

Kenedy Independent School District
Kennedy Middle School
2022-2023 Campus Improvement Plan



Mission Statement

KMS will provide an education based on the mastery of academics, along with the development of self-control in order to allow our students to become a productive citizen in a democratic society

Vision

KMS will inspire students to become their best by giving them our very best.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Kenedy Middle School currently has a staff of 16 teachers, two counselors, one principal, one vice principal and 6 teacher's aides. Our teachers range in experience from beginners (1st year to teach) to seasoned veterans (more than 20 years teaching), with most teachers having under 10 years of experience in education. We currently have 4 new teachers at the campus.

Our student population consists of the following groups:

Enrollment by Grade Level

Grade 6- 59

Grade 7- 54

Grade 8- 61

Total: 174

Ethnicity

Hispanic-90.8%

White-6.9%

Black- 1.72%

Gender

Male- 54.6%

Female- 45.4%

Special Programs

Kennedy Middle School
Generated by Plan4Learning.com

Special Education- 9.77%

Section 504- 9.77%

At Risk-55.75%

Dyslexia-8.62%

Language English Proficient- 5.75%

Economically disadvantaged: 83.33%

Gifted and Talented- 8.05%

Demographics Strengths

Students are able to be involved in a variety of extra curricular activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student sub groups: Eco Dis, LEP and SPED appear to be under performing. **Root Cause:** Students may not have the foundational skills or experienced effective instructional strategies in previous settings.

Problem Statement 2: Tier 1 Instruction is lacking in the classroom. **Root Cause:** Lack of professional development

Student Achievement

Student Achievement Summary

Student Achievement Student Achievement Summary Kenedy Middle School was rated B for the 2021-2022 Texas Education Agency Accountability STAAR exams are administered at each grade level with sixth grade taking Reading and Math, seventh grade taking Reading, Math and Writing, and eighth grade taking Reading, Math, Science and Social Studies. Passing the Math and Reading for grade 8 is a requirement to move on to high school.

STAAR exams are administered at each grade level with sixth grade taking Reading and Math, seventh grade taking Reading, Math and Writing, and eighth grade taking Reading, Math, Science and Social Studies. Passing the Math and Reading for grade 8 is a requirement to move on to high school. The performance of the STAAR exams are listed below.

Test	Approach 2018	Approach 2019	Approach 2021	Approach 2022	Meets 2018	Meets 2019	Meets 2021	Meets 2022	Master 2018	Masters 2019	Masters 2021	Masters 2022		
6th Read	52.00	54.00	54.00	57.00	7.00	14.00	13.00	33.00	5.00	8.00	6.00	13.00		
6th Math	80.00	85.00	50.00	69.00	32.00	38.00	19.00	29.00	14.00	14.00	8.00	9.00		
7th Read	63.00	66.00	66.00	81.00	35.00	29.00	28.00	52.00	15.00	14.00	13.00	29.00		
7th Math	63.00	64.00	62.00	52.00	31.00	24.00	28.00	28.00	10.00	5.00	9.00	4.00		
8th Read	70.00	70.00	66.00	78.00	26.00	44.00	35.00	51.00	11.00	15.00	12.00	26.00		
8th Math	81.00	83.00	55.00	71.00	55.00	61.00	26.00	24.00	8.00	17.00	2.00	8.00		
8th Science	78.00	57.00	63.00	65.00	32.00	22.00	28.00	36.00	12.00	2.00	8.00	10.00		
8th Social Studies	41.00	48.00	46.00	53.00	8.00	7.00	14.00	17.00	2.00	0.00	2.00	5.00		

Student Achievement Strengths

Student Achievement Strengths Students continue to demonstrate excellence in athletic competitions and fine arts.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: SPED students scored far below their peers on STAAR assessments. **Root Cause:** Teachers lack instructional strategies to help close the gaps in student learning.

School Culture and Climate

School Culture and Climate Summary

Kenedy Middle School has a tradition of pride and excellence. Our staff is dedicated to improvement and innovation.

School Culture and Climate Strengths

The strength of our culture and climate lies with our staff, student, and community.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Kenedy Middle School currently has a staff of 16 teachers, two counselors, one principal, one vice principal and 6 teacher's aides. Our teachers range in experience from beginners (1st year to teach) to seasoned veterans (more than 20 years teaching), with most teachers having under 10 years of experience in education. We currently have 4 new teachers at the campus.

