Duncanville Independent School District

Kennemer Middle School

2026-2027 Priorities/Goals/Strategies



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

Table of Contents

Priorities 4
Priority 1: Student Academic Success 4
Priority 2: Students, Families, and Community 14
Priority 3: Personnel and Professional Development 22
Priority 4: Fiscal Stewardship and Operational Excellence 28

Priorities

Priority 1: Student Academic Success

Goal 1: By June 2027, student achievement on the state assessments in Reading will increase at approaches from 69% to 85%, meets from 42% to 45%, and masters from 20% to 35% on the STAAR test.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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:** Ms. Floyd-Jones, Mr. Campbell, Ms. Thompson, Ms. Hopkins **Title I:** 2.53 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Integrated Student Support Systems **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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, IXL, 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 26-27 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:** Ms. Washington, Ms. Hampton, Ms. Craver, Ms. Rhodes, Ms. Beshears, Ms. Hill, Ms. Morris, Ms. Hopkins, Ms. Jett, Ms. Porter, Mr. Campbell, Ms. Floyd-Jones **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 2: Talent Retention and Strategic Staffing **Problem Statements:** Student Learning 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Consistently implement Interactive Notebooks as an instructional tool, with students using them daily to document learning, academic vocabulary, worked examples, and evidence of mastery. **Strategy's Expected Result/Impact:** Consistent implementation will strengthen student engagement, content retention, academic language, and the ability to explain and apply learning, resulting in measurable growth on classroom assessments, district assessments, and other indicators of student achievement. **Staff Responsible for Monitoring:** Ms. Washington, Ms. Hampton, Ms. Craver, Ms. Rhodes, Ms. Beshears, Ms. Hill, Ms. Morris, Ms. Hopkins, Ms. Jett, Ms. Porter, Mr. Campbell, Ms. Floyd-Jones **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **Problem Statements:** Student Learning 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning

Problem Statement 3: Students are lacking foundaitonal skills in the area of Reading and in Math. **Root Cause**: There has been a lack of resources to ensure students have intervention practice that represents HQIM.

Problem Statement 4: Tier 1 instruction is not consistently meeting the varied instructional needs of students, as evidenced by gaps in STAAR Reading, Math, Science, and Social Studies performance & formative assessment data. **Root Cause**: Teachers need additional support in using student data to plan and deliver targeted guided small-group instruction, and evidence-based strategies.

Problem Statement 5: Problem Statement: Instructional strategies are not consistently implemented to actively engage students in processing, organizing, and demonstrating their understanding of grade-level content. **Root Cause**: Teachers need greater consistency and support in selecting and implementing effective instructional strategies that provide students with structured opportunities to document learning, apply academic vocabulary, practice skills, and demonstrate mastery.

Priority 1: Student Academic Success

Goal 2: By June 2027, student achievement on the state assessments in Math will increase at approaches from 61% to 85%, meets from 31% to 45%, and masters from 9% to 35% on the STAAR test.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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, Ms. Floyd-Jones, Mrs. Baucom **Title I:** 2.51 - **TEA Priorities:** Build a foundation of reading and math - **Targeted Support Strategy** **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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, IXL, 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. Floyd-Jones, Ms. Proctor **Title I:** 2.51, 2.53 - **Targeted Support Strategy** **Problem Statements:** Student Learning 4				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Consistently implement Interactive Notebooks as an instructional tool, with students using them daily to document learning, academic vocabulary, worked examples, and evidence of mastery. **Strategy's Expected Result/Impact:** Consistent implementation will strengthen student engagement, content retention, academic language, and the ability to explain and apply learning, resulting in measurable growth on classroom assessments, district assessments, and other indicators of student achievement. **Staff Responsible for Monitoring:** Ms. Thompson, Mrs. Baucom, Ms. Floyd-Jones, Ms. Proctor **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Improve low-performing schools **- Targeted Support Strategy** **Problem Statements:** Student Learning 4				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 4: Teachers will provide targeted, data-driven math instruction and intervention to address priority TEKS through explicit instruction, small-group support, and frequent progress monitoring to improve STAAR performance at risk students including, but not limited to continuously enrolled, African American, and special education students. **Strategy's Expected Result/Impact:** Students will demonstrate increased mastery of priority math TEKS, improved performance on common and district assessments, and reduced achievement gaps among at-risk student groups. **Staff Responsible for Monitoring:** Ms. Thompson, Mrs. Baucom, Ms. Floyd-Jones, Ms. Proctor **Title I:** 2.51, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Instructional Leadership and Capacity Building **- Targeted Support Strategy** **Problem Statements:** Student Learning 3				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Student Learning
Problem Statement 3: Students are lacking foundaitonal skills in the area of Reading and in Math. **Root Cause**: There has been a lack of resources to ensure students have intervention practice that represents HQIM.

