

Fort Bend Independent School District

Kempner High School

2025-2026 Campus Improvement Plan

Accountability Rating: C



Mission Statement

Fort Bend ISD Mission: FBISD exists to inspire and equip all students to pursue futures beyond what they can imagine.

Kempner High School Mission: KHS exists to educate and empower all students to become responsible citizens and life-long learners in an ever-changing world.

Vision

Fort Bend ISD Vision: Fort Bend ISD will graduate students who exhibit the attributes of the District's [Profile of a Graduate](#).

Kempner High School Vision: At Kempner High School we provide a safe, positive and diverse environment that fosters responsibility, character and leadership.

Value Statement

We are Kempner - Silent Power, Loud Impact

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Comprehensive Needs Assessment

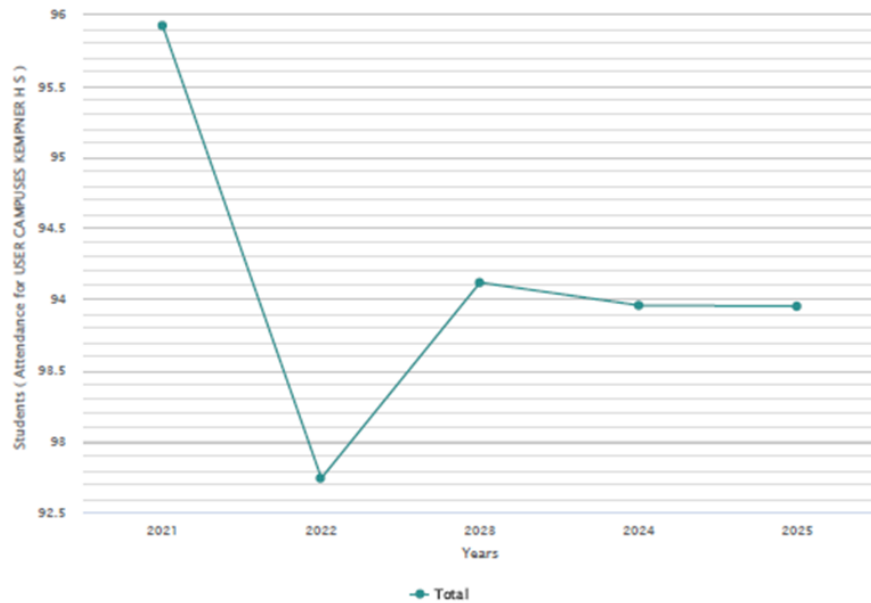
Demographics

Demographics Summary

Total Enrollment by Race/Ethnicity					
	2021	2022	2023	2024	2025
Total Enrollment	2068	1962	1945	1896	1850
Hispanic	36%	37%	38%	40%	40%
American In	0%	0%	0%	0%	0%
Asian	30%	29%	29%	29%	29%
African American	19%	19%	18%	16%	16%
Native Hawaiian	0%	0%	0%	0%	0.00%
White	14%	13%	13%	12%	11%
Two or More	2%	3%	3%	3%	3%
EB	12%	14%	17%	20%	21%
Sped Ed	8%	9%	9%	12%	13%
Eco Dis	48%	56%	61%	61%	61%
At Risk	47%	41%	48%	53%	52%

Attendance for USER CAMPUSES KEMPNER H S

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CHRONIC ABSENTEEISM	#	24-25	#	23-24	#	22-23	#	21-22	CHANGE	
OVERALL			278	14.80%	294		15.20%	403	20.50%	-5.70%
Hispanic			166	22.10%	165		22.70%	174	24.20%	-2.10%
American-Indian			2	40.00%	2		33.30%	1	25.00%	15.00%
Asian			40	7.10%	31		5.40%	69	12.30%	-5.20%
Black			34	11.90%	49		14.20%	79	21.70%	-9.80%
White			28	12.50%	40		16.70%	68	25.70%	-13.20%
Two or More			8	14.00%	7		13.50%	12	24.50%	-10.50%
Sped			52	23.70%	45		24.90%	49	27.40%	-3.70%

Demographics Strengths

Over the years, Kempner has experienced a notable shift in its demographic composition, reflecting broader societal trends and changes within the community. This evolution is evident in the increasing diversity of our student body, which now includes a wider range of cultural, ethnic, and socioeconomic backgrounds. Such diversity enriches the educational experience, fostering an environment where students can learn from each other's varied perspectives and experiences. Additionally, the demographic changes have prompted the school to adapt its programs and resources to better meet the needs of all students, ensuring that every child has the opportunity to succeed in an inclusive and supportive setting. As we continue to monitor these demographic trends, our commitment remains steadfast in providing equitable and high-quality education to all members of our school community.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Multiple sub-pops have had a consistent decline in attendance and the highest chronic absenteeism for consecutive years.

Root Cause: This demographics has a higher than average mobility rate than other demographics attending Kempner. This leads to students having a lack of connection to the school's culture.

Problem Statement 2: Honor level students fail to participate in the various clubs, activities and athletics that are offered at Kempner.

Root Cause: Students to not feel connected to the schools social and cultural traditions.

