

Karnes City Independent School District



Karnes City Primary

2024-2025 Formative Reviews

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Goal 1

KCISD will maximize opportunity through proficiency in literacy and a love of reading.

Performance Objective 1 HB3 Goal

80% of Pre-Kindergarten, 81% of Kindergarten and 85% of First Grade students will meet or exceed expected reading proficiency levels.

Evaluation Data Source: MAP Growth, CIRCLE, mClass, IXL, Amplify Boost Progress, RTI Progress Monitoring, Reading Levels, Administrator Walkthroughs and Observations (TTESS), Instructional Coach Cycles.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue implementation and trainings.

Strategy 1

Daily small group reading instruction used in Pre-Kindergarten, Kindergarten and First Grade classrooms.

Strategy's Expected Result/Impact: Decreased number of students in need of intervention; one year growth on reading assessment; build strong foundation in independent reading.

Staff Responsible for Monitoring: Classroom Teachers, Intervention Teacher, Instructional Coach, Campus Administrator

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

January



Accomplished

March



Accomplished

May



Continue/Modify

May

Strategy 2

Continued implementation of Saxon Phonics program in Kindergarten & First Grade to provide foundational phonics reading skills. Saxon Phonics will increase specific instruction in phonics to strengthen basic reading skills and be proactive in addressing possible dyslexia concerns.

Strategy's Expected Result/Impact: Prepare teachers to be better equipped in delivering phonics instruction, decreased number of students on dyslexia screener; one year growth on reading assessments; build strong foundational skills in reading.

Staff Responsible for Monitoring: Classroom Teachers, Intervention Teacher, Instructional Coach, Campus Administrator

Funding Sources: Saxon Phonics curriculum 211-Title I, Part A, \$5,000

Title I: 2.4, 2.5, 2.6

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

Formative Reviews



Accomplished

January



Accomplished

March



Accomplished

May



Continue/Modify

May

Strategy 3

Implementation of Amplify Texas Reading curriculum in Kindergarten & First Grade to provide foundational reading skills. Amplify Texas is identified as a High Quality Instructional Material designed to provide foundational reading strategies and skills.

Strategy's Expected Result/Impact: Prepare teachers to be better equipped to teach high quality engaging lessons, and decrease the number of students in need of intervention.

Staff Responsible for Monitoring: Classroom Teachers, Intervention Teacher, Instructional Coach, Campus Administrator

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews



Accomplished

January



Accomplished

March



Accomplished

May



Continue/Modify

May

Strategy 4

Implementation of Heggerty Phonological Awareness curriculum to provide foundational reading skills. Heggerty Phonological Awareness provides the phonological reading skills foundation in Pre-Kindergarten and Kindergarten.


Strategy's Expected Result/Impact: Prepare teachers to be better equipped in delivering phonological instruction, decreased number of students in need of intervention; build strong foundational skills in reading.

Staff Responsible for Monitoring: Classroom Teachers, Intervention Teacher, Instructional Coach, Campus Administrator


TEA Priorities: Build a foundation of reading and math

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


Formative Reviews

 Accomplished


January

 Accomplished

March

 Accomplished

May

 Continue/Modify

May

Strategy 5

Karnes City Primary will participate in at least one professional development session or learning conference focused on innovative instructional strategies and student engagement.

Strategy's Expected Result/Impact: Prepare teachers to be better equipped to teach high quality engaging lessons, and decrease the number of students in need of intervention.

Staff Responsible for Monitoring: Instructional Coach, Campus Administrator, Classroom Teachers

Formative Reviews

Moderate Progress


January

Considerable Progress

March

Considerable Progress

May

 Continue/Modify

May

Goal 2

KCISD will nurture students to be empathetic, productive citizens.

Performance Objective 1

100% of all Karnes City Primary students will have the opportunity to engage in character education and social-emotional learning monthly.

Evaluation Data Source: Master schedules, surveys, discipline referrals, Capturing Kids' Hearts reports

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: New counselor started in May, conference to develop a counseling plan.

Strategy 1

The school counselor will provide 2 lessons per month while pushing into classrooms utilizing the Second Step Curriculum.

Strategy's Expected Result/Impact: Students will be proactively provided social-emotional skills to enrich the learning environment; fewer classroom disruptions; decrease in discipline referrals.

Staff Responsible for Monitoring: Administrator, school counselor

Formative Reviews



Strategy 2

The school counselor will provide monthly Social-Emotional strategies using the Kimochis curriculum.

Strategy's Expected Result/Impact: Students will be proactively provided social-emotional skills to identify emotions and feelings; fewer classroom disruptions; decrease in discipline referrals.