Student Learning

Problem Statement 4: Tier 1 instruction is not consistently meeting the varied instructional needs of students, as evidenced by gaps in STAAR Reading, Math, Science, and Social Studies performance & formative assessment data. **Root Cause**: Teachers need additional support in using student data to plan and deliver targeted guided small-group instruction, and evidence-based strategies.

Priority 1: Student Academic Success

Goal 3: By June 2027, student achievement on the state assessments in Science will increase at approaches from 64% to 85%, meets from 36% to 45%, and masters from 17% to 35% on the STAAR test.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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, Ms. Torres, Ms. Thompson **Title I:** 2.51 **Problem Statements:** Student Learning 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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, Ms. Torres, Ms. Thompson **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Consistently implement Interactive Notebooks as an instructional tool, with students using them daily to document learning, academic vocabulary, worked examples, and evidence of mastery. **Strategy's Expected Result/Impact:** Consistent implementation will strengthen student engagement, content retention, academic language, and the ability to explain and apply learning, resulting in measurable growth on classroom assessments, district assessments, and other indicators of student achievement. **Staff Responsible for Monitoring:** Mrs. Sanders, Mrs. Floyd Jones, Ms. Torres, Ms. Thompson **Problem Statements:** Student Learning 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Student Learning
Problem Statement 4: Tier 1 instruction is not consistently meeting the varied instructional needs of students, as evidenced by gaps in STAAR Reading, Math, Science, and Social Studies performance & formative assessment data. **Root Cause**: Teachers need additional support in using student data to plan and deliver targeted guided small-group instruction, and evidence-based strategies.
Problem Statement 5: Problem Statement: Instructional strategies are not consistently implemented to actively engage students in processing, organizing, and demonstrating their understanding of grade-level content. **Root Cause**: Teachers need greater consistency and support in selecting and implementing effective instructional strategies that provide students with structured opportunities to document learning, apply academic vocabulary, practice skills, and demonstrate mastery.

Priority 1: Student Academic Success

Goal 4: By June 2027, student achievement on the state assessments in Social Studies will increase at approaches from 39% to 85%, meets from 17% to 45%, and masters from 8% to 35% on the STAAR test.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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 2026-27. 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:** Mrs. Sanders, Ms. Floyd-Jones, Mrs. Baucom, Ms. Erskin **Problem Statements:** Student Learning 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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 2027. **Staff Responsible for Monitoring:** Mrs. Sanders, Ms. Floyd-Jones, Ms. Thompson Mrs. Erskin **Problem Statements:** Student Learning 5				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
Strategy 3: Consistently implement Interactive Notebooks as an instructional tool, with students using them daily to document learning, academic vocabulary, worked examples, and evidence of mastery. **Strategy's Expected Result/Impact:** Consistent implementation will strengthen student engagement, content retention, academic language, and the ability to explain and apply learning, resulting in measurable growth on classroom assessments, district assessments, and other indicators of student achievement. **Staff Responsible for Monitoring:** Mrs. Sanders, Mrs. Floyd Jones, Ms. Torres, Ms. Thompson **Problem Statements:** Student Learning 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 4: Tier 1 instruction is not consistently meeting the varied instructional needs of students, as evidenced by gaps in STAAR Reading, Math, Science, and Social Studies performance & formative assessment data. **Root Cause**: Teachers need additional support in using student data to plan and deliver targeted guided small-group instruction, and evidence-based strategies.
Problem Statement 5: Problem Statement: Instructional strategies are not consistently implemented to actively engage students in processing, organizing, and demonstrating their understanding of grade-level content. **Root Cause**: Teachers need greater consistency and support in selecting and implementing effective instructional strategies that provide students with structured opportunities to document learning, apply academic vocabulary, practice skills, and demonstrate mastery.

