



PHARR-SAN JUAN-ALAMO Independent School District

Kennedy Middle School **2020 – 2021 Campus Plan**



“Stronger Together”

KENNEDY MIDDLE SCHOOL 2020 - 2021

EXECUTIVE SUMMARY

Demographics Summary: As of September 2020, Kennedy's total enrollment consists of 590 students. Our sub populations are 11% Special Education, 55.3% English Language Learners, 8.5% Gifted and Talented, and 73% At Risk. The majority of our students are of a Hispanic background at 96%, so most of the students' home language is Spanish. In addition, Kennedy's attendance is consistently between 96 – 98%. Our students live in the South Pharr area, encompassing the surrounding area.

Comprehensive Needs Assessment Summary: In combination of Domains I, II, and III, Kennedy Middle School earned a report card grade of a B. In Domain I, the overall component score was a 44. Approaches was at a 74%, Meets was at 41%, and masters was at 17%. Kennedy received a rating of a C; however, we earned 7 out of 7 distinctions in the following areas: Reading, Science, Math, Social Studies, Closing the Gap, Academic Growth, and Post-Secondary Readiness. In Domain II, Part A, we earned a scale score of 72 with a rating of a C. In part B, we earned a scale score of 88 with a B rating. In reading, 6 out of the 7 indicators were met, and in math, 1 out of 7 indicators were met for growth. Last, in Domain III, in reading only 2 out of the 7 indicators were met, Math met 6 out of the 7 indicators. In addition, we did not hit the target score of 36 for TELPAS by 5 percentage points.

Curriculum and Instruction and Assessment: This year, 6th and 7th grade reading and math classes are in blocked periods (90) minutes. In 8th grade, only the lower 30% scoring students will have blocked classes. In addition, teachers use the Madeline Hunter's lesson plan model to develop, implement, and revise lessons in the core areas of math, reading, science, and social studies. Lesson plans are developed to intentionally include the curriculum instructional strategies (CIF) to improve students' skills in reading, writing, listening, and speaking. The think, pair, share, and write is another strategy to be implement by all teachers, including electives 7 to 8 times in a block period, or 4 to 5 times in a 45-minute class. Moreover, because of a large number of ELL's, vocabulary and annotation will be a focus in all classes to assist students in acquiring the English language and comprehension.

Summary of Goals: To increase success in Domain I, we will implement reading and writing across the curriculum, including electives. Special needs students will also be targeted through tutoring, academies, and in-class instruction to increase the performance of these students. Overall percentage of students meeting and mastering must increase in all areas; the majority are performing at the approaches level. In Domain II, our goal is to have every teacher conference with every individual and provide students with their target score for growth in math and reading. Although math scored higher in Domain I compared to ELA, students met their growth in reading, meeting all their growth indicators except Special Ed. Math needs to increase the number of students who meet goals for growth. And last, Domain III, overall, the gap between the all student group and ED population is low. We must increase the percent of students receiving meets or masters in areas, especially in the areas of Special Ed and non-continuously enrolled. Moreover, to assist students with not only their academic needs, but with personal needs as well, we implement Social and Emotional Learning once a week on Wednesdays. Kennedy believes that attending to students emotional and development needs is what truly creates a safe place for teaching and learning.

Principal's Signature: _____

Lead SBDM Member: _____

Parent Signature: _____

KENNEDY MIDDLE SCHOOL LEADERSHIP TEAM (SBDM)

Luis Villarreal – Principal

Zandra Cantu – Assistant Principal

Ana Chavez – Assistant Principal

Rosalio Rodriguez – Assistant Principal

Sandra Garcia – Collaborative Learning Leader (CLL)

Yadira Alden, Elective CLF

Sarah Barrientes, RLA Department Head

Jaklyn Benavides – Elective Department Head

Araceli Cantu, Math Teacher/CLF

Roel De La Garza/ELA CLF

Maria C. Garza, Head Counselor

Reva Marquez, Math Department Head

Angel Monrreal/Science CLF

Moises Ortiz/ELL CLF

Martha Romero, Science Department Head

Marie Rosales, Librarian

Daniel Trevino, Sp.Ed Teacher Department Head

Iris Flores Villarreal, Social Studies Department Head

Zenyazen Arrellano, Parent Member

Ronnie Cantu, Community and Business Member

Daniel Chavez, Community and Business Member

PHARR SAN JUAN ALAMO VISION

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

KENNEDY MIDDLE SCHOOL VISION

Kennedy Middle School

is committed to ensuring that all students

are prepared for high school and college

by reaching their highest potential

in meeting their academic, social, and emotional needs.