Staff Responsible for Monitoring: Administrator, school counselor

ESF Levers: Lever 3: Positive School Culture

Formative Reviews



Performance Objective 2

100% of campus staff will implement behavior management techniques used within the Capturing Kids' Hearts program.

Evaluation Data Source: Data collection of behavior referrals, walkthroughs and observations, social contracts, CKH survey reports.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to fine tune and train where needed.

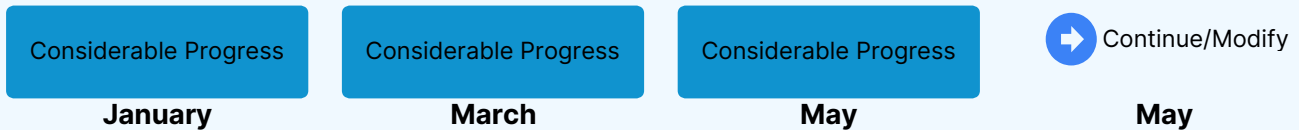
Strategy 1

Ensure all teachers and staff are trained in expectations; implement the Boomer's Buddy program on campus.

Strategy's Expected Result/Impact: Fair and consistent behavior management techniques will be used to provide a safe, secure and healthy learning environment.

Staff Responsible for Monitoring: Classroom Teachers, Counselor

Formative Reviews



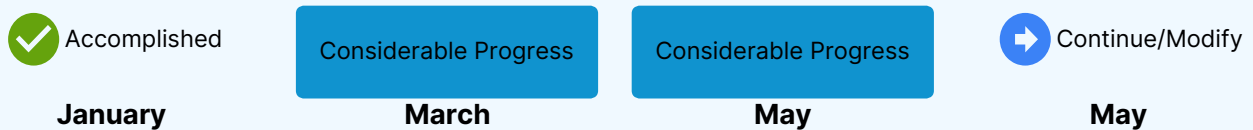
Strategy 2

Ensure all teachers and staff are trained in the Capturing Kid's Heart Program to continue implementation.

Strategy's Expected Result/Impact: Teachers and staff increase relational capacity with students; students will be actively engaged in learning through a safe, secure environment.

Staff Responsible for Monitoring: Central Office staff, Campus Administration, CKH Process Champions.

Formative Reviews



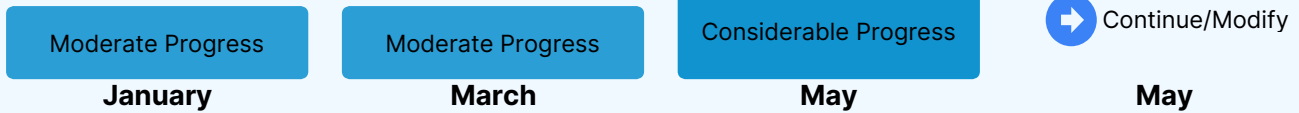
Strategy 3

Students will receive incentives for behavior and attendance throughout the year based on class social contracts.

Strategy's Expected Result/Impact: Positive behavior will minimize disruptions in the classroom and provide a positive learning environment; student attendance rates will increase.

Staff Responsible for Monitoring: Campus Administration, PEIMS, School Counselor, CKH Process Champions.

Formative Reviews



Performance Objective 3

Karnes City Primary will maintain a high level of parent and family engagement throughout the school year.

Evaluation Data Source: Sign-in sheets, communication (Parent Square, newspaper, announcements, flyers, notes.), surveys

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Campus develop a plan, not rely on parent liaison.

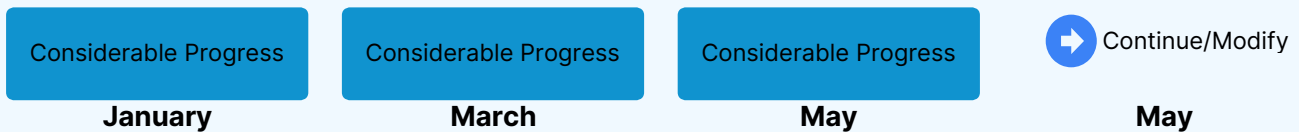
Strategy 1

Parents and families will be invited to attend campus activities such as Meet the Teacher, Grandparents Day, Academic Night, Veterans Day program, Thanksgiving Feast, Thanksgiving Float Parade, Christmas program, Field Day, Game Night, Phonics Parade, etc.

Strategy's Expected Result/Impact: A welcoming school atmosphere with positive relationship between the school and community to benefit families and students.

Staff Responsible for Monitoring: All campus staff.

Formative Reviews



Strategy 2

KCP will implement a multi-faceted volunteer program designed to meet the needs of parent/family volunteers.