Priority 2: Students, Families, and Community

Goal 1: By June 2027, stakeholder's beliefs as measured on the Climate Survey "in our commitment to prepare our students for college career readiness" will increase from 0% to 75%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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 2027. **Staff Responsible for Monitoring:** Ms. Thompson, Mrs. Baucom, Mrs. Woods, Mrs. Bables, Dr. Henton **Problem Statements:** Perceptions 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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. Baucom, Mr. Campbell **Problem Statements:** School Processes & Programs 1				

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 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 2: By June 2027, 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			
	Formative			Summative
	Nov	Jan	Apr	June
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, Mrs. Baucom, Mrs. Woods, Mrs. Bables, Dr. Henton **Problem Statements:** School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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, Mrs. Baucom, Mrs. Woods, Mrs. Bables, Dr. Henton **Problem Statements:** School Processes & Programs 3				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 2 Problem Statements:

School Processes & Programs

Problem Statement 3: Students have limited awareness and understanding of college, career, and military readiness (CCMR) opportunities and high school endorsement pathways, which may impact their ability to make informed decisions about their future academic and career options. **Root Cause**: Students have not had consistent, structured opportunities to explore CCMR

Priority 2: Students, Families, and Community

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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, ihave 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, Mrs. D. Arredondo **Problem Statements:** School Processes & Programs 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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, Mrs. D. Arredondo **Problem Statements:** School Processes & Programs 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

School Processes & Programs

Problem Statement 4: The district's current average daily attendance (ADA) rate of 94% is below the desired 96%, resulting in students missing valuable instructional time. **Root Cause**: Attendance systems and interventions are not consistently identifying and addressing patterns of student absenteeism early enough to prevent continued loss of instructional time.

Priority 2: Students, Families, and Community

Goal 4: By June 2027, the percent of 8th grade students meeting Texas Success Initiative (TSI) will increase from 6% to 15%.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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. Baucom, Mrs. Woods, Mrs. Bables, Dr. Henton **Problem Statements:** School Processes & Programs 3				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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. Baucom, Mrs. Woods, Mrs. Bables, Dr. Henton **Problem Statements:** Student Learning 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 4 Problem Statements:

Student Learning
Problem Statement 4: Tier 1 instruction is not consistently meeting the varied instructional needs of students, as evidenced by gaps in STAAR Reading, Math, Science, and Social Studies performance & formative assessment data. **Root Cause**: Teachers need additional support in using student data to plan and deliver targeted guided small-group instruction, and evidence-based strategies.
School Processes & Programs
Problem Statement 3: Students have limited awareness and understanding of college, career, and military readiness (CCMR) opportunities and high school endorsement pathways, which may impact their ability to make informed decisions about their future academic and career options. **Root Cause**: Students have not had consistent, structured opportunities to explore CCMR

Priority 3: Personnel and Professional Development

Goal 1: By June 2027, the number of teachers meeting "accomplished" or higher on T-TESS 2.1 will increase from 21% to 26% .

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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 2027. 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 2027. **Staff Responsible for Monitoring:** Ms. Thompson, Mrs. Sanders, Mrs. Baucom, Mr. Campbell **Problem Statements:** Student Learning 5				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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 2027. **Staff Responsible for Monitoring:** Ms. Thompson, Mrs. Sanders, Mrs. Baucom, Mr. Campbell **Problem Statements:** Demographics 2				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1 Problem Statements:

Demographics
Problem Statement 2: Systems for developing teacher capacity and strengthening instructional practice are not consistently implemented across the campus. **Root Cause**: Teachers need more structured opportunities for ongoing professional learning, peer feedback, reflection, mentoring, and individualized support to strengthen instructional practice and professional growth.
Student Learning
Problem Statement 5: Problem Statement: Instructional strategies are not consistently implemented to actively engage students in processing, organizing, and demonstrating their understanding of grade-level content. **Root Cause**: Teachers need greater consistency and support in selecting and implementing effective instructional strategies that provide students with structured opportunities to document learning, apply academic vocabulary, practice skills, and demonstrate mastery.

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			
	Formative			Summative
	Nov	Jan	Apr	June
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. Baucom, Mrs. Sanders **Problem Statements:** Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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. Baucom, Mrs. Sanders **Problem Statements:** Perceptions 4				

No Progress Accomplished Continue/Modify Discontinue

Goal 2 Problem Statements:

Perceptions
Problem Statement 4: The district has an insufficient percentage of certified teachers and is not retaining certified teachers at the desired rate, which impacts the ability to maintain a stable, highly qualified instructional workforce. **Root Cause**: Current recruitment, certification support, and retention systems are not consistently meeting the needs of teachers throughout the employee lifecycle, resulting in fewer teachers obtaining certification and certified teachers leaving the district.