PHARR SAN JUAN ALAMO MISSION

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

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

KENNEDY MIDDLE SCHOOL MISSION

KMS will ensure that every student has an opportunity to maximize their full potential in a nurturing environment where students can follow their inspirations diligently and build perseverance, integrity, and open mindedness, which will positively shape our students as well as their communities.

KENNEDY MIDDLE SCHOOL BELIEFS

What We Believe In

- **R**igorous Curriculum... We believe that effective schools are academically oriented which offer quality instructional programs, which includes staff development geared towards college readiness.
- **A**chievement... We believe all students can achieve through hard work, dedication, and quality instruction.
- **Z**eal... We believe passion and enthusiasm are essential in a positive school environment.
- **O**pportunities... We believe in providing students with ample opportunities to showcase their skills and talents.
- **R**eadiness... We believe in providing research-based classroom strategies in order to equip the student with college-readiness standards.
- **B**eliefs... We believe in respecting individual opinions and ideas and in promoting independent, higher level thinking.
- **A**ssessment... We believe in evaluating students with state and district assessments, which in turn, will promote student achievement.
- **C**aring... We believe in providing a caring and nurturing learning environment.
- **K**nowledge... We believe that knowledge is a powerful tool for greater opportunities in the near future.

COMPREHENSIVE NEEDS ASSESSMENT

Data Resources Reviewed

1. 2018 – 2019/2019 - 2020 STAAR Performance Data
2. 2018 – 2019/2019 - 2020 Attendance
3. Discipline Referrals
4. PEIMS Demographics
5. Walk-through Data
6. Parental Involvement Data
7. McRel Teacher Evaluations
8. Professional Development Plan
9. Teacher Certifications
10. TELPAS Scores
11. Technology Inventories

COMPREHENSIVE NEEDS ASSESSMENT

Demographics

Demographics Summary:

English Language Learners (ELL):

The following sources from across the district were used to review the Dual Language/English as a Second Language (DL/ESL) Department data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, Performance Based Monitoring Assessment System (PBMAS) and TELPAS indicators to determine strengths and needs of our ELL students. The DL Department also worked closely with the human resource department to ensure that highly qualified teachers and instructional assistants were recruited, hired, and placed in the appropriate educational setting. Each curriculum and instruction central office administrator by campus type was also assigned an English Language and Spanish Language Development coach to enhance biliteracy. In addition, the DL Department was very involved in the curriculum writing and revision for grades K-12 during the summer to address the needs of our ELL students and align the curriculum between English and Spanish Language Arts that led to a more coherent and consistent bi-literacy program. Professional development was also coordinated with the curriculum and instruction department to ensure that all general education teachers utilize best practices that support the learning of ELL students.

Needs:

As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In Reading, the achievement gap between ELL and All students is 15%, all student group 68% compared to the ELL student group 53%
- In Mathematics, the achievement gap between ELL and All students is 6%, all student group 83% compared to the ELL student group 77%.
- In Writing, the achievement gap between ELL and All students is 17%, all student group 63% compared to the ELL student group of 46%
- In Science, the achievement gap between ELL and All students is 13%, all student group 80% compared to the ELL student group 67%
- In Social Studies, the achievement gap between ELL and All students is 30%, all student group 69% compared to the ELL student group 39%
- The TELPAS Yearly Progress Indicator target was 36%, Kennedy scored a 31%, scoring 5% below the target score.

COMPREHENSIVE NEEDS ASSESSMENT

Demographics

Demographics Summary:

Economically Disadvantaged

The following sources from across the district were used to review the Economically Disadvantaged data by the District Education Improvement Council: State of Texas Assessments of Academic Readiness (STAAR) results, and System Safeguards to determine strengths and needs of our Economically Disadvantaged Students.

