

Karnes City Independent School District



Karnes City Junior High

2024-2025 Formative Reviews

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Goal 1

Goal 1: Karnes City Junior High (KCJH) will maximize opportunity through proficiency in Reading and Math.

Performance Objective 1

Seventy Percent of all students assessed will demonstrate one year's learning/growth in reading and math proficiency through measurable data sources--to include MAP Testing; Amplify Testing (through Cambium, when it becomes available); Carnegie Testing and STAAR. (Title I \$ - use for curriculum resources/technology and applications)

Evaluation Data Source: Unit Tests; On-going Mini-Checkpoint Data; CFAs, BOY MAP Testing, Interim Assessments

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

The Master Schedule will reflect blocks of instruction on an A Day/B Day schedule, which will: give teachers more time to execute fully-developed lessons during instruction; decrease loss of instructional time because of transition; allow students to focus on only 2 core classes of instruction daily; allow the campus to bring back more elective classes during the day in an effort to increase student engagement in school and support the development of more well-rounded scholars.

Strategy's Expected Result/Impact: To increase student growth in core content, and improve campus-wide experiences for both students and staff

Staff Responsible for Monitoring: Principal and Teachers

Funding Sources: 199 -- Local,

Title I: 2.5, 2.6

Formative Reviews

Some Progress

January

Some Progress

March

Some Progress

May



Continue/Modify

May

Strategy 2

Campus staff will collaborate in Content Area Teams (as opposed to grade-level teams) where more than one professional teaches a particular grade-level and subject for the purposes of collaboration in planning for instruction, supporting one another, and growing as content-area experts in their designated field.

Strategy's Expected Result/Impact: Overall increase of high-quality instructional experiences for all learners and improvement of meaningful collaboration amongst staff

Staff Responsible for Monitoring: Principal, Teachers, Counselor

Funding Sources: 199 -- Local,

Title I: 2.5, 2.6

Formative Reviews

Some Progress


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Strategy 3

Teaching staff will be provided a common planning period as a part of the master schedule for the 2024-25 school year, and they will be expected to meet with their Content Team for Professional Learning Communities one time per week (at minimum), and two times per week (at minimum) for common planning.

Strategy's Expected Result/Impact: Proficiency in Reading and Math using Data Driven Instruction that is aligned with TEKS.

Staff Responsible for Monitoring: Principal, Teachers, Assistant Superintendent, Special Programs Coordinator

Funding Sources: 199 -- Local,

Title I: 2.4

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

Some Progress


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 Continue/Modify

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Strategy 4

KCJH Staff will work with a consultant from ICLE for the purposes of developing meaningful, student-centered PLC practices amongst campus teams; instructional coaching; and the development of instructional practices supporting all students. (Title 1 \$ - utilized for initiatives supporting sound instructional strategies)

Strategy's Expected Result/Impact: Improvement in instructional practices across the entire campus, ultimately positively impacting student growth.


Staff Responsible for Monitoring: Principal

Formative Reviews

Some Progress

Some Progress

Some Progress

 Continue/Modify

Strategy 5

Tutoring and Academic Support is offered afterschool in conjunction with ACE using HQIM (High Quality Instructional Materials) Amplify and Carnegie, as well as IXL.

Strategy's Expected Result/Impact: Increase student academic success and growth.

Staff Responsible for Monitoring: Principal, HIT tutors, ACE Site Coordinator

Funding Sources: TCLAS,

Title I: 2.4, 2.5, 2.6

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

Formative Reviews

Moderate Progress

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Some Progress

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Strategy 6

Students will track their individual CFA/testing data in an effort to support individual goal setting and ownership over learning/growth throughout the school year.

Staff Responsible for Monitoring: Teachers, Principal and District Leadership (spot checks)

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Moderate Progress

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Strategy 7

In preparation for state assessment, an alternate schedule has been developed in which all students will have one additional period (45 minutes during 4th, 7th or 8th period) with their Math or Reading Teacher for intervention/prep/camp activities. Teachers will utilize Lead4ward materials provided on the Rock the STAAR conference.

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Some Progress

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Performance Objective 2

Students identified and served through special programs will demonstrate at least one year's worth of growth for the school year.

Evaluation Data Source: STAAR reports, MAP data, Tests made available through the HQIM set forth by the state for Reading and Math (Amplify and Carnegie).

