

**Fort Bend Independent School District**  
**Kempner High School**  
**2022-2023 Campus Improvement Plan**



# 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

Knowledge-Honor-Success; We are KHS

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Student Demographics (2021 - 2022 Fall PEIMS file loaded 01/07/2022)	Count	Percent
<b>Gender</b>		
Female	937	47.76%
Male	1,025	52.24%
<b>Ethnicity</b>		
Hispanic-Latino	724	36.90%
<b>Race</b>		
American Indian - Alaskan Native	3	0.15%
Asian	560	28.54%
Black - African American	364	18.55%
Native Hawaiian - Pacific Islander	0	0.00%
White	262	13.35%
Two-or-More	49	2.50%



<b>Student by Program (2021 - 2022 Fall PEIMS file loaded 01/07/2022)</b>	<b>Count</b>	<b>Percent</b>
Emergent Bilingual (EB)	<a href="#">272</a>	13.86%
Bilingual	0	0.00%
English as a Second Language (ESL)	<a href="#">262</a>	13.35%
Alternative Bilingual Language Program	0	0.00%
Alternative ESL Language Program	0	0.00%
Gifted and Talented	<a href="#">70</a>	3.57%
Special Education (SPED)	<a href="#">185</a>	9.43%
Title I Participation	<a href="#">12</a>	0.61%
Dyslexia	<a href="#">72</a>	3.67%
Economic Disadvantage		
Economic Disadvantage Total	<a href="#">1,098</a>	55.96%
Free Meals	<a href="#">944</a>	48.11%
Reduced-Price Meals	<a href="#">154</a>	7.85%
Other Economic Disadvantage	0	0.00%
Homeless Statuses		
Homeless Status Total	<a href="#">12</a>	0.61%
Shelter	0	0.00%
Doubled Up	<a href="#">10</a>	0.51%
Unsheltered	<a href="#">2</a>	0.10%
Hotel/Motel	0	0.00%

### **STAFF (from 20-21 TAPR report)**

#### **Teachers by Ethnicity:**

African American 20.1%

Hispanic 16.6%

White 51.5%

American Indian 0.0%

Asian 5.8%

Pacific Islander 0.8%

Two or More Races 5.1%

### **Teachers by Highest Degree Held:**

No Degree 1.6%

Bachelors 65.6%

Masters 29.9%

Doctorate 2.8%

### **Teachers by Years of Experience:**

Beginning Teachers 6.5%

1-5 Years Experience 21.8%

6-10 Years Experience 25.6%

11-20 Years Experience 33.6%

21-30 Years Experience 10.8%

Over 30 Years Experience 1.8%

**Total Minority Staff:** 47.0%

### **Demographics Strengths**

Streamlined feeder pattern SLMS 90%, HBMS 10%

Diversity: KHS is one of, if not the most diverse high school in the State of Texas.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Attendance continues to decline among all ethnicities and subpops. **Root Cause:** Lack of proper monitoring of attendance by teacher and admin

**Problem Statement 2:** ELL students perform below grade level on State Assessments and require increased academic supports **Root Cause:** Lack of English language skills, lack of literacy skills

**Problem Statement 3:** Economic Disadvantaged students are performing below grade level on State Assessments and require increased academic supports **Root Cause:** Reduced opportunities for before and after school tutorials due to lack of transportation and required jobs to help support family

# Student Learning

## Student Learning Summary

14% increase in those passing Algebra 1 EOC from last year, 5% decline in English 1 scores. English 2, Biology, and US History remained stable.

### English I

21-22 School Year	Last year (20-21)
Did Not Meets: 34%	29%
Approaches: 16%	14%
Meets: 38%	40%
Masters: 12%	17%
Total Passing: 66%	71%

### English II

21-22 School Year	Last year (20-21)
Did Not Meets: 23%	22%
Approaches: 14%	12%
Meets: 50%	50%
Masters: 13%	16%
Total Passing: 77%	78%

### Algebra I

21-22 School Year	Last year (20-21)
Did Not Meets: 35%	49%
Approaches: 41%	39%
Meets: 15%	7%
Masters: 9%	5%
Total Passing: 65%	51%

### Biology

<b>21-22 School Year</b>	<b>Last year (20-21)</b>
Did Not Meets: 15%	15%
Approaches: 21%	27%
Meets: 35%	36%
Masters: 28%	22%
Total Passing: 85%	85%

Social Studies

<b>21-22 School Year</b>	<b>Last year (20-21)</b>
Did Not Meets: 6%	8%
Approaches: 10%	16%
Meets: 26%	24%
Masters: 58%	52%
Total Passing: 94%	92%



**REN360**

English I



Categories/Levels	Current Benchmark	
	Scaled Score	Percentile Rank

**At/Above Benchmark**

 At/Above Benchmark	At/Above 972 SS	At/Above 40 PR
 On Watch	At/Above 842 SS	At/Above 25 PR

**Category Total**

**Below Benchmark**

 Intervention	Below 842 SS	At/Below 24 PR
 Urgent Intervention	Below 633 SS	At/Below 9 PR