Needs:

System Safeguards Data: As evidenced in the STAAR assessments, the results show an achievement gap as follows:

- In Reading, the achievement gap between Eco Dis and All students in the school year 2018-2019/2019-2020 is 1%
- In Mathematics, the achievement gap between Eco Dis and All students in the school year 2018-2019/2019-2020 is 0%
- In Writing, the achievement gap between Eco Dis and All students in the school year 2018-2019/2019-2020 is 1%.
- In Science, the achievement gap between Eco Dis and All students in the school year 2018-2019/2019-2020 is 0%
- In Social Studies, the achievement gap between Eco Dis and All students in the school year 2018-2019/2019-2020 is 1%.

COMPREHENSIVE NEEDS ASSESSMENT

Overall School Report Card Grade: B

Area Reviewed	Summary of Strengths	Summary of Needs	Priorities
<p style="text-align: center;">Domain 1: Student Achievement</p> <p style="text-align: center;">DID NOT MEET STANDARD</p>	<ul style="list-style-type: none"> ● Component score was a 44 ● Approaches was at 74% ● Meets was at 41% ● Masters was at 17% ● Rating of C ● Distinction received for Reading ● Distinction received for Science ● Distinction received for Math ● Distinction received for Social Studies ● Distinction received for Closing the Gap ● Distinction received for Academic Growth ● Distinction received for Post Secondary Readiness 	<ul style="list-style-type: none"> ● Reading and writing across the curriculum/Electives ● Special Education in all content areas ● Overall percentage of students meeting or mastering must increase – majority at the approaches level 	<p>Improve student learning outcomes in :</p> <ul style="list-style-type: none"> ● Writing in all grade levels ● Special Needs in all content areas ● ● ● <p>Goal: Component of 60 or Higher</p> <p>Goal: Rating of two letter grades A</p>
<p style="text-align: center;">Domain 2: School Progress</p> <p style="text-align: center;">MET STANDARD</p>	<ul style="list-style-type: none"> ● Part A: Academic Growth: Component score 67 and scale score 72. Rating of C ● Part B: Relative Performance: Component score of 44 and scaled score of 88. Rating of B. ● 6 out of 7 indicators were met in Reading for growth. ● 1 out of 7 indicators were met in Math for growth. 	<p>Teachers need to conference with every individual and provide students with the score they need to score for maximum growth points.</p> <p>Although math scored higher in Domain I compared to ELA, students met their growth in all indicators except Special Ed. Math needs to increase the number of students who meet goals for growth.</p>	<ul style="list-style-type: none"> ● Address the needs of identified students to meet the academic growth measure in 2019-20 in Reading & Mathematics in all grade levels <p>Goal 93% or higher</p>

<p style="text-align: center;">Domain 3: Closing the Achievement Gap MET STANDARD</p>	<ul style="list-style-type: none"> ● Overall Rating was a C. ● Component score is a 46 and scaled score was 74. ● ● In reading: only 2 out of 7 indicators met. ● In math 6 out 7 indicators met. ● ELA did better in growth than math ● We did not hit target score of 36 for TELPAS by 5 percentage points. ● ● 	<p>Overall, the gap between the all student group and the Economically Disadvantaged population is low. We must increase the percent of students receiving meets or masters in areas of Special Ed and noncontinuously enrolled.</p>	<p>Economically Disadvantage population group will receive additional support and intensive interventions in reading, writing, math, science, and social studies.</p> <p style="text-align: center;">Goal: Increase over all rating one letter grade to a B.</p>
<p>School Culture and Climate</p>	<ul style="list-style-type: none"> ● Good student attendance ● Collaborative Learning Communities with common planning periods ● Teacher of the month ● Students rewarded for Honor Roll ● Culture and Climate Committee ● 	<p>Additional recognition and incentives for Honor Roll students. Continuation of PLC throughout school. Lunch detention development for students with numerous tardies. and discipline referrals.</p>	<ul style="list-style-type: none"> ● Implementation of planning periods for all content areas. ● Recognition for students & staff ● LD schedule and volunteers. ●
<p>Staff Quality, Recruitment, and Retention</p>	<ul style="list-style-type: none"> ● Highly Qualified Staff ● New Teacher Academy ● McRell Evaluation Tool 	<ul style="list-style-type: none"> ● Teacher certificates ● Classroom observations – 10 a week ● McRell observations per semester 	<ul style="list-style-type: none"> ● Classroom observations with feedback to teacher. ● McRell Calendar and Schedule