Strategy 1

Students identified as Emergent Bilingual will be served by an ESL teacher in support of the ELAR TEKS utilizing strategies to support English Language Learners outside the ELAR class through ESOL, as well as targeted instruction through Summit K-12. (Title I \$ - use for curriculum resources/technology and applications)

Strategy's Expected Result/Impact: Increase in achievement for students identified as Emergent Bilingual

Staff Responsible for Monitoring: Principal, Counselor (LPAC Coordinator), Teachers

Formative Reviews



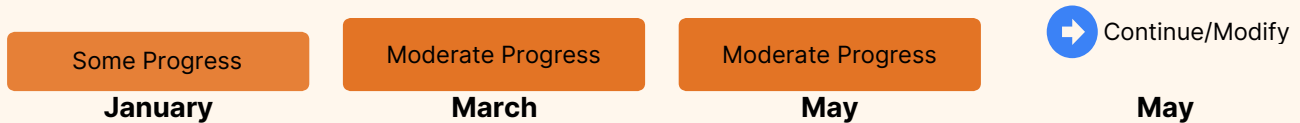
Strategy 2

Students identified with disabilities through Special Education will be served by two Special Education Teachers (and additional support staff) both in and out of the general education classroom, as appropriate, through both Inclusion and Resource Classes.

Strategy's Expected Result/Impact: Increased achievement for students served through special education

Staff Responsible for Monitoring: Principal, Case Managers

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Strategy 3

Students identified with Dyslexia will be served by a Dyslexia teacher through the use of the Reading by Design program, as well as through Response to Intervention (when appropriate).

Strategy's Expected Result/Impact: Increased achievement for students identified with Dyslexia

Staff Responsible for Monitoring: Principal, Counselor (504 Coordinator), Teachers

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Strategy 4

Special programs staff (ESL Teachers; Special Education Teachers; Support Staff; Dyslexia Teacher) will collaborate regularly with general education staff through participation in PLC OR at identified alternate times based on professional schedules one time per week (at minimum).

Strategy's Expected Result/Impact: Increased achievement for students in special programs

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor

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Strategy 5

Students in Special Education will be provided intervention with the materials received from Lead4Ward Rock the STAAR conference which are tailored to supporting students with unique learning needs in preparation for state assessment.

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Goal 2 Karnes City Junior High (KCJH) will nurture students to be empathetic, productive citizens.

Performance Objective 1

All KCJH (100%) students will receive consistent instruction in character education and social-emotional learning.

Evaluation Data Source: Capturing Kids Hearts Calendar, CKH classroom posters, social contracts posted in classrooms, CKH parent newsletters home and website log in, lesson plans, events and meeting sign in sheets

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

KCJH will ensure that all classes are taught by certified teachers (or those with certification in progress) and highly qualified paraprofessionals who work to build and foster consistent, safe relationships with students.

Strategy's Expected Result/Impact: Staff certifications will be appropriate to teaching assignments and increase quality of learning for students.

Staff Responsible for Monitoring: Principal, Curriculum Coordinator, Special Programs Coordinator and Human Resources staff

Funding Sources: 199 -- Local,

Title I: 2.4, 2.6

TEA Priorities: Recruit, support, retain teachers and principals

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Strategy 2

Capturing Kids Hearts (CKH) Character Lessons will be utilized during Study Skills; Leadership and Excellence Periods.

Strategy's Expected Result/Impact: Reduce discipline referrals, maximize instructional time, staff to distinguish between minor and major behaviors and increase staff awareness to social-emotional needs.

Staff Responsible for Monitoring: Principal, Counselors, Teachers and Staff

Title I: 2.5, 2.6

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Performance Objective 2

Systems will be developed so that the individual social and emotional needs of students can be met appropriately through available district resources and community partnerships.

Evaluation Data Source: Data Logs; Discipline Referrals; Counselor Referrals; Referrals to Grant Staff

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

When support is necessary for students who have immediate struggles, teachers/staff will contact the front office to ensure (1) the most appropriate staff member can respond and (2) we can gather good data on the individual needs of students to program based on those needs appropriately.

Strategy's Expected Result/Impact: A continued safe environment for all students, where individual needs for students are met appropriately

Staff Responsible for Monitoring: Principal; Counselor; Office Staff (Secretary/Receptionist); Grant Staff

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Strategy 2

Campus/District Threat Assessment Team will be utilized to identify, evaluate and address threats which could pose harm or negatively impact the campus environment; campus safety; or campus security.