Student Learning

Student Learning Summary

	2021	2021	2021	2022	2022	2022	2023	2023	2023	2024'	2024	2024	2525	2025	2025
Algebra	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters
All	51%	12%	5%	65%	24%	9%	61%	19%	6%	55%	16%	5%	65%	29%	13%
Hispanic	48%	9%	2%	56%	16%	7%	51%	10%	3%	48%	12%	3%	57%	19%	8%
Asian	64%	21%	5%	86%	46%	20%	84%	47%	21%	72%	34%	10%	82%	52%	26%
African American	40%	8%	8%	63%	19%	6%	63%	15%	4%	52%	9%	2%	68%	25%	10%
White	65%	18%	6%	76%	29%	10%	73%	29%	7%	62%	21%	10%	72%	44%	16%
Two or More	33%	11%	11%	60%	50%	10%	78%	33%	0%	75%	13%	6%	71%	43%	14%
Eco Disadv	46%	10%	3%	61%	19%	7%	60%	17%	5%	52%	14%	4%	65%	29%	13%
ESL	41%	10%	3%	53%	15%	7%	50%	17%	5%	46%	16%	6%	56%	22%	13%
Spec. Ed.	12%	0%	0%	47%	2%	2%	46%	10%	0%	38%	3%	3%	38%	9%	3%
At Risk	36%	10%	4%	56%	16%	5%	53%	12%	3%	49%	11%	3%	60%	22%	9%
	2021	2021	2021	2022	2022	2022	2023	2023	2023	2024'	2024	2024	2525	2025	2025
Biology	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters
All	85%	52%	22%	85%	63%	28%	92%	63%	26%	91%	61%	30%	93%	70%	23%
Hispanic	84%	49%	11%	77%	50%	16%	88%	48%	13%	88%	50%	17%	93%	59%	13%
Asian	90%	69%	39%	95%	82%	51%	96%	85%	45%	97%	83%	53%	95%	84%	37%
African American	81%	47%	17%	83%	58%	19%	95%	50%	17%	86%	42%	11%	97%	75%	24%
White	89%	70%	26%	89%	68%	29%	94%	79%	32%	96%	70%	42%	89%	72%	28%
Two or More	88%	50%	0%	88%	75%	25%	93%	86%	43%	80%	65%	25%	83%	50%	17%
Eco Disadv	80%	46%	14%	82%	57%	21%	91%	57%	19%	90%	55%	22%	94%	68%	20%
ESL	62%	18%	2%	64%	32%	6%	82%	35%	9%	83%	42%	12%	88%	52%	11%
Spec. Ed.	46%	23%	6%	67%	20%	2%	79%	26%	6%	70%	25%	7%	76%	34%	7%
At Risk	62%	20%	3%	77%	45%	12%	84%	45%	13%	86%	44%	12%	90%	58%	11%
	2021	2021	2021	2022	2022	2022	2023	2023	2023	2024'	2024	2024	2525	2025	2025
English I	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters

	2021	2021	2021	2022	2022	2022	2023	2023	2023	2024`	2024	2024	2525	2025	2025
All	71%	57%	17%	66%	50%	12%	72%	57%	15%	78%	64%	18%	67%	47%	13%
Hispanic	62%	44%	5%	56%	37%	6%	60%	41%	6%	71%	56%	7%	58%	37%	7%
Asian	82%	73%	34%	84%	74%	29%	89%	79%	31%	89%	81%	35%	79%	61%	21%
African American	69%	52%	11%	62%	46%	3%	73%	51%	8%	71%	51%	10%	65%	45%	15%
White	76%	62%	20%	63%	46%	11%	82%	75%	23%	82%	71%	20%	79%	64%	19%
Two or More	86%	43%	0%	71%	59%	12%	75%	75%	31%	72%	56%	17%	69%	38%	8%
Eco Disadv	63%	44%	8%	61%	45%	9%	68%	51%	10%	74%	58%	11%	65%	44%	11%
ESL	32%	15%	1%	35%	14%	2%	42%	23%	1%	57%	39%	3%	47%	24%	5%
Spec. Ed.	23%	10%	3%	26%	17%	2%	44%	21%	5%	38%	17%	0%	37%	15%	3%
At Risk	35%	17%	2%	49%	30%	3%	59%	39%	4%	65%	45%	5%	54%	30%	5%
	2021	2021	2021	2022	2022	2022	2023	2023	2023	2024`	2024	2024	2525	2025	2025
English II	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters
All	78%	66%	16%	81%	69%	14%	77%	57%	7%	75%	61%	10%	79%	64%	11%
Hispanic	74%	57%	9%	77%	60%	6%	66%	43%	6%	65%	48%	4%	69%	53%	3%
Asian	88%	76%	34%	88%	82%	26%	87%	79%	15%	86%	79%	20%	92%	83%	23%
African American	68%	57%	9%	75%	63%	12%	80%	51%	1%	76%	61%	5%	77%	48%	6%
White	84%	73%	10%	83%	73%	17%	82%	58%	2%	81%	69%	15%	80%	71%	12%
Two or More	75%	75%	0%	86%	71%	0%	87%	67%	12%	87%	53%	27%	81%	63%	13%
Eco Disadv	72%	55%	10%	76%	62%	10%	74%	51%	5%	71%	55%	6%	76%	57%	7%
ESL	36%	15%	0%	55%	36%	0%	47%	24%	1%	47%	32%	1%	63%	46%	1%
Spec. Ed.	28%	16%	0%	35%	30%	3%	64%	23%	0%	40%	25%	0%	40%	19%	0%
At Risk	38%	19%	0%	67%	50%	3%	63%	38%	2%	64%	46%	3%	69%	48%	1%
	2021	2021	2021	2022	2022	2022	2023	2023	2023	2024`	2024	2024	2525	2025	2025
US History	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters	Approach	Meets	Masters
All	92%	76%	52%	95%	86%	59%	96%	81%	55%	96%	77%	46%	95%	75%	48%
Hispanic	90%	68%	41%	95%	85%	46%	93%	75%	45%	95%	66%	35%	94%	68%	35%
Asian	96%	84%	70%	98%	92%	78%	99%	87%	67%	99%	90%	61%	96%	85%	66%
African American	88%	70%	35%	91%	77%	52%	98%	77%	49%	97%	71%	32%	96%	64%	40%
White	95%	86%	64%	97%	89%	69%	100%	92%	67%	95%	85%	55%	98%	89%	55%