KENNEDY MIDDLE DEMOGRAPHICS

	ALL	MALE	FEMALE	SPED	LEP	M1	M2	MIGRANT	ECD	GT
Number	590	280	310	65	326	1	47	15	569	50
Percent	100%	47.4%	53%	17%	84%	02%	12%	3.0%	96.4%	11.8%

	ALL	HISPANIC	ASIAN	BLACK	WHITE	AMERICAN INDIAN/ALASKAN
Number	590	582	0	1	5	0%
Percent	100%	98.6%	0%	0.2%	.08%	0%

KENNEDY MIDDLE SCHOOL
2020 – 2021 GOALS

KENNEDY MIDDLE SCHOOL GOALS

All Student Performance Rates	Performance Target 2018/2019	Kennedy Middle	Goals 2021
Reading	70	65	80
Math	45	77	85
Writing	54	51	75
Science	71	69	80
Social Studies	60	38	75

KENNEDY MIDDLE SCHOOL GOALS

6 th Grade Mathematics	Standard	2019 - 2020	Target 2021	7 th Grade Mathematics	Standard	2019 - 2020	Target 2021	8 th Grade Mathematics	Standard	2019 - 2020	Target 2021
Approaches	37%	79%	85%	Approaches	40%	75%	85%	Approaches	45%	94%	100%
Meets	61%	38%	60%	Meets	63%	44%	60%	Meets	64%	67%	75%
Masters	39%	15%	25%	Masters	83%	14%	25%	Masters	86%	19%	30%

6 th Grade Reading	Standard	2019 - 2020	Target 2021	7 th Grade Reading	Standard	2019 - 2020	Target 2021	8 th Grade Reading	Standard	2019 - 2020	Target 2021
Approaches	37%	79%	85%	Approaches	40%	75%	85%	Approaches	45%	94%	100%
Meets	61%	38%	60%	Meets	63%	44%	60%	Meets	64%	67%	75%
Masters	39%	15%	25%	Masters	83%	14%	25%	Masters	86%	19%	30%

7 th Grade Writing	Standard	2019 - 2020	Target 2021	8 th Grade Science	Standard	2019 - 2020	Target 2021	8 th Grade Social Studies	Standard	2019 - 2020	Target 2021
Approaches	57%	63%	85%	Approaches	52%	78%	85%	Approaches	52%	68%	75%
Meets	70%	24%	60%	Meets	71%	50%	70%	Meets	73%	35%	50%
Masters	83%	6%	25%	Masters	83%	25%	35%	Masters	82%	22%	25%

**KENNEDY MIDDLE SCHOOL
STUDENT ACHEIVEMENT**

GOAL AREA I – Student Achievement

Goal Area 1: Student Achievement – Reading Language Arts and Writing

Annual Goal: Students achieving at the meets level or above will increase from 50% to 70% in Reading and 26% to 60 in Writing as measured by the 2021 STAAR Reading Assessment.

Measurable Objective: The percent of students scoring at the meets level will increase 5% as measured by STAAR benchmarks.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/ Summative Assessment	Title-I School-wide Component
Reading and writing will be implemented by all content teachers	Administration Classroom Teachers Librarian	CIF Strategies Hoonuit	Sept. 8 2020	Walkthroughs Lesson Plans Student work samples	Walkthrough teacher feedback	Weekly Assessments CBA's and Benchmark scores Entry/Exit Tickets	1b 2b
I-Station Reading Intervention Program	Administration 6 th /7 th Spanish Teachers Computer Lab Paraprofessional	Computer Labs	November 2020	I-Station Reports Observations	I-Station Reports Individual level progress	I-Station Quizzes	District Funds 2c, 9c
Tutoring RLA After school, Saturday, Lock-ins	RLA teachers Administration	Study Sync, Scholastic Magazine	September 2020	Tutoring Logs	STAR Reading Levels STAAR Reading Levels	CBA's, Benchmark Scores	211 Title 1 9a,b
Professional Development Annotation, RAAD Strategies, Close Reading, and Virtual Pathways	All Content Teachers Administration	RAAD Strategies STAAR Reading Passages Sentence Strips Hoonuit	September 2020	Classroom Observations Student Annotation Samples	Reading Levels	CBA's, Benchmark Scores	2b