**Category Total**

**Students Tested**



**Students Not Tested**

**Total Students**





Categories/Levels	Current Benchmark	
	Scaled Score	Percentile Rank

**At/Above Benchmark**

 At/Above Benchmark	At/Above 1026 SS	At/Above 40 PR
 On Watch	At/Above 878 SS	At/Above 25 PR

**Category Total**

**Below Benchmark**

 Intervention	Below 878 SS	At/Below 24 PR
 Urgent Intervention	Below 651 SS	At/Below 9 PR

**Category Total**

**Students Tested**

**Students Not Tested**

**Total Students**

## **Student Learning Strengths**

Algebra 1 – increased passing rate by 14%.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Not all teachers use the REN360 data to identify areas in which students need support. **Root Cause:** Lack of buy-in

**Problem Statement 2:** PLC's are at different levels of proficiency in disaggregating data, understanding the data and using data to drive instruction. **Root Cause:** Lack of consistent monitoring; CAC unable to attend most meetings

# School Processes & Programs

## School Processes & Programs Summary

### Staff Quality, Recruitment, and Retention Summary

Teachers overall are very hard working and want our students to be successful.

Retention has decreased this year, with about 10 staff members leaving, not including retirees. We continue to make sure we hire well and give continued support to all teachers so they feel valued at KHS.

### Curriculum, Instruction, and Assessment Summary

Teachers continue to increase use of Schoology as instructional tools to access curriculum resources.

District Assessment and State Testing results data are analyzed by teachers and administrators to guide instruction.

PLC's work together to enhance instructional practices and increase student success in the classroom and on district/state/national assessments.

### Family and Community Involvement Summary

Parents are welcome and encouraged to attend activities at KHS and become involved as volunteers. Parent concerns are taken seriously and are addressed. We would like to have more involvement from our parents.

### School Context and Organization Summary

KHS continuously strives to provide students with the tools they need to be successful in high school and beyond.

A CPAC committee has been established to meet throughout the year to examine our goals and strategies and adjust as needed.

### Technology Summary

Technology usage in the classroom is encouraged and supported at KHS.

Naviance usage is increasing.

## School Processes & Programs Strengths

### Staff Quality, Recruitment, and Retention Strengths

Overall staff is very professional and team players. They do have the best interests of our students in mind and are willing to go above and beyond.

About 30% of our faculty have a Master's Degree or beyond.

Teachers feel that there is opportunity for leadership at KHS.

Administrators perform walk-throughs and give teachers immediate feedback.

### **Curriculum, Instruction, and Assessment Strengths**

Our curriculum is structured to meet the academic needs of all of our students.

PLCs meet regularly and analyze major tests and projects to insure curriculum alignment and rigor.

Writing across the curriculum is being practiced in all content areas. Testing accountability, security and confidentiality is paramount.

### **Family and Community Involvement Strengths**

We have a dedicated VIPS group though it is small and we would love to have an increase in the number of parents involved.

Parents are overall very pleased and supportive of our campus efforts. Our annual blood drive sets national records due to the involvement of our community.

Fine Arts participation and support continues to remain very high.

### **School Context and Organization Strengths**

Our faculty and staff are very positive, and work hard to build relationships with their students.

We use the 10/10 rule to keep students in the classroom during those critical first ten and last ten minutes of instruction.

A variety of tutorial programs are in place.

### **Technology Strengths**

We use OneDrive and teachers are incorporating various technology platforms such as Schoology and Remind 101 to communicate with students. Teachers are also using the mass email system through Skyward to communicate with parents.

All teachers are trained in the use of Schoology.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Overall lack of community involvement **Root Cause:** Language/socio-economic barrier

**Problem Statement 2:** Lack of student participation in offered interventions and extra-curricular activities **Root Cause:** Lack of student ownership and sense of responsibility; is not relatable to student in their everyday life

# Perceptions

## Perceptions Summary

Kempner has a very positive culture with a focus on helping the whole child grow and reach their potential.

KHS has a diverse population of students of different nationalities and cultural practices. Students collaborate and learn from each other, as evidenced by class projects, performances, athletic competitions, clubs and Honor Societies.

Students are encouraged to join clubs and organizations which help them feel connected to school. Kempner culture focuses on our successes including students advancing to state and national competitions. We highlight this on banners and posters throughout our building to build pride and sustain high achievement by motivating underclassmen to follow the example of their peers.

## Perceptions Strengths

### Perceptions Strengths

Campus is very positive with student:student and teacher:student relationships. Students appreciate the diversity on our campus.

Students know that there is always an adult (Principal, Counselor, Teacher or other staff member) to whom they can reach out with personal or school- related problems.

We have an active VIPS organization. Teachers feel supported by administration/counselors.

Teachers feel that there are opportunities for leadership.

Monthly department head and CPAC meetings.

Students feel safer at school.