	2021	2021	2021	2022	2022	2022	2023	2023	2023	2024'	2024	2024	2525	2025	2025
Two or More	90%	80%	70%	89%	67%	22%	89%	67%	44%	93%	86%	64%	94%	75%	63%
Eco Disadv	90%	69%	46%	93%	82%	51%	96%	76%	48%	96%	72%	40%	95%	72%	44%
ESL	71%	37%	24%	81%	48%	27%	86%	54%	24%	90%	53%	17%	85%	50%	20%
Spec. Ed.	62%	22%	8%	80%	57%	23%	91%	46%	26%	86%	39%	7%	83%	45%	19%
At Risk	73%	40%	26%	91%	75%	42%	92%	66%	36%	94%	65%	30%	93%	64%	31%

The data indicates that Kempner students have shown consistent improvement in their academic performance over the past academic year. This trend is evident across various subjects, suggesting that our instructional strategies and curriculum enhancements are effectively supporting student learning and comprehension.

Furthermore, the data highlights a significant increase in student engagement, as reflected by higher participation rates in classroom activities and extracurricular programs. This suggests that our efforts to create a more inclusive and stimulating learning environment are resonating with our students, encouraging them to take a more active role in their education.

Additionally, the data reveals a narrowing achievement gap among different student demographics, indicating progress towards educational equity. This improvement can be attributed to targeted interventions and support systems that have been implemented to address the diverse needs of our student body.

Lastly, the data underscores the importance of ongoing professional development for our educators, as it correlates with improved teaching practices and student outcomes. By investing in our teachers' growth, we are ensuring that they are equipped with the latest pedagogical skills and knowledge to foster a high-quality learning experience for all students.

Student Learning Strengths

Our school takes immense pride in the accomplishments of our students who are excelling in various academic groups beyond the traditional classroom setting. The UIL Academic team has demonstrated exceptional skill and dedication, securing first place at the district level, which is a testament to their hard work and the support of their coaches and mentors.

Furthermore, our students have showcased their talents and knowledge by competing at the state level in prestigious competitions such as the Science Olympiad, DECA, TSA, Robotics, and Scholastic Writing and Art. Their participation and success in these events highlight their commitment to academic excellence and their ability to apply classroom learning to real-world challenges.

On a national scale, our students have continued to excel, with teams and individuals from TSA, Robotics, and Scholastic Writing and Art representing our school with distinction. Competing at this level not only enhances their learning experience but also prepares them for future academic and professional endeavors.

Additionally, we have observed a significant increase in student participation in Advanced Placement (AP) and Dual Credit classes. This trend indicates a growing interest in challenging coursework and a desire to earn college credits while still in high school. Such engagement in advanced studies contributes significantly to the overall learning environment and academic culture of our school.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): There has been a consistent decline in the student progress over multiple years.

Root Cause: PLCs have struggled to effectively disaggregate and analyze their Tier I data to drive instruction and student learning.

Problem Statement 2: Significant achievement gap between campus EB learners versus the rest of the student population.

Root Cause: Lack of teacher training on how to effectively implement instructional strategies specifically for EB students.

Problem Statement 3: Kempner has had extremely low CCMR completion percentages over multiple years.

Root Cause: Lack of a campus CCRA and an inability of the campus to encourage student participation and completion of multiple CCMR indicators.

School Processes & Programs

School Processes & Programs Summary

Curriculum, Instruction, and Assessment Summary:

At KHS our teachers are effectively utilizing Schoology as a key instructional tool. This platform allows them to seamlessly access a wide array of curriculum resources, ensuring that students are well-equipped to deliver high-quality education. By integrating technology into our teaching practices, we are able to provide a more dynamic and engaging learning experience.

In our commitment to use data-driven instruction, both teachers and administrators are working to analyze District Assessment and State Testing results. This analysis is crucial as it informs our instructional strategies, allowing us to tailor our teaching methods to better meet the needs of our students. By understanding the data, we can identify areas of strength and opportunities for improvement, ensuring that our students are on the path to academic success.

Our Professional Learning Communities (PLCs) are working collaboratively to enhance instructional practices. Through regular meetings and discussions, these groups are focused on sharing best practices and innovative strategies to increase student success. By fostering a culture of collaboration, we are not only improving classroom instruction but also preparing our students to excel in district, state, and national assessments.

Family and Community Involvement Summary:

At KHS, we place a high value on the involvement of families and the community in our school activities. We warmly welcome and encourage parents to attend various events and engage as volunteers, as their participation enriches the educational experience for our students. We understand that parents play a crucial role in the development and success of their children, and we strive to create an inclusive environment where they feel valued and integral to our school community.