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			
	Formative			Summative
	Nov	Jan	Apr	June
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, Ms. Floys-Jones, Mrs. Sanders, Mrs. Baucom, Mr. Dowell **Problem Statements:** Perceptions 4				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Apr	June
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, Ms. Floyd-Jones, Mrs. Sanders, Mrs. Baucom, Mr. Dowell **Problem Statements:** Perceptions 4				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 3 Problem Statements:

Perceptions
Problem Statement 4: The district has an insufficient percentage of certified teachers and is not retaining certified teachers at the desired rate, which impacts the ability to maintain a stable, highly qualified instructional workforce. **Root Cause**: Current recruitment, certification support, and retention systems are not consistently meeting the needs of teachers throughout the employee lifecycle, resulting in fewer teachers obtaining certification and certified teachers leaving the district.

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			
	Formative			Summative
	Nov	Jan	Apr	June
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. Baucom, Mrs. Wilson, Mrs. Cruz **Problem Statements:** Student Learning 1, 2, 3, 4, 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 1 Problem Statements:

Student Learning
Problem Statement 1: Seventh grade math performance is significantly below grade level expectations, with only 27% of students at Approaches, 5% at Meets, and 0% 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.
Problem Statement 3: Students are lacking foundaitonal skills in the area of Reading and in Math. **Root Cause**: There has been a lack of resources to ensure students have intervention practice that represents HQIM.
Problem Statement 4: Tier 1 instruction is not consistently meeting the varied instructional needs of students, as evidenced by gaps in STAAR Reading, Math, Science, and Social Studies performance & formative assessment data. **Root Cause**: Teachers need additional support in using student data to plan and deliver targeted guided small-group instruction, and evidence-based strategies.

Student Learning

Problem Statement 5: Problem Statement: Instructional strategies are not consistently implemented to actively engage students in processing, organizing, and demonstrating their understanding of grade-level content. **Root Cause**: Teachers need greater consistency and support in selecting and implementing effective instructional strategies that provide students with structured opportunities to document learning, apply academic vocabulary, practice skills, and demonstrate mastery.

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			
	Formative			Summative
	Nov	Jan	Apr	June
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. Baucom, Mrs. Wilson, Mrs. Cruz **Problem Statements:** Student Learning 1, 2, 3, 4, 5				

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 27% of students at Approaches, 5% at Meets, and 0% 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.
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Student Learning

Problem Statement 5: Problem Statement: Instructional strategies are not consistently implemented to actively engage students in processing, organizing, and demonstrating their understanding of grade-level content. **Root Cause**: Teachers need greater consistency and support in selecting and implementing effective instructional strategies that provide students with structured opportunities to document learning, apply academic vocabulary, practice skills, and demonstrate mastery.

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			
	Formative			Summative
	Nov	Jan	Apr	June
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. Baucom, Mrs. Wilson, Mrs. Cruz **Problem Statements:** Demographics 1 - Student Learning 1, 2, 3, 4, 5				

No Progress Accomplished Continue/Modify Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 1: The percentage of Hispanic teachers does not yet reflect the proportion of Hispanic students (49%), limiting opportunities for students to see themselves represented in the teaching staff. **Root Cause**: The campus has not consistently used targeted recruitment and retention strategies to attract and retain qualified Hispanic teacher candidates.

Student Learning
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Student Learning

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.

Problem Statement 3: Students are lacking foundaitonal skills in the area of Reading and in Math. **Root Cause**: There has been a lack of resources to ensure students have intervention practice that represents HQIM.

Problem Statement 4: Tier 1 instruction is not consistently meeting the varied instructional needs of students, as evidenced by gaps in STAAR Reading, Math, Science, and Social Studies performance & formative assessment data. **Root Cause**: Teachers need additional support in using student data to plan and deliver targeted guided small-group instruction, and evidence-based strategies.

Problem Statement 5: Problem Statement: Instructional strategies are not consistently implemented to actively engage students in processing, organizing, and demonstrating their understanding of grade-level content. **Root Cause**: Teachers need greater consistency and support in selecting and implementing effective instructional strategies that provide students with structured opportunities to document learning, apply academic vocabulary, practice skills, and demonstrate mastery.