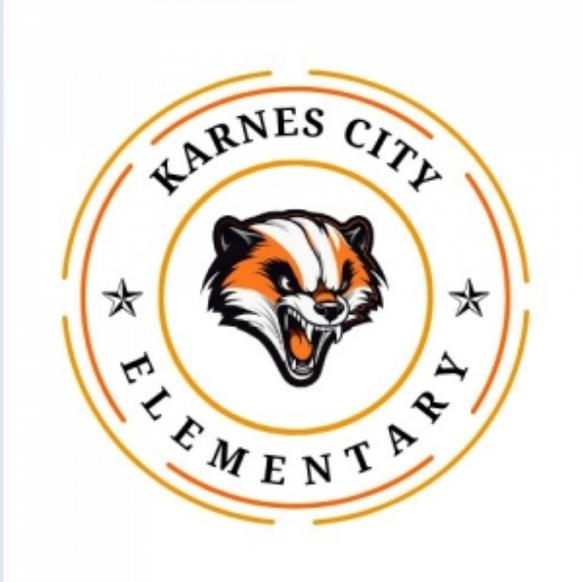


Karnes City Independent School District



Karnes City Elementary

Accountability Rating: D

2025-2026 Campus Improvement Plan

Vision

Karnes City ISD is a bridge that leads to productive members of society who have a moral, ethical compass.

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Comprehensive Needs Assessment

Demographics

Summary

Enrollment Overview

Grade Level	Count	Percent
2nd Grade	72	26.97%
3rd Grade	67	25.09%
4th Grade	76	28.46%
5th Grade	52	19.48%
Total Students	267	100%

Student Demographics

****Gender Distribution:**** Female 49.81% | Male 50.19%

****Ethnicity:**** Hispanic-Latino 81.27%

****Race Breakdown:**** White 15.36% | Two or More Races 1.12% | Asian 1.50% | Black or African American 0.75% | American Indian/Alaskan Native & Native Hawaiian/Pacific Islander 0.00%

Student Programs

Dyslexia: 10.86% | Gifted & Talented: 13.86% | Section 504: 4.12% | Special Education (SPED): 23.60% | Emergent Bilingual/ESL: 5.99%
Title I Schoolwide Program: 56.18%

Student Indicators

At-Risk: 16.85% | Transfer In Students: 13.48% | Military Connected: 0.37% | Economic Disadvantage: 47.19% (Free Meals 46.44%, Reduced 0.75%)

Special Education Services

Primary Disabilities: Learning Disability 58.73% | Speech Impairment 15.87% | Autism 12.70% | Other Disabilities (Emotional, OHI, Orthopedic, TBI): 12.70%

Instructional Settings: Resource Room 66.67% | Mainstream 12.70% | Self-Contained 7.94% | Speech Therapy 12.70%

Summary

Karnes City Elementary serves a diverse population of 267 students in grades 2–5. The campus reflects a predominantly Hispanic-Latino community and maintains a balanced gender distribution. Nearly one in four students receive special education services, and nearly half are identified as economically disadvantaged. The school continues to provide targeted support through Title I, dyslexia, ESL, and gifted programs.

Strengths

Our school is proud to serve a diverse student body, which enriches the learning environment and fosters a culture of inclusivity and mutual respect. This diversity allows students to gain a broader perspective on the world, preparing them to thrive in a global society. By interacting with peers from various backgrounds, students develop essential skills such as empathy, cultural awareness, and adaptability, which are crucial for success in both their personal and professional lives.

Additionally, our diverse demographics enable us to offer a wide range of programs and activities that cater to different interests and talents. This variety not only enhances student engagement but also encourages the exploration of new ideas and disciplines. Our commitment to celebrating and integrating this diversity into our curriculum and school culture ensures that every student feels valued and supported, creating a strong sense of community and belonging within our school.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Karnes City Elementary serves a diverse population with nearly half of students economically disadvantaged and over 20% receiving special education services. Achievement data show performance gaps among these groups, highlighting the need for stronger MTSS implementation, targeted interventions, and improved attendance to ensure equitable academic growth.