We are committed to addressing any concerns that parents may have, taking them seriously, and responding promptly and effectively. Open communication is a cornerstone of our relationship with families, and we aim to foster a collaborative atmosphere where parents feel comfortable sharing their thoughts and feedback. By doing so, we can work together to create the best possible learning environment for our students.

Despite our efforts, we recognize the need for increased parental involvement. We believe that by strengthening our partnership with parents, we can enhance the educational outcomes for all students. We are actively seeking ways to engage more parents in school activities and decision-making processes, and we invite all parents to join us in this endeavor. Together, we can build a supportive and thriving school community.

School Context and Organization:

At KHS, our commitment to student success is unwavering. We are dedicated to equipping our students with the necessary tools and resources that will not only help them excel during their high school years but also prepare them for future endeavors, whether in higher education or their chosen career paths. Our focus is on fostering an environment that supports academic achievement, personal growth, and lifelong learning.

To ensure that we are meeting our objectives and continuously improving, we have established a CPAC (Campus Planning and Advisory Committee). This committee plays a crucial role in our school's development by regularly convening throughout the year to review our goals and strategies. By doing so, we can make informed adjustments that align with our mission and respond to the evolving needs of our students and community. This collaborative approach allows us to remain dynamic and responsive, ensuring that our educational practices are both effective and relevant.

Technology:

Kempner has worked to actively encourage and support the use of technology within our classrooms, recognizing its vital role in enhancing the educational experience for all students

as they prepare to enter the 21st century. Our commitment to integrating technology is further demonstrated by our 1 to 1 rollout initiative, which we anticipate will significantly bolster the effectiveness of technology integration across all areas of learning. This initiative aims to provide each student with individual access to technological resources, thereby facilitating a more personalized and engaging learning environment.

Additionally, we have observed a positive trend in the increasing usage of School Links, a platform that supports our educational processes. This growth indicates that both students and staff are becoming more adept at utilizing digital tools to enhance communication, collaboration, and access to educational resources. As we continue to embrace these technological advancements, we remain dedicated to providing ongoing support and training to ensure that all members of our school community can fully benefit from these innovations.

School Processes & Programs Strengths

Staff Quality, Recruitment, and Retention Strengths:

Our staff exemplifies professionalism and teamwork, consistently demonstrating a commitment to the best interests of our students. This dedication is evident in their willingness to go above and beyond in their roles, ensuring that our students receive the highest quality education and support. Notably, approximately 30% of our faculty hold a Master's Degree or higher, which speaks to their dedication to continuous professional development and expertise in their respective fields.

Furthermore, our teachers perceive ample opportunities for leadership within our school, which fosters a culture of growth and empowerment. This environment encourages educators to take initiative and contribute to the school's development, enhancing both their professional journey and the educational experience of our students.

Our administrative team is actively engaged in supporting our teachers through regular walk-throughs, providing immediate and constructive feedback. This practice not only aids in the professional growth of our educators but also ensures that instructional practices are continuously refined to meet the evolving needs of our students.

Curriculum, Instruction, and Assessment Strengths:

Our curriculum is meticulously designed to cater to the diverse academic needs of every student, ensuring that each individual receives the support and challenge necessary to thrive. This structured approach allows us to provide a comprehensive educational experience that is both inclusive and effective.

Professional Learning Communities (PLCs) convene regularly to scrutinize major tests and projects, ensuring that our curriculum remains aligned with educational standards and maintains a high level of rigor. This collaborative effort among educators fosters a culture of continuous improvement and shared responsibility for student success.

The practice of writing across the curriculum is integrated into all content areas, reinforcing the importance of literacy and communication skills in every subject. This approach not only enhances students' writing abilities but also deepens their understanding and engagement with the material.

We place a strong emphasis on testing accountability, security, and confidentiality, recognizing the critical role these elements play in maintaining the integrity of our assessment processes. By upholding these standards, we ensure that our evaluations are fair, reliable, and reflective of our students' true capabilities.

Family and Community Involvement Strengths:

Our school is fortunate to have a dedicated Volunteers in Public Schools (VIPS) group, which, although small, plays a crucial role in fostering a strong connection between our school and the community. Their commitment and enthusiasm are invaluable, and we are eager to see more parents join this initiative to further enhance our collaborative efforts. The positive feedback and support we receive from parents regarding our campus initiatives are a testament to the strong partnership we have cultivated with our families, which is

essential for the success of our students.

In addition, our Fine Arts program continues to thrive, with high levels of participation and support from both students and parents. This enthusiasm for the arts not only enriches our school culture but also provides students with opportunities to explore their creativity and develop a wide range of skills. The strong backing from our community ensures that our Fine Arts program remains a vibrant and integral part of our educational offerings.

School Context and Organization Strengths:

Our faculty and staff are exceptionally positive, fostering an environment that is both welcoming and supportive. They have worked hard to build an environment that fosters meaningful relationships with students, understanding that strong connections are foundational to student success. This commitment to relationship-building ensures that students feel valued and understood, which enhances their overall learning experience and contributes to a positive school culture.

We implement the 10/10 rule, which is a strategic approach to maximize instructional time by ensuring students remain in the classroom during the first and last ten minutes of each lesson. This practice is crucial as it allows students to engage fully with the introduction and conclusion of lessons, which are often the most critical parts for understanding and retention. By minimizing disruptions during these key periods, we enhance the effectiveness of our teaching and learning processes.