Implementation of CIF Strategies	All Teachers	CIF Guidebook	September 2020	Classroom Observations and Lesson Plans	Student work samples	CBA's, Benchmark Scores	2b
Writing Contest	RLA Teachers	STAAR Release prompts	November 2020 and February 2021	Individual Student Essays/Folders	Individual Student Progress Sheets	CBA's, Benchmark Scores	19911 Local Funds 2b

Goal Area 1 Action Steps: Reading & Writing

- Train teachers – Reading in all Content Areas/CIF Strategies - Hoonuit
- Plan to provide professional development and train teachers in annotation, RAAD Strategies, and Close Reading, and CIF strategies
- Create tutoring schedule
- Purchase Individual Writing Folders and Ribbons

Goal Area 1: Student Achievement

Goal Area 1: Student Achievement: Mathematics

Annual Goal: Students achieving at the meets level or above will increase from 50% to 70% as measured by the 2021 STAAR Math Assessment.

Measurable Objective: 100% of all students will master weekly assessments throughout the school year.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Professional Development Reading in All Content Areas and Virtual Pathways	CLL /Math Administrator	Hoonuit	September – 2020	Teacher Certificates Classroom Observations Lesson Plans	Weekly Assessments	CBA's, Benchmarks, and STAAR	4a
Math Tutoring After school, Saturday, Lock-ins	Math Teachers and Administratio	Go Math Resources	October 2020 –	Lesson Plans Student Logs	Weekly Assessments	CBA's, Benchmarks, and STAAR	Title 1 211 9a, 9b
Individual student teacher conferencing and goal monitoring	Math Teachers	DMAC Reports Progress monitoring sheet	September	Students' Progress Monitor Sheet	Weekly Assessments Report Cards	CBA's, Benchmarks, And STAAR	

Goal Area 1 Action Steps: Mathematics

- Provide math teachers with professional development in reading strategies and Virtual Pathways
- Plan for individual teacher student conference and goal setting.
- Create tutoring schedule

Goal Area 1: Student Achievement

Goal Area 1: Student Achievement: Science

Annual Goal: Students achieving at the meets level or above will increase from 51% to 70% as measured by the 2021 STAAR Science Assessment.

Measurable Objective: 100% of all students will master weekly assessments throughout the school year.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Professional Development Reading in All Content Areas/Cast Conference, Virtual Pathways	Science Teachers Administration	Hoonuit Registration Forms	August 2020	Teacher Certificates Classroom Observations Lesson Plans	Weekly Assessments	CBA's, Benchmarks, and STAAR	4a
Scientific Experimentations	Science Teachers Administrator	Science Lab Materials	November 2020	Classroom Observations, Lesson Plans	Weekly Assessments	CBA's, Benchmarks, and STAAR	Title 1 211, 4a
Science Tutoring After school, Saturdays, Lock-ins	Science Teachers Administration Science Teachers	Fusion Edusmart	November 2020	Student Log-ins, Lesson Plans, Tutoring Calendar	Weekly Assessments	CBA's, Benchmarks, and STAAR	Local 19911 2a, Title I 211, 9c
Individual student teacher conferencing and goal monitoring		DMAC Reports	September 2020	Individual Progress Monitoring Sheets	Weekly Assessments	CBA's, Benchmarks, and STAAR	2a

Goal Area 1 Action Steps: Science

- Plan for Professional Development
- Create lesson plans for scientific experiments
- Create Tutoring Schedule
- Provide teachers with student conferencing log and progress sheet

Goal Area 1 Student Achievement

Goal Area 1: Student Achievement: Social Studies

Annual Goal: Students achieving at the meets level or above will increase from 36% to 50% as measured by the 2021 STAAR Social Studies Assessment.

Measurable Objective: 100% of all students will master weekly assessments throughout the school year.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Professional Development Reading in All Content Areas	Social Studies Teachers Administration	Hoonuit	August 2020	Teacher Certificates Classroom Observations Lesson Plans	Weekly Assessments	CBA's, Benchmarks, and STAAR	4a
Social Studies Tutoring After school, Saturdays, Lock-ins	Social Studies Teachers Administration	Mastering 8 th Grade TEKS, Sirius STAAR Preparation	November 2020	Student Log-ins, Lesson Plans, Tutoring Calendar	Weekly Assessments	CBA's, Benchmarks, and STAAR	Title 1 211 9a, 9b
Individual student teacher conferencing and goal monitoring	Social Studies Teachers	DMAC Reports	September 2020	Individual Student Progress Sheet	Weekly Assessments Report Cards	CBA's, Benchmarks, and STAAR	2a

Goal Area 1 Action Steps: Social Studies

- Plan for Professional Development
- Create Tutoring Schedule
- Provide teachers with student conferencing log and progress sheet

KENNEDY MIDDLE SCHOOL
CLOSING THE GAPS

Goal Area 2: Closing the Gaps

Goal Area 2: Special Populations

Annual Goal: The achievement gap between the all student group and special populations will decrease by 10%.