Strategy's Expected Result/Impact: A welcoming school atmosphere with positive relationship between the school and community to benefit families and students.

Staff Responsible for Monitoring: All campus staff, Parent Liaison

Formative Reviews

No Progress


January

Some Progress

March

Some Progress

May

 Continue/Modify

May

Strategy 3

The campus teachers will hold conferences with parents or guardians face-to-face at least once in the Fall semester and once in the Spring semester as needed. The School Compact and Parent and Family Engagement policy will be distributed at this time. Parents will be invited to Title I planning meetings and invited to participate on campus committees.

Strategy's Expected Result/Impact: Positive relationship between the school and community to benefit families and students.

Staff Responsible for Monitoring: Campus Administrator, Federal Programs director, teachers.

Title I: 4.1, 4.2

Formative Reviews

Considerable Progress


January

Considerable Progress

March

Considerable Progress

May

 Continue/Modify

May

Strategy 4

The campus will offer "Lunch and Learns" parent events during the school year inviting families to have lunch with their students and participate in an academic activity to take home.

Strategy's Expected Result/Impact: Positive relationship between the school and community to benefit families and students and increase parental involvement in the student's academics.

Staff Responsible for Monitoring: Campus Administrator, Federal Programs director, teachers, district parent liaison, Instructional Coaches

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture


Formative Reviews

Considerable Progress


January

 Accomplished

March

 Accomplished

May

 Continue/Modify

May

Strategy 5

Karnes City Primary will implement electronic language translators to support multilingual communication for students and families.

Strategy's Expected Result/Impact: Positive relationship between the school and community to benefit families and students and increase parental involvement in the student's academics.

Staff Responsible for Monitoring: Campus Administrator, Federal Programs director, teachers, district parent liaison

Formative Reviews

Some Progress


January

Some Progress

March

Some Progress

May

 Continue/Modify

May

Goal 3

KCISD's purpose-driven instruction serves the multi-dimensional needs of the student.

Performance Objective 1

Karnes City Primary will meet district growth goals through implementation of effective instructional practices and methodologies.

Evaluation Data Source: Lesson Plans, Walkthroughs and Observations (TTESS), Learning Walks, grade level planning, student learning outcomes and examples, progress monitoring, grades, skills checklist, reading progress.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Schedule and communicate dates with staff.

Strategy 1

Grade level, PLC meetings, and 9 Week Planning days will be held to focus on the implementation of selected High-Quality Instructional Materials (HQIM) and research based instructional strategies.

Strategy's Expected Result/Impact: Improved tier 1 teaching strategies will improve student achievement. Tier 2 and Tier 3 intervention strategies will help struggling students.

Staff Responsible for Monitoring: Administrators; all teachers, Instructional Coaches, RTI Teacher

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Considerable Progress

January

Considerable Progress

March



Accomplished

May



Continue/Modify

May

Strategy 2

Targeted instruction will be provided to special populations (Gifted & Talented, Special Education, Dyslexia, ESL, At-Risk, and RTI) during WIN (What I need) Time.

Strategy's Expected Result/Impact: Students will receive appropriate support and services as needed per student. Students will perform at or above grade level, or per IEP/504 plan.

Staff Responsible for Monitoring: Campus Administration, counselor, teachers, district admin.

Title I: 2.4, 2.5, 2.6

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Considerable Progress	Considerable Progress	Accomplished	Continue/Modify
January	March	May	May

Strategy 3

HIT (High-Impact Tutorials), homework assistance, and enrichment provided by the ACE grant and teacher tutorials.

Strategy's Expected Result/Impact: Students will make significant progress to reach grade level or above expectations.

Staff Responsible for Monitoring: Administration, teachers, ACE Site-Coordinator, ACE staff

Title I: 2.4, 2.5, 2.6

Formative Reviews

Moderate Progress	Moderate Progress	Moderate Progress	Continue/Modify
January	March	May	May

Strategy 4

Karnes City Primary will integrate instructional manipulatives into classrooms, with a focus on enhancing hands-on learning experiences in core subjects.

Strategy's Expected Result/Impact: Improved tier 1 teaching strategies will improve student achievement. Tier 2 and Tier 3 intervention strategies will help struggling students.

Staff Responsible for Monitoring: Administrators; all teachers, Instructional Coaches

Formative Reviews

Considerable Progress	Considerable Progress	Considerable Progress	Continue/Modify
January	March	May	May

Performance Objective 2 HB3 Goal

82% of Pre-Kindergarten, 68% of Kindergarten and 90% of First Grade students will be "on track" or at or above grade level in Math EOY grade level assessments.