Additionally, we offer a variety of tutorial programs designed to support and extend student learning. These programs provide targeted assistance and enrichment opportunities, catering to the diverse needs of our student body. By offering these resources, we ensure that all students have access to the support they need to achieve their academic goals, thereby promoting equity and excellence within our school community.

Technology Strengths:

Our school has made significant strides in integrating technology into our educational framework, ensuring that both students and parents are well-informed and engaged. By utilizing OneDrive, we have streamlined the way resources and assignments are shared, allowing for seamless access to educational materials. This not only enhances the learning experience for students but also supports teachers in organizing and distributing content efficiently.

Furthermore, the incorporation of platforms like Schoology has revolutionized our communication and instructional methods. Teachers are leveraging this tool to create interactive and dynamic learning environments, fostering greater student engagement and participation. The use of Schoology also facilitates a more personalized learning experience, as teachers can tailor content to meet the diverse needs of their students.

In addition to student communication, we have prioritized maintaining strong connections with parents through our mass email system via Skyward. This system ensures that parents are kept up-to-date with important announcements, student progress, and school events, fostering a collaborative community focused on student success. Our commitment to professional development is evident as all teachers have received comprehensive training in Schoology, equipping them with the skills necessary to maximize the platform's potential and enhance the overall educational experience.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The campus has been working to build a strong collaborative environment with PLCs but over the last five years it has been a challenge to retain qualified teachers.

Root Cause: A lack of building wide understanding campus processes, as well as a disconnect between departments.

Problem Statement 2: Kempner has worked hard to be a between the school and the community there has been a lack of community involvement beyond those involved in various booster programs.

Root Cause: There is a significant language and socio-economic barrier.

Perceptions

Perceptions Summary

At Kempner, we are proud to foster a very positive culture that emphasizes the holistic development of each student. Our commitment is to nurture the whole child, ensuring that every student has the opportunity to grow and reach their full potential in a supportive and encouraging environment.

Our school is enriched by a diverse population of students from various nationalities and cultural backgrounds. This diversity is a strength that enhances the learning experience, as students engage in collaborative projects, performances, athletic competitions, and participate in clubs and Honor Societies. These activities provide invaluable opportunities for students to learn from one another and appreciate different perspectives.

We actively encourage students to join clubs and organizations, which play a crucial role in helping them feel connected to the school community. Our culture at Kempner celebrates successes, such as students advancing to state and national competitions. We proudly display these achievements on banners and posters throughout our building, which not only builds school pride but also motivates underclassmen to aspire to similar accomplishments by following the example set by their peers.

Our professional development on campus is centered around embracing our diversity and ensuring that every student has a positive relationship with at least one adult in the building. We strive to provide students with connections to the school that extend beyond the traditional seven-class period day, fostering a positive identity as a Kempner Cougar. This approach is integral to creating a supportive and inclusive environment where all students can thrive.

Perceptions Strengths

Our campus thrives on a positive atmosphere fostered by strong relationships between students and between teachers and students. This environment is enriched by the diversity present on our campus, which our students genuinely appreciate and celebrate. The sense of community and mutual respect is palpable, creating a welcoming and inclusive space for all.

We prioritize the well-being of our students by ensuring they have access to supportive adults, whether it be the principal, counselors, teachers, or other staff members. This open-door policy allows students to feel comfortable reaching out with personal or school-related concerns, knowing they will be met with understanding and assistance. Our active Volunteers in Public Schools (VIPS) organization further enhances this supportive network, contributing to a nurturing educational environment.

Our teachers are empowered with opportunities for leadership, which is vital for their professional growth and the overall development of our school. Regular monthly meetings, such as those for department heads and the Campus Planning and Advisory Council (CPAC), provide platforms for teachers to voice their ideas and collaborate on school initiatives. This collaborative culture ensures that teachers feel supported by both the administration and counselors, fostering a strong sense of community and shared purpose.

Safety is a top priority, and it is heartening to know that our students feel secure within the school premises. This sense of safety is complemented by the support they receive from their teachers, which the majority of students acknowledge and appreciate. Our commitment to celebrating progress at every level is evident through initiatives like the Cougar Pride giveaway, as well as recognition of academic achievements and attendance. These celebrations reinforce a positive school culture and motivate students to strive for excellence.

Finally, the adoption of the student-developed motto, "We are Kempner - Silent Power, Loud Impact," encapsulates the spirit of our school. It reflects our commitment to making a significant impact through quiet strength and determination, embodying the values we instill in our students. This motto serves as a guiding principle for our school community, inspiring us to continue our journey of growth and achievement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The student's social and emotional needs are having a negative impact on their attendance and campus behavior.

Root Cause: There is an inconsistency in the staffs application of KHS SEL strategies.

Problem Statement 2: A significant number of all campus referrals come from students being tardy or skipping classes.

Root Cause: There is a lack of student ownership of learning, as well as a disconnect between classes and their off campus life.

Priority Problem Statements

Problem Statement 1: Multiple sub-pops have had a consistent decline in attendance and the highest chronic absenteeism for consecutive years.

Root Cause 1: This demographics has a higher than average mobility rate than other demographics attending Kempner. This leads to students having a lack of connection to the school's culture.

Problem Statement 1 Areas: Demographics

Problem Statement 2: There has been a consistent decline in the student progress over multiple years.

Root Cause 2: PLCs have struggled to effectively disaggregate and analyze their Tier I data to drive instruction and student learning.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The campus has been working to build a strong collaborative environment with PLCs but over the last five years it has been a challenge to retain qualified teachers.

