ensures consistent and ongoing communication through: • The PSJA District Website, Parent Website, and Campus Websites • Parent-Teacher conferences and phone calls • Monthly parent meetings,



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available in Spanish. (Esta política también está disponible en español.)	• Allow parents to participate in academic and extracurricular decisions affecting their children. • Engage parents through varied family engagement activities: • Implement team-oriented sessions offering literacy strategies for all parents. • Host meetings covering a variety of relevant topics,	• extracurricular decisions are discussed. • Collaborate with other parents and school staff, maintaining an open mindset and being receptive to new ideas.	• Work collaboratively with others to enhance learning experiences. • Treat others with respect and dignity. • Ask for help when support is needed in learning.	• trainings, literacy classes, and family events offered at varying times and days to accommodate all families • Progress Reports every three weeks • Report Cards every six weeks
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Thank you for partnering with us to support student success. Together, families, schools, and the community create a strong foundation that helps every child learn, grow, and achieve their full potential. We appreciate your continued support and your important role as a member of the PSJA Family.

This policy is also available in Spanish. (Esta política también está disponible en español.)



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Professional Development

DATE	SESSION	AUDIENCE	PRESENTER	LOCATION	SESSION #	TIME
Monday, August 17, 2026	Campus-Based	All Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00
Tuesday, August 18, 2026	District Convocation	All District Staff	Dr. Elias, District Superintendent & Staff	Bert Ogden Arena Edinburg, TX		8:00 – 11:30
	Campus-Based	All Campus Staff	Principal/ Leadership Team	Campus	TBD	1:00 – 4:00
Wednesday, August 19, 2026	Middle School Best Practices Conference	Middle School Staff	Content Coordinators/ Specialists, Curriculum Writers, and District Staff	J. Escalante Middle School		8:00 – 4:00
	CATCH Curriculum Training	1 PE Teacher per Campus	Coach Orlando Garcia & CATCH Trainer	Liberty MS	TBD	8:00 – 4:00
	Physical Education Professional Development	The rest of the PE Teachers	Feeder Pattern Athletic Coordinators	Austin MS North ECHS Memorial ECHS Kennedy MS	414639 425114 425121 425131	8:00 – 4:00
	Fine Arts Educators Professional Development	Fine Arts Teachers	Jon Taylor	North Fine Arts	424812	8:00 – 4:00
Thursday, August 20, 2026	Campus-Based: Analysis of data documents, campus goals and initiatives	All Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 12:00
	Math RBIS Refinement & Bluebonnet	Middle School Math Teachers & Inclusion Teachers	Mary Mariscal, Cynthia Santa Ana, and LIFT Partners	Napper Ridge Room	423956	8:00 – 4:00
	Curriculum Rollout Sessions	Middle School RLA, Science, & SS Teachers	Middle School Coordinators and Specialists	Virtual via TEAMS	TBD	1:00 – 4:00
Friday August 21, 2026	<i>Workday</i>					



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Monday September 7, 2026	New ELPS	All Campus Staff	Principal/ Leadership Team	Campus	TBD	8:00 – 4:00
Monday, October 12, 2026	Designing for Impact: Middle School Curriculum Institute	Middle School Content Teachers	Content Coordinators/ Specialists	TBD	TBD	Group 1 - 8:00 – 11:30 Group 2 - 12:30 – 4:00