Evaluation Data Source: CLI Engage Circle Assessment, NWEA MAP Growth, IXL, Zearn Progress, RTI Progress Monitoring, Administrator Walkthroughs and Observations (TTESS), Instructional Coach Cycles.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue implementation and trainings.

Strategy 1

Implementation of Eureka and Zearn Math curriculum in Kindergarten & First Grade to provide foundational math skills. Eureka and Zearn are identified as a High Quality Instructional Material designed to provide foundational math strategies and skills.

Strategy's Expected Result/Impact: Prepare teachers to be better equipped to teach high quality engaging lessons, and decrease the number of students in need of intervention.

Staff Responsible for Monitoring: Classroom Teachers, Intervention Teacher, Instructional Coach, Campus Administrator

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

Moderate Progress

January

Moderate Progress

March



Accomplished

May



Continue/Modify

May

Performance Objective 3

Karnes City Primary will increase student attendance to a 96% average for the school year.

Evaluation Data Source: Attendance reports

Summative Evaluation: Significant progress made toward meeting Performance Objective

Next Year's Recommendation: Continue to offer incentives and new ideas.

Strategy 1

Implement a campus attendance process to track and follow up with students and families with frequent absences, tardies, and leaving early.

Strategy's Expected Result/Impact: Student daily attendance will increase, and cause less gaps in students knowledge and skills.

Staff Responsible for Monitoring: Teachers, Administration, PEIMS Clerk, Counselor, Parent Liaison

TEA Priorities: Build a foundation of reading and math

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

Formative Reviews

Moderate Progress

January

Considerable Progress

March

Considerable Progress

May



Continue/Modify

May

Strategy 2

Implementation of attendance rewards and recognition when students, grade levels, and campus meets the 96% campus goal.

Strategy's Expected Result/Impact: Student daily attendance will increase, and cause less gaps in students knowledge and skills.

Staff Responsible for Monitoring: Teachers, Administration, PEIMS Clerk, Counselor, Parent Liaison

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

January

Considerable Progress

March

Considerable Progress

May



Continue/Modify

May

Performance Objective 4

Karnes City Primary will implement a sensory hallway and room designed to support students' sensory needs and improve focus, behavior, and emotional regulation.

Evaluation Data Source: Usage logs, behavior incident reports, and teacher surveys.

Summative Evaluation: Some progress made toward meeting Performance Objective

Next Year's Recommendation: Find trainings for staff.

Strategy 1

The campus will design and install a sensory hallway that includes various sensory stations tailored to different sensory needs, such as tactile panels, movement paths, and calming visual stimuli.

Strategy's Expected Result/Impact: The implementation of the sensory hallway will result in improved self-regulation, focus, and behavior among students with sensory processing challenge and a decrease in office referrals and classroom disruptions, leading to a more conducive learning environment. The sensory hallway will also provide teachers with a valuable tool to help students manage their sensory needs, resulting in increased student engagement and a positive impact on overall school climate.

Staff Responsible for Monitoring: Administrators; all teachers, Instructional Coaches

Formative Reviews

Moderate Progress


January

Moderate Progress

March

Moderate Progress

May

 Continue/Modify

May

Strategy 2

Staff will receive training on how to guide students through the sensory hallway and integrate its use into daily routines.

Strategy's Expected Result/Impact: The implementation of the sensory hallway will result in improved self-regulation, focus, and behavior among students with sensory processing challenge and a decrease in office referrals and classroom disruptions, leading to a more conducive learning environment. The sensory hallway will also provide teachers with a valuable tool to help students manage their sensory needs, resulting in increased student engagement and a positive impact on overall school climate.

Staff Responsible for Monitoring: Administrators, Instructional Coaches, SPED Teachers, Counselor

Formative Reviews

Moderate Progress


January

Moderate Progress

March

Moderate Progress

May

 Continue/Modify

May

Performance Objective 5

Karnes City Primary will enhance instructional delivery through the effective use of interactive whiteboards in 100% of the general education classrooms.

Evaluation Data Source: Lesson plan reviews, classroom observations, and student surveys.

Summative Evaluation: Met Performance Objective

Strategy 1

Provide comprehensive training for all teachers on the effective use of interactive whiteboards, focusing on integrating this technology into daily lessons to enhance student participation and engagement.

Strategy's Expected Result/Impact: The effective integration of interactive whiteboards into classroom instruction will lead to a significant increase in student engagement and foster a more dynamic and interactive learning environment, contributing to overall student achievement and a positive classroom atmosphere.

Staff Responsible for Monitoring: Administrators; all teachers, Instructional Coaches

Formative Reviews

Moderate Progress

January

Considerable Progress

March

Considerable Progress

May



Continue/Modify

May