Root Cause 3: A lack of building wide understanding campus processes, as well as a disconnect between departments.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The student's social and emotional needs are having a negative impact on their attendance and campus behavior.

Root Cause 4: There is an inconsistency in the staffs application of KHS SEL strategies.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 26, 2025

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 1: By June of 2026 Kempner HS will increase students meeting expected growth on the NWEA MAP screener by 3% between BOY, MOY, and EOY.

High Priority

HB3 Goal

Evaluation Data Sources: Formative Data Sources:
December STAAR EOC Re-Tester Scores
NWEA growth reports for BOY and MOY
Purposeful Talk Progression Survey BOY and MOY
Summative Data Sources:
NWEA growth reports for EOY
2026 TELPAS Change in Level Report
Purposeful Talk Progression of Practice Survey EOY

Strategy 1 Details	Reviews			
Strategy 1: Develop school wide PD that focuses on implementing PLC protocols that focus on the analysis of both formative and informal data tools. PLCs will use both student artifacts and data from Eduphoria to evaluate student progress and mastery of objectives. Strategy's Expected Result/Impact: PLCs will increase the alignment of instructional models, lesson rigor and scope and sequence that will have a positive impact the effectiveness Tier I instruction. Staff Responsible for Monitoring: Campus administrator over PLC, Campus CAC, PLC Team Leader. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			

Strategy 2 Details	Reviews			
Strategy 2: PLCs will purposely integrate targeted Purposeful Talk and LIAG instructional strategies at least twice a week into their Tier 1 instructional lesson development to meet the needs of our EB students. Strategy's Expected Result/Impact: Evidence of the targeted implementation of Purposeful Talk and LIAG the campus will see a 10% increase of EB students move up at least one progress level on their 2026 TELPAS composite score. There will be a 5% increase in students showing growth from on their EOC from their prior year's score. Staff Responsible for Monitoring: Campus admin team, PLC Team Leaders, Department Leaders TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: PLC will increase their effectiveness through the implementation of student ownership of learning tools, such as anchor charts, rubrics and checklists that will target Tier I curriculum. Strategy's Expected Result/Impact: There will be a reduction of student failure for each term. This will have the greatest impact on students who are off cohort. Staff Responsible for Monitoring: KHS admin team, counselors, PLC team leads, KHS Department Heads Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: There has been a consistent decline in the student progress over multiple years. Root Cause: PLCs have struggled to effectively disaggregate and analyze their Tier I data to drive instruction and student learning.
School Processes & Programs
Problem Statement 1: The campus has been working to build a strong collaborative environment with PLCs but over the last five years it has been a challenge to retain qualified teachers. Root Cause: A lack of building wide understanding campus processes, as well as a disconnect between departments.

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 2: By June of 2026 Kempner will increase the number of students achieving Meets on the Spring STAAR EOC by 10% on each grade specific EOC.

High Priority

Evaluation Data Sources: Formative Evaluation:

NWEA MAP BOY & MOY

Unit Assessments focus TEKS in Eduphoria

Summative Evaluation:

2026 STAAR EOC assessments.

2026 NWEA MAP EOY

Strategy 1 Details	Reviews			
Strategy 1: Kempner will implement a targeted Tier III Advisory Intervention and Pull-Out plan for the 2025-2026 school year to address HB1416 requirements. Strategy's Expected Result/Impact: Increase the number of 10th -12th graders who are passing the December EOC Re-testing. Decrease the number of original EOC testers from becoming re-testers. Staff Responsible for Monitoring: KHS admin team, Department Heads, PLC Team Leads Problem Statements: Student Learning 1	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Kempner HS will implement programs during our Enrichment Advisory days that target the needs of our AP and Gifted and Talented students. Strategy's Expected Result/Impact: GT students will successfully complete their GT projects and less likely to waive their GT status and AP students will have an opportunity to get the necessary support needed to be successful on their AP exams. Staff Responsible for Monitoring: KHS admin team and Department Heads	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 1: There has been a consistent decline in the student progress over multiple years. **Root Cause:** PLCs have struggled to effectively disaggregate and analyze their Tier I data to drive instruction and student learning.

Goal 1: Priority 1: Increase successful student outcomes through enhanced learning opportunities

Performance Objective 3: By June of 2026 Kempner HS will have increased the number of graduating seniors meeting their CCMR requirements to 90%, Juniors will increase to 85%, Sophomores will increase to 80%, and 20% of Freshman will have their CCMR credit.

High Priority
Evaluation Data Sources: Kempner HS CCMR Tracking Spreadsheet

Strategy 1 Details	Reviews			
Strategy 1: Kempner's CCMR Impact team will meet monthly to review the progress of those students who are not on track of getting their CCMR credit. Strategy's Expected Result/Impact: By the end of the year every student will have a CCMR plan. Staff Responsible for Monitoring: KHS admin, counselors, CCRA Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Students who complete their OLab prior to the end of the semester and do not have their CCMR credit will begin work on the College Bridge modules to prepare them for the TSI assessment. Strategy's Expected Result/Impact: Graduating seniors who do not have a CCMR plan to receive credit by the end of the year will have an opportunity to get their credit through TSI. Staff Responsible for Monitoring: KHS admin, CCRA, counselors, OLab lead. Problem Statements: Demographics 1	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Multiple sub-pops have had a consistent decline in attendance and the highest chronic absenteeism for consecutive years. Root Cause: This demographics has a higher than average mobility rate than other demographics attending Kempner. This leads to students having a lack of connection to the school's culture.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 1: By June of 2026 Kempner HS will improve the effectiveness of teacher mentorship through the implementation of the schools PBIS Climate and Culture strategies as evidenced through the indicators of success which will result in a 10% increase in teacher retention.