Staff Quality, Recruitment, and Retention Strengths

Staff quality is continuously being improved through professional development.

Staff retention practices focus on ensuring staff feel valued.

Subject specific planning days

Extra pay incentives have been approved for teachers living outside of Karnes County.

Pay scale increase to become more competitive with near by districts.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Kenedy MS has difficulty getting qualified/certified applicants to fill teaching vacancies, often times for core subjects there will be fewer than five (5) total applications and of those five, one applicant might be certified. **Root Cause:** KISD is out of comfortable commuting distance from a major city or 4 year college.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

It is our goal at Kenedy Middle School that every student is challenged with rigorous learning opportunities. We believe in student-centered instruction and providing a strong network of support for students to be successful in learning. At Kenedy Middle School, our teachers use a variety of materials to develop curriculum for their classes; these include, but are not limited to: TEKS Resource System, TEKS Guide, Stemscores, Lead4ward, Textbooks, and online materials.

Our instruction model, Fundamental 5 with Kagan Strategies, is used to support the instruction model. Our teachers use a variety of methods for delivery of instruction to our students including: Google classroom, use of technology (pod-casts, video, etc), lecture, student led discussion/instruction, to name a few. For assessment, our teachers have access to the TRIAND test bank, Eduphoria, TEKS Resource system, ACT and SAT vocabulary, STAAR released tests, and have the ability to create their own tests in Eduphoria.

Foundation level courses are offered in English, Mathematics, Science and Social Studies. We encourage students to attend tutoring and provide resources outside of the classroom.

Students are encouraged to explore personal and career interests through a variety of elective courses. Students in the GT Advisory period can also explore career options and projects to further their learning in other courses.

Curriculum, Instruction, and Assessment Strengths

Focus on student centered instruction

support systems, such as daily tutoring, are in place to promote student success

One-to-one technology is available to assist in student learning

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers need to continue professional growth in their content areas and need to learn more researched based strategies. **Root Cause:** Teachers lack knowledge of a variety of instructional strategies.

Parent and Community Engagement

Parent and Community Engagement Summary

We strongly encourage parent and community involvement throughout the school year. Kenedy Middle School hosts an annual Meet the Teacher night. Information about school events and announcements are made available to parents and the community via the school website and social media.

Parent and Community Engagement Strengths

Multiple generation families within our school population.

Long standing staff and community relationships

School Context and Organization

School Context and Organization Summary

The organization of Kenedy High School is based on the needs of our students and staff. The master schedule is built on student requests. Teacher placement is based on certification and areas of strength. Teacher preference is also taken into account when possible. Room assignments are made so that teachers of the same subject are located in close proximity to one another. This allows for easier collaboration and community building.

The principal and assistant principal work as instructional leaders for a specified group of teachers (generally by department). The four core areas (ELAR, Math, Science and Social Studies) and Special Education also have a Department Head who is responsible for supporting the department. The secondary campus is responsible for professional development planning throughout the year.

Technology

Technology Summary

Due to the Covid-19 pandemic, Kenedy ISD moved to a one-to-one device district, allowing students and staff to develop their Technology education. Teachers utilize technology as part of their everyday lessons, to continue student and teacher growth with devices.

Every classroom has a projector installed, and every teacher has access to a document camera.

The campus instructional technologists facilitate professional development to introduce teachers to innovative technology which may be used in the classroom. More professional development would help increase the use of instructional technology.

Technology Strengths

One-to-one district support

Every classroom has a projector installed, and every teacher has access to a document camera.

The campus instructional technologists facilitate professional development to introduce teachers to innovative technology which may be used in the classroom. More professional development would help increase the use of instructional technology.





Priority Problem Statements

Goals

Goal 1: The percentage of 8th grade students that score meets grade level or above on the STAAR reading will increase from 44% to 54% by August 2024.

Performance Objective 1: 1: Create an engaging classroom experience for all learners, using best practices from research to improve student achievement.

Evaluation Data Sources: Unit assessments, benchmark assessments, lesson plans, STAAR

Strategy 1 Details	Reviews			
Strategy 1: STAAR will target student needs in reading based on up to date assessment data. Strategy's Expected Result/Impact: Improve low performing Readiness Standards. Staff Responsible for Monitoring: Admin Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Using 7th Grade STAAR scores create a tutorial program (30 hours per year) for each student that was not successful (HB 4545 requirement) Strategy's Expected Result/Impact: Improve STAAR Scores Staff Responsible for Monitoring: Admin Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Using Beginning of Year Assessments develop an RTI plan for students who did not perform up to standard. Strategy's Expected Result/Impact: Improve STAAR Scores	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: The percentage of 8th grade students that score meets grade level or above on the STAAR reading will increase from 44% to 54% by August 2024.