Inconsistent MTSS implementation and limited use of progress-monitoring data. Weak alignment between instruction, intervention, and assessment. Inconsistent differentiation for diverse learners, including SPED and economically disadvantaged students. Below-target attendance (94.2%) reducing instructional access.

 = Priority



Goals

Goal 1 Improve Student Achievement and Academic Growth for All Students

Performance Objective 1

Increase Student Achievement Domain score from 56 to 70 by improving instructional rigor, alignment, and use of curriculum resources.

- Evaluation Data Source:** - Lesson plans aligned to district pacing.
- Improved STAAR scores across tested grade levels.
- Walkthrough data showing 80% adherence to non-negotiable lesson structures.

Strategy 1

Implement district-approved curriculum with fidelity in all core content areas.

Strategy's Expected Result/Impact: Consistent, standards-aligned instruction across classrooms resulting in improved student performance on district and state assessments.

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

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Strategy 2

Conduct lesson internalization and pacing guide checks during PLCs.

Strategy's Expected Result/Impact: Improved instructional alignment and pacing consistency across classrooms, resulting in greater student mastery of grade-level standards.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Provide instructional coaching focused on lesson planning, guided practice, and differentiation.

Strategy's Expected Result/Impact: Improved instructional practices and differentiation resulting in higher levels of student engagement and academic achievement.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 4

Utilize RBIS training to strengthen explicit teaching strategies.

Strategy's Expected Result/Impact: Increased teacher use of explicit, research-based instructional strategies resulting in improved student understanding and achievement.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

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Strategy 5

Monitor instructional effectiveness through classroom walkthrough data and coaching feedback.

Strategy's Expected Result/Impact: Improved instructional practices and student outcomes through data-informed coaching and consistent monitoring of classroom instruction.

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Performance Objective 2

Raise School Progress, Part A (Academic Growth) from 56 to 70 by implementing data-driven small group instruction.

- Evaluation Data Source:** - Documented small group plans and progress monitoring.
 - Increased percentage of students meeting or exceeding growth targets on STAAR.
 - Intervention tracking forms showing steady student improvement.

Strategy 1

Analyze data in PLCs to adjust instruction and group students by needs.

Strategy's Expected Result/Impact: Improved student achievement through data-driven instructional adjustments and flexible grouping based on identified learning needs.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 2

Provide targeted intervention and enrichment blocks using data trends.

Strategy's Expected Result/Impact: Increased student growth and reduced achievement gaps through data-driven intervention and enrichment opportunities.

TEA Priorities: Recruit, support, retain teachers and principals, 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

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Performance Objective 3

Implement Multi-Tiered Systems of Support (MTSS) for academic and behavioral growth.

Evaluation Data Source: Teachers will implement the district's data-driven MTSS framework using MAP Growth and STAAR progress measures to provide targeted intervention and enrichment for all students.

Strategy 1

Conduct regular PLCs to analyze MAP Growth and STAAR data to identify student strengths and

areas for improvement.

TEA Priorities: Recruit, support, retain teachers and principals, 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

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Strategy 2

Provide small-group interventions and enrichment based on ongoing progress monitoring.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

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Strategy 3

Communicate student progress and growth goals with families to support continued learning at home.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Goal 2 Close Performance Gaps Among Student Groups

Performance Objective 1

Increase Closing the Gaps Domain score from 60 to 70 by focusing on economically disadvantaged, Hispanic, and special education student performance.

Strategy 1

Conduct data reviews by subgroup each grading period.

Strategy's Expected Result/Impact: - Improved subgroup proficiency in Reading and Math STAAR.

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Strategy 2

Implement tiered supports and accommodations aligned to student needs.

Strategy's Expected Result/Impact: Regular documentation of intervention effectiveness.

TEA Priorities: Recruit, support, retain teachers and principals, 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

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Strategy 3

Provide professional development on inclusive practices and scaffolding for multilingual and special education learners.