High Priority

HB3 Goal

Evaluation Data Sources: Formative Data Sources:
Campus Climate and Culture Survey BOY & MOY - PBIS Silent Power - Loud Impact
Campus Climate and Culture Survey BOY & MOY - Staff Retention
Summative Data Source:
Campus Climate and Culture Survey EOY- PBIS Silent Power - Loud Impact
Campus Climate and Culture Survey EOY - Staff Retention

Strategy 1 Details		Reviews			
Strategy 1: All new teachers will be assigned a mentor teacher and an administrator with whom they will meet monthly to discuss areas of progress or concerns. Strategy's Expected Result/Impact: By June of 2026 KHS will see a 10% increase in teacher retention as compared to the 2024-2025 school year. Staff Responsible for Monitoring: Campus Administrators, CAC, Campus Department Heads TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: Perceptions 1		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The student's social and emotional needs are having a negative impact on their attendance and campus behavior. Root Cause: There is an inconsistency in the staffs application of KHS SEL strategies.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 2: By June of 2026, Kempner HS will improve community engagement through collaborative partnership by increasing opportunities for student, parent, staff and community to access all areas of the Cougar campus experience as evidenced by the overall satisfaction rate of at least 75% on the district Culture and Climate survey.

- High Priority
- HB3 Goal
- Evaluation Data Sources: Formative Data Sources:
 - School and Community engagement in school social media accounts
 - Newsletter tracking (Smore)Summative Data Sources:
 - KHS PTO Membership
 - District Climate and Culture Survey Responses and Data

Strategy 1 Details	Reviews			
Strategy 1: Increase the use of social media, Blackboard, and the ability to translate messages into other languages to build a positive relationship with the school community. Strategy's Expected Result/Impact: By the end of the 2026 school year Kempner will see an increase in family and community members engaging in KHS social media accounts. This will have a positive impact on school function, KPTO membership, community donations, and parent participation in school events/functions. Staff Responsible for Monitoring: Campus administration team, Campus Department Heads and KPTO leadership TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Perceptions 1	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			

Strategy 2 Details		Reviews			
Strategy 2: Kempner HS will offer repeated opportunities through the schools PBIS Climate and Culture Know your Impact strategy to increase student participation in all Wellness activities. Strategy's Expected Result/Impact: There will be a decrease in students not being able to successfully complete their required fitness goals. This will also lead to an increase in the students having a positive outlook on the role in KHS climate and culture. Staff Responsible for Monitoring: KHS admn team, counselors, and PE Department Head & Athletic directors		Formative			Summative
		Oct	Dec	Feb	June
		 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: The student's social and emotional needs are having a negative impact on their attendance and campus behavior. Root Cause: There is an inconsistency in the staffs application of KHS SEL strategies.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 3: By June of 2026 Kempner HS will decrease discipline and chronic absenteeism by 10% by improving campus culture through the effective implementation of PBIS Know your Impact on Kempner strategy as seen in the district climate and culture survey.

High Priority

HB3 Goal

Evaluation Data Sources: Formative Data Source:
Campus Student Survey of Climate and Culture BOY and MOY
Attendance at Monthly PBIS Meetings
Summative Data Sources:
Campus Student Survey of Climate and Culture EOY
District Climate and Culture Pride Survey - Parent & Student Response

Strategy 1 Details		Reviews			
Strategy 1: PBIS Behavior Team will work with Advisory Lesson Leaders to design and implement weekly campus wide lessons that focus on addressing Social and Emotional learning and making positive Impact decisions. Strategy's Expected Result/Impact: By June of 2026 KHS will see a decrease in negative indicators in the mental and physical health indicators on the student Pride Survey. Staff Responsible for Monitoring: Campus counselors, Campus Admin Team, and CCRA TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Perceptions 1		Formative			Summative
		Oct	Dec	Feb	June
		 Moderate Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Multiple sub-pops have had a consistent decline in attendance and the highest chronic absenteeism for consecutive years. Root Cause: This demographics has a higher than average mobility rate than other demographics attending Kempner. This leads to students having a lack of connection to the school's culture.

Perceptions

Problem Statement 1: The student's social and emotional needs are having a negative impact on their attendance and campus behavior. **Root Cause:** There is an inconsistency in the staffs application of KHS SEL strategies.

Goal 2: Priority 2: Create and sustain a culture and climate of professionalism, accountability, and communication (PAC) where stakeholders (student, parents, and staff) are valued, inspired, and engaged.

Performance Objective 4: By June 2026, Kempner High School will increase its overall student attendance rate by at least 3% every nine weeks through the implementation of Positive Behavioral Interventions and Supports (PBIS) strategies and strengthened attendance accountability measures.