Measurable Objective: The percent of special populations students' scores in formative and summative assessments will increase 5% through the school year.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
<p>Include supplemental aids, ELPs strategies in the curriculum guides to enhance the overall instructional program</p> <p>Monitor the progress of all students including special population students, ELL's, migrant, 504, dyslexia through district formative assessments</p> <p>Monitor the implementation of ELP strategies to accelerate the progress of ELL's.</p> <p>Serve the academic and social needs of subgroups through SEL, tutorials, counseling services, and school organizations</p>	<p>District Content Coordinators All teachers</p> <p>All teachers Administration</p> <p>All Teachers Administration</p> <p>All Teachers, Administration, Counselors</p>	<p>District Curriculum</p> <p>DMAC Reports</p> <p>Internet web sites</p> <p>Hoonuit</p>	<p>September 2020</p> <p>September 2020</p> <p>September 2020</p> <p>August 2020</p>	<p>Lesson plans Strategies imbedded in district curriculum</p> <p>Individual Student Progress Logs</p> <p>Lesson Plans, Classroom Observations</p> <p>Tutorial and Counseling logs Participation rates and rosters.</p>	<p>Narrowing the achievement gap between the all student group and special population Weekly Assessments</p> <p>Daily Assignments Weekly Assessments</p> <p>Discipline Reports, Report Cards, Parent Conferences</p>	<p>CBA's, Benchmarks, STAAR, TELPAS</p> <p>Report Cards CBA's, Benchmarks, STAAR, TELPAS</p> <p>Report Cards CBA's, Benchmarks, STAAR, TELPAS</p> <p>CBA's, Benchmarks, STAAR, TELPAS</p>	<p>Title 1 211 & Local Funds 2a</p> <p>9a</p> <p>9a</p> <p>9a, 9b</p>

Monitor student progress by conferencing with Special populations and goal setting	All teachers	Individual Progress Logs, DMAC Reports	August 2020 –	Lesson Plans, Classroom Observations	Report Cards	CBA's Benchmark, STAAR, TELPAS	2a
Distribution of accommodations for Special needs, Dyslexic, and 504 students	Diagnostician, Inclusion Teachers	Individual Education Plans	September 2020	Lesson Plans, Classroom Observations	Daily Assignments and Weekly Assessments	CBA's Benchmark, STAAR, TELPAS	9a

Goal Area 2 Action Steps: Closing the Gaps

- Distribute IEP's to all teachers
- Analyze STAAR data for individual goal setting
- Individual student teacher conferencing to set goals

KENNEDY MIDDLE SCHOOL
Improve Safety, Culture and Climate Including
Safety and Violence Prevention

Goal Area 3: Improve Safety, Culture and Climate – Including Safety & Violence Prevention

Goal Area 3: Improve Safety, Culture and Climate – Including Safety and Violence Prevention

Annual Goal: 100% of all Faculty and Staff will be trained on safety procedures and state mandates

Measurable Objective: The % of discipline referrals will decrease every six weeks throughout year.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School - wide Component
Public Health Training	Faculty and Staff	Online Module	August 2020	Teacher Certificates	Implementation of Safety Protocols	Teacher Survey	4a
Professional Development Bullying, Cyber Bullying, Sexual Harassment, David and Lianna's Law Suicide Prevention	Faculty and Staff Administration	Power Point	August 2020	Teacher Certificates	Discipline Referrals, Implementation of Protocols	Discipline Reports	4a
Development of Culture and Safety Committee	Faculty and Staff Volunteers	Calendar of Events	- September 2020	Sign-In Sheet	Teacher Input Committees	Teacher Survey	

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Goal Area 3 Action Steps: Improve Safety, Culture and Climate

- Plan for Professional Development – Back to School Training
- Purchase protective gear for students and staff – safety protocols
- Create Meeting Calendar for Culture and Safety Committee

KENNEDY MIDDLE SCHOOL

Goal 4: Increase Staff quality, Recruitment and Retention

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Goal Area 4: Increase Staff Quality, Recruitment and Retention

Annual Goal: 100% of all teachers will be highly certified.