Strategy's Expected Result/Impact: - Improved subgroup proficiency in Reading and Math STAAR.

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Strategy 4

Monitor subgroup performance trends monthly.

Strategy's Expected Result/Impact: - Improved subgroup proficiency in Reading and Math STAAR.

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Goal 3 Strengthen Use of Formative Assessments

Performance Objective 1

Ensure consistent use of formative assessments to drive instruction across all grade levels.

Strategy 1

Develop and maintain a campus-wide assessment calendar.

Strategy's Expected Result/Impact: Consistent assessment scheduling and implementation across grade levels, leading to improved instructional planning and data-driven decision making.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Strategy 2

Conduct data-driven PLCs to review formative and summative results.

Strategy's Expected Result/Impact: Increased use of assessment data to inform instruction, resulting in improved student achievement and instructional alignment across grade levels.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Strategy 3

Use Student Data Folders to engage students in tracking progress.

Strategy's Expected Result/Impact: Student data folders consistently updated.

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction

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Strategy 4

Principals and coaches will review trend data monthly to adjust instructional focus.

Strategy's Expected Result/Impact: Increased teacher confidence in data-driven instruction.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

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Goal 4 Improve Student Attendance and Engagement

Performance Objective 1

Increase the overall campus attendance rate from 94.2% to 96.0% by the end of the 2025-2026 school year, with each six-week period maintaining or exceeding a minimum of 95% attendance.

Strategy 1

Proactive Monitoring of student daily attendance.

Strategy's Expected Result/Impact: Achieving a campus-wide average of 96% by end-of-year. Reduction of chronic absenteeism to less than 8%. Evidence of positive correlation between attendance improvement and STAAR growth outcomes.

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 2

Provide Incentives and Recognition for attendance improvements.

Strategy's Expected Result/Impact: Achieving a campus-wide average of 96% by end-of-year. Reduction of chronic absenteeism to less than 8%. Evidence of positive correlation between attendance improvement and STAAR growth outcomes.

TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Strategy 3

Involve families in monitoring school attendance data.

Strategy's Expected Result/Impact: Achieving a campus-wide average of 96% by end-of-year. Reduction of chronic absenteeism to less than 8%. Evidence of positive correlation between attendance improvement and STAAR growth outcomes.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Performance Objective 2

Ensure the safety, well-being, and positive student experiences by maintaining a safe and secure learning environment and by implementing the Capturing Kids' Hearts (CKH) initiative with fidelity.

Evaluation Data Source: The campus will continue to utilize Capturing Kids' Hearts strategies to foster student relationships and positive campus culture. Annual staff and student CKH survey participation will exceed 90%, with satisfaction ratings increasing from 94% to 96% by May 2026.

Strategy 1

Implement campus-wide safety protocols and relational practices through consistent Capturing Kids' Hearts (CKH) routines, social contracts, and affirmations to promote a safe, respectful, and connected school culture.

Strategy's Expected Result/Impact: Increased student sense of belonging and safety as measured by Capturing Kids' Hearts (CKH) survey data and a decrease in discipline referrals by at least 10% from the previous year.

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

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Goal 5 Increase Family and Community Engagement.

Performance Objective 1

The campus will host at least three family engagement events per school year and utilize ParentSquare analytics to monitor communication effectiveness. Parent satisfaction will increase by 5% annually, moving toward 85% by 2029.

Strategy 1

Plan and implement meaningful, curriculum-connected family engagement events each semester that highlight student learning and campus initiatives, while using ParentSquare analytics to monitor communication reach, engagement, and feedback to strengthen parent-school partnerships.

Strategy's Expected Result/Impact: Parent participation in family engagement events will increase annually, as evidenced by sign-in logs and ParentSquare analytics. Parent satisfaction will improve by at least 5% each year, moving toward 85% by 2029.

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

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Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

1.1

1.2 Location for Evidence of Multiple Meetings Held

1.2

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

2.1

2.2 Stakeholders 1114(b)(2)

2.2

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

2.3

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

2.4

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

2.5

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

3.1