- High Priority**
- Evaluation Data Sources:** Formative Data Sources:
Skyward attendance report by Term
Administrative student conferences; documented in Skyward.
Skyward student discipline report; focus on skipping and/or tardies by Term
Summative Data Source:
Skyward nine week's attendance report for each grade level by semester
PEIMS attendance data for the semester.
Skyward student discipline report; focus on skipping and/or tardies.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Dec	Feb	June
Strategy 1: By June of 2026 KHS will see a 10% decrease in overall chronic absenteeism impacting students overall academic performance. Attendance team will meet bi-monthly to review attendance for specific alpha group, follow-up with student and parent conference. Students showing up twice during a bi-monthly meeting in a nine week period will be referred to their grade level SST. Strategy's Expected Result/Impact: The campus will see a decrease in student failure by Term with a long term impact of less students be being off cohort due to loss of credits. Staff Responsible for Monitoring: Administrators and counselors TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	No Progress			

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: Multiple sub-pops have had a consistent decline in attendance and the highest chronic absenteeism for consecutive years. Root Cause: This demographics has a higher than average mobility rate than other demographics attending Kempner. This leads to students having a lack of connection to the school's culture.

Student Learning
Problem Statement 1: There has been a consistent decline in the student progress over multiple years. Root Cause: PLCs have struggled to effectively disaggregate and analyze their Tier I data to drive instruction and student learning.
School Processes & Programs
Problem Statement 1: The campus has been working to build a strong collaborative environment with PLCs but over the last five years it has been a challenge to retain qualified teachers. Root Cause: A lack of building wide understanding campus processes, as well as a disconnect between departments.

Goal 3: Priority 3: Exhibit financial responsibility through transparent budgeting processes and effective management of resources aligned to the district strategic plan.

Performance Objective 1: By May of 2026 Kemper High School will demonstrate their fiscal responsibility by implementing a transparent budgeting practice with all campus stake holders, and ensuring all campus expenditures are aligned with the district strategic plan and campus priorities.

Evaluation Data Sources: Budget reports - EA/Principal

Strategy 1 Details	Reviews			
Strategy 1: Principal and his EA will engage in regular budget reviews, no less than bi-weekly, and department heads monthly to collaborate planning to optimize resource allocation in support of campus needs. Strategy's Expected Result/Impact: There will be clarity of budget expectations of allotment and expenditures to ensure that all department heads are being fiscally responsible with their allocated funding. Staff Responsible for Monitoring: KHS principal and executive assistance	Formative			Summative
	Oct	Dec	Feb	June
	 Moderate Progress			
Strategy 2 Details	Reviews			
Strategy 2: Budget updates will be shared in CPAC, Guiding Coalition, and Kempner Leadership Team meetings. Strategy's Expected Result/Impact: Transparency with stakeholders to ensure budget meets the needs of the campus as indicated by articulated monitoring measures. Staff Responsible for Monitoring: KHS admin team, lead counselor, department leads	Formative			Summative
	Oct	Dec	Feb	June
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Kempner High School

Total SCE Funds: \$27,172.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Our campus State Compensatory Education (SCE) funds supplement the regular education program for students that meet one or more of the 15 eligibility criteria for being At-Risk and our educationally disadvantaged students. SCE funds are used to partially fund a position responsible for identifying and coordinating academic interventions (Campus Assessment Coordinators) designed to support student achievement on the STAAR assessment. We offer intensive accelerated instruction and intervention in math and/or literacy to identified students in intervention classes designed to intervene directly with identified students in math and literacy. Additional supportive staffing units are also funded with SCE and used to supplement needs for additional district/campus staff for addressing social-environment issues (Social Workers, Behavioral Health Facilitators, PBIS Interventionists, etc.). We also fund tutorial supplemental pay and transportation as needed for tutorials for identified students as part of our accelerated instruction to support students most at-risk. Students identified as most At-Risk of dropping out of school are also provided the opportunity to attend the Progressive High School Program. Several staffing units in the PHS program are funded through SCE, and the program provides alternate, intensive instruction designed to support students who may be behind in gaining high school credits or who may be parents through alternative scheduling options, online instructional opportunities, and compacted curriculum to accelerate the rate of gaining required credit. Identification and the responsibility of delivery of services for At-Risk students are initiated by our campus staff while district level oversight concerning related Student Information Services (SIS) coding, program implementation and general SCE fiscal and compliance (including training and updates) are the direct responsibility of the State and Federal Programs department. The budget amount listed within this CIP does not include the staffing, Campus Assessment Coordinator, costs associated with this campus; however, those fund amounts are included in the District Improvement Plan SCE Funds section.

Personnel for Kempner High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Roberta LaValley	Campus Assessment Coordinator	1

Plan Notes

The Kempner Campus Improvement Plan is driven by the Kempner Leadership Team, which consists of campus administrators, department heads, and Professional Learning Community (PLC) leads. This team meets monthly to monitor progress and ensure the effective implementation of campus goals. During these meetings, members conduct both formal and informal evaluations, guided by the strategies outlined in the plan.

A central component of the plan is an Excel tracking document that outlines each campus goal, the associated strategies for achieving them, and details on who is responsible for implementation and how success will be measured. This document is housed in Microsoft Teams and is accessible to all members of the leadership team, promoting transparency, accountability, and collaboration across the campus.

[2025-2026 KHS CIP Tracking Data](#)

Addendums

LOCATION	LOC_DESCR	DEPT_DESCR	POSN_DESCR	HEADCOUNT	LAST_NAME_SRCH	FIRST_NAME_SRCH	FTE	PROGRAM_CODE	DEPTID_CD	EMPL_STA	REPORTS_TO_DESCR
005 I H KEMPNER	I H KEMPNER	I.H. KEMPNE	COOR CAMPUS ASSESSMENT	0.5	LAVALLEY	ROBERTA	1 24		005	A	PRINCIPAL HS