Majority feel supported by teachers.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Large increase in number of tardies during 21-22 school year **Root Cause:** No real consequence if student is late

**Problem Statement 2:** Increase in ISS/OSS/DAEP placements, regardless of ethnicity **Root Cause:** Lack of ownership and responsibility in one's work; no connection between classes and outside life and no involvement in school activities

# Priority Problem Statements



# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data

## 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data

# Goals

**Goal 1:** FBISD will provide rigorous and relevant curriculum and deliver instruction that is responsive to the needs of all students

**Performance Objective 1:** By June 2023 Kempner High School will improve the overall literacy (ELA and math) of its students by improving curriculum implementation and using PLCs to become more instructionally focused on clarity as shown by our indicators of success which will result in a 10% reduction of students in the red/ at risk per Ren scores.

## HB3 Goal

**Evaluation Data Sources:** Indicators of Success:

Formative Evidence:

\*Increase in Ren360 from BOY to MOY

\*Walkthroughs, observations, and DLAs

\*Reduce failure rates

\*Improve PLC Implementation

\*By December 2022, the campus will ensure that all GT students are involved in at least one enrichment opportunity (i.e., clubs, service projects).




Summative Evidence:








\*Increase in Ren360 from BOY to EOY

\*Improvement in STAAR growth rate in ELA and math

\*Improvement in Meets Grade Level % in all subpops

\*By June 2023, the campus will ensure that a majority of GT students are involved in at least two enrichment opportunities ( i.e. clubs, service projects).

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize PLC protocols and professional development focusing on teacher clarity, as shown through growth measures and observed instructional practices, to ensure effective Tier I instruction to reduce performance gaps.</p> <p><b>Strategy's Expected Result/Impact:</b> Alignment of instructional models, lesson rigor, and scope and sequence            Evidence of teacher growth through walkthroughs and observations            Evidence of teacher development from PLC minutes and agendas            Overall, by June 2023, KHS will see academic growth and improvement of meets grade level % of at least 10% in ELA and math on the EOC exam and an increase of at least 5% of English Language Proficiency Status as measured on the TELPAS assessment.</p> <p><b>Staff Responsible for Monitoring:</b> PLC Administrator</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math  <b>- ESF Levers:</b>            Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Using multiple resources, KHS will increase the number of enrichment opportunities that are available for identified GT students.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2023, the campus will ensure that a majority of GT students are involved in at least two enrichment opportunities ( i.e. clubs, service projects).</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Admin, and teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** FBISD will provide a positive culture and climate that provides a safe and supportive environment for learning and working

**Performance Objective 1:** By June 2023, Kempner High School will improve student ownership of behavior through the implementation of PBIS-based strategies as evidenced through the indicators of success which will result in a 10% reduction of level 1 discipline as tracked by skyward referrals.

**HB3 Goal**




**Evaluation Data Sources:** Indicators of Success:

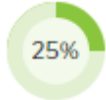






Formative Evidence:

- \*Design and implement staff and student rewards
- \*Establish PBIS team
- \*PBIS flowchart for discipline responses
- \*Staff trainings
- \*Reduce failing grades

Summative Evidence:

- \*Decrease in overall discipline referrals, including tardies
- \*Decrease in ISS/OSS/DAEP (when discretionary)
- \*Decrease in chronic absenteeism %
- \*Improve perceptions of students about Behavioral engagement on Student Engagement Survey
- \*Decrease in violence indicators on Pride Survey
- \*Decrease in mental and physical health indicators on Pride Survey

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> PBIS Behavior Team will meet as needed throughout the school year (at least monthly) to drive PBIS systems, review data, make data-driven adjustments, and determine interventions for behavioral needs.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2023, KHS will see decrease in overall discipline referrals, decrease in ISS/OSS/DAEP (when discretionary) and chronic absenteeism %, and improve perceptions of students about behavioral engagement on Student Engagement Survey</p> <p><b>Staff Responsible for Monitoring:</b> PBIS Administrator</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Advisory lessons will be designed and implemented (at least weekly) with a focus on making a positive impact on students' Social Emotional Learning.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2023, KHS will see a decrease in violence indicators and in mental and physical health indicators on the student Pride Survey.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Title I:</b> 2.6</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 3:** FBISD will recruit, develop, and retain high quality teachers and staff

**Goal 4:** FBISD will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community

**Performance Objective 1:** By June 2023, Kempner High School will improve community engagement through parent involvement by a 10 % increase in participation of parent organizations as evidenced through the indicators of success.

**Evaluation Data Sources:** Indicators of Success:








Formative and Summative Evidence:

\*Increase in KPO membership

\*Increase in Kempner Athletic Boosters

\*Increase in community donations

\*Increase in parent participation at school-wide functions, such as Freshman Orientation, Open House, Coog Fest, and College and Career Nights

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase use of social media, blackboard, and ability to translate messages into other languages to build positive relationships with the outside community.</p> <p><b>Strategy's Expected Result/Impact:</b> By June 2023, KHS will see an increase in KPO membership, community donations, and parent participation in school events.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1, 4.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Dec	Feb	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 5:** FBISD will utilize financial, material, and human capital resources to maximize district outcomes and student achievement

# State Compensatory

## Budget for Kempner High School

**Total SCE Funds:** \$24,758.00

**Total FTEs Funded by SCE:** 0.5

### 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 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>
THOMAS AMOS	COOR CAMPUS ASSESSMENT	0.5