Performance Objective 2: For 2021 - 2022 School year we will improve at the approaches grade level standard from 44 to 48

Evaluation Data Sources: BOY MOY

Strategy 1 Details		Reviews			
Strategy 1: Hire a Reading Interventionist		Formative			Summative
		Nov	Jan	Mar	June
		<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 2: Kenedy Middle School will create a safe and supportive environment by decreasing discipline by 3% for the year.

Performance Objective 1: All staff will build and support a culture of communication regarding student progress with all stakeholders.

Evaluation Data Sources: Parent sign in sheets, School messenger/messages

Strategy 1 Details	Reviews			
Strategy 1: All KMS stakeholders will be notified of KMS events, academic/extra-curricular opportunities and information. Strategy's Expected Result/Impact: By making contact with parents, teachers are showing students that there is a vested interest in their success, and that teachers and parents will be working together. Staff Responsible for Monitoring: Administration Staff sponsors of organizations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Automated call system will be used to call parents about progress reports, report cards and other important events at KMS. Strategy's Expected Result/Impact: Parent response to our automated call system. Increased participation in extra curricular events as a result of increased communication Staff Responsible for Monitoring: Administration Staff sponsors of organizations	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Use of KMS web page to inform parents, students and community members about events at KMS. Strategy's Expected Result/Impact: Updated, informative website, positive parent, student and community feedback Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Parent -teacher conferences will be held at the request of the parent or the teacher. Strategy's Expected Result/Impact: Documentation of parent-teacher conferences Staff Responsible for Monitoring: KMS Staff Parents	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details		Reviews			
Strategy 5: The campus will partner with parents and community members in recognizing the academic achievement of students in order to foster a positive attitude toward school and encourage students to succeed. Recognition will be given through award ceremonies, positive promotional prizes and verbal/written communication. Strategy's Expected Result/Impact: List of students receiving recognition in academics, attendance and behavior. Staff Responsible for Monitoring: Administration PTO		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

Goal 2: Kenedy Middle School will create a safe and supportive environment by decreasing discipline by 3% for the year.

Performance Objective 2: STOP-it for reporting incidents anonymously

Strategy 1 Details	Reviews			
Strategy 1: Implemented Application for STOP-it Strategy's Expected Result/Impact: Increase response to students in need of help.	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 2: Kenedy Middle School will create a safe and supportive environment by decreasing discipline by 3% for the year.

Performance Objective 3: Assemblies for students bringing awareness to trends that violate school safety and policies

Strategy 1 Details	Reviews			
Strategy 1: Partnership with Prevention Specialist Strategy's Expected Result/Impact: Decrease the use of prohibited items on campus	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 2: Kenedy Middle School will create a safe and supportive environment by decreasing discipline by 3% for the year.

Performance Objective 4: Saturday School Tutorials focused on social skills

Strategy 1 Details		Reviews			
Strategy 1: Use of VTTC Strategy's Expected Result/Impact: Increase student academic achievement		Formative			Summative
		Nov	Jan	Mar	June
		<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>			

Goal 3: The percentage of 8th grade students that score meets grade level or above on STAAR Math will increase from 61% to 71% by August 2024.

Performance Objective 1: 1: Create an engaging classroom experience for all learners, using best practices from research to improve student achievement.

Evaluation Data Sources: BOY MOY STAAR

Strategy 1 Details	Reviews			
Strategy 1: STAAR will target student needs in reading based on up to date assessment data.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Using 8th Grade STAAR scores create a tutorial program (30 hours per year) for each student that was not successful (HB 4545 requirement) Strategy's Expected Result/Impact: Improve STAAR Scores Staff Responsible for Monitoring: Admin Team	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Using Beginning of Year Assessments develop an RTI plan for students who did not perform up to standard. Staff Responsible for Monitoring: Admin Team	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 3: The percentage of 8th grade students that score meets grade level or above on STAAR Math will increase from 61% to 71% by August 2024.

Performance Objective 2: For 2021 - 2022 School year we will improve at the approaches grade level standard from 61 to 63

Strategy 1 Details		Reviews			
Strategy 1: Hire a Math Interventionist		Formative			Summative
		Nov	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div>					