Measurable Objective: 100% of all teachers will be retained at the end of the school year.

Strategy	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative Assessment	Title-I School-wide Component
Provide continuous opportunities to refine and perfect teacher skills during common planning period	Administration, CLL, CLFs, and Department Head	CIF GuidBook, Hoonuit, Region I, TEA Rubrics	August 2020	Lesson Plans CLC Agendas Sign-In Sheets	Classroom Walkthroughs Student work	McRel Teacher Observations	3c
Attract/Employ Qualified Staff by: Attending District/UTRGV Job Fairs, Provide Staff incentives, District Web Page	Administration	School Pamphlets School Web Page	August 2020	Sign-In Sheets	Employment of Highly Certified Teachers	McRel Observations	5b, 5c
Retain Highly Qualified Staff by: Providing Teacher Mentors, Providing , Socialization Opportunities, Administrative Support in lesson Planning, Providing a Positive School Climate, and monthly Teacher Recognition.	Administration School Climate Committee	School Web Page	August 2020	Sign-In Sheets	Implementation of School Activities	McRel Observations	5c

Conduct Weekly Teacher Observations	Administration	District App	September 2020	10 Teacher Walkthroughs with written feedback	Implementation of teaching strategies	McRel Yearly Observation	
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Goal Area 4 Action Steps: Science

- Plan for Professional Development – Back to School Training
- Purchase protective gear for students and staff – safety protocols
- Create Meeting Calendar for Culture and Safety Committee

KENNEDY MIDDLE SCHOOL
PROFESSIONSL DEVELOPMENT



Professional Development Schedule

Date	Session	Audience	Time	Presenter/s
Monday – August 17 th A.M. ERO # 157407	Superintendent Convocation Campus Improvement Plan/Vision, Mission	Faculty & Staff	8:00 – 12:00	CLL, CLFs, Administration
Monday – August 17 th P.M.	Reading in All Content Areas Covid Slide, Modeling and Annotating	All teachers	1:00 – 4:00	CLL, CLF, Administration
Tuesday - August 18 th A.M. ERO # 157419	Public Health Training Covid Online Module	Faculty & Staff	8:00 – 11:30	Nurse/Administration
Tuesday - August 18 th P.M.	Curriculum Rollouts	All teachers	12:30 – 4:00	District Assigned
Wednesday - August 19 th A.M. ERO # 157432	Teaching in a Virtual Classroom	All teachers	8:00 – 11:30	Administration
Wednesday – August 19 th P.M.	Curriculum Rollouts	All teachers	12:30 - 4:00	District assigned
Thursday - August 20 th A.M. ERO # 157434	3 Strategies for Cooperative Learning in the Cloud	All teachers	8:00 – 11:30	Administration
Thursday - August 20 th P.M.	Curriculum Rollouts	All teachers	12:30 – 4:00	District assigned
Friday - August 21 st	Teacher Workday	All teachers	7:30 – 3:35	N/A
Monday – August 24 th ERO # 157436	Google Technology Training	All teachers	8:00 – 4:00	CIT, Librarian, Y. Alden
Tuesday – August 25 th A.M. ERO # 157556	Social/Emotional Learning	All teachers	8:00 – 11:30	Administration

Tuesday – August 25 th P.M.	Curriculum Rollouts	All teachers	12:30 – 4:00	District assigned
Wednesday – August 26 th ERO # 157556	Bullying, Cyber, Sexual Harassment	All teachers	8:00 – 4:00	Y. Alden, Admin.
Thursday – August 27 th ERO # 154451	Synchronous/Asynchronous Learning Google Technology Training	All teachers	8:00 – 4:00	Y. Alden, Admin.
Friday – August 28 th	Teacher Workday	All teachers	7:30 – 3:35	N/A
Friday – November 6 th	Early Release – Pear Deck	All teachers	12:00 – 3:30	Administration
Monday – January 4 th	Early Release – CIF Review/Timeline	All teachers	12:00 – 3:30	Administration