Strategy's Expected Result/Impact: A safe/secure environment where threats are addressed through the lens of prevention/proactive approaches


Staff Responsible for Monitoring: Principal; School Resource Officer; Assistant Principal; Counselor; Threat Assessment Team Members

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 Continue/Modify

Strategy 3

Availability and Utilization of Lightspeed and the Stop-It App to monitor student technology usage to or to provide a safe, confidential way to report issues related to the social/emotional needs of students or suspected issues of bullying.

Strategy's Expected Result/Impact: Promotion of a school environment where students feel safe and supported--subsequently positively impacting student learning outcomes.

Staff Responsible for Monitoring: Principal; Counselor; Grant Staff; SRO

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Strategy 4

The School Counselor will utilize the "Satchel Pulse" program for screening students and tiering them based on their social and emotional needs, as to best meet individual/group student needs and to identify themes in which she can provide group support.

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Goal 3

Karnes City Junior High will provide intentional, purposeful-driven instruction that serves the multi-dimensional needs of students.

Performance Objective 1

Karnes City Junior High will provide Rtl (Response to Intervention) instruction. (Title I \$ - use for staff, curriculum resources/technology and applications)

Evaluation Data Source: 9 week grade reports and STAAR scores, Rtl committee meeting agendas and sign in sheets.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

STAAR, CFA, MAP, Teacher Created Unit Test data will be disaggregated to determine specific areas of intervention needed for student growth. (Title I \$ - utilized for RTI staff for intervention, as well as intervention provided through targeted Academies)

Strategy's Expected Result/Impact: Student growth

Staff Responsible for Monitoring: Principal, Counselors, Teachers, Rtl and Dyslexia teachers

Funding Sources: 211-Title I, Part A,

Title I: 2.4, 2.5, 2.6

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Strategy 2

Rtl schedule and changes are based on student need and learning targets. (Title I \$ - use for RTI Staff for purposes of intervention)

Strategy's Expected Result/Impact: Increase student growth

Staff Responsible for Monitoring: Principal ,Teachers, Rtl Teachers

Funding Sources: 211-Title I, Part A,

Title I: 2.4, 2.6

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Performance Objective 2

All KCJH (100%) students will be exposed to future opportunities including workforce, military, trade school, or college.

Evaluation Data Source: Presentation schedules

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

All 6th,7th and 8th graders will participate in a district sponsored Career Day.

Strategy's Expected Result/Impact: Students will be able to see different opportunities for the future.

Staff Responsible for Monitoring: Principal, Counselors, Teachers, Special Programs Coordinator

Title I: 2.5, 2.6

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Strategy 2

Career, college, workforce, and trade school opportunities will be explored through the use of technology and Xelo.

Strategy's Expected Result/Impact: Increased use of technology and exploring future opportunities.

Staff Responsible for Monitoring: Principal and Teachers

Funding Sources: 199 -- Local,

Title I: 2.5, 2.6

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Strategy 3

Student Survey's will be utilized to identify student interests in post-secondary goals, and opportunities will be provided for students to participate in visits to trade schools; colleges/ universities; businesses and military.

Strategy's Expected Result/Impact: Exploring future opportunities

Staff Responsible for Monitoring: Principal, Counselor, Grant Staff

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Strategy 4

Students in 7th grade will explore careers through participation in the Investigating Careers class. Students in 8th grade will explore graduation pathways through participation in an Intro or Principals class taught by HS teachers in which they have the opportunity to earn high school credit.

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Performance Objective 3

KCJH will increase the Average Daily Attendance rate for the 2024-25 school year to 96% (or higher) so that we can maximize the opportunity to provide consistency in both instruction and the ability to meet student social/emotional needs.

Evaluation Data Source: Weekly attendance report summaries, daily phone calls, teacher contact logs.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Home Visits will be conducted by campus staff, to include Secondary Attendance Clerk; Parent Liason; FSCS Case Manager; Counselor and Principal when students are identified as at-risk due to truancy.

Strategy's Expected Result/Impact: Increased attendance, positively impacting student outcomes

Staff Responsible for Monitoring: Principal; Counselor; Office Staff (Secretary/Receptionist); Grant Staff

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Strategy 2

Attendance incentives will be implemented in an effort to increase student buy-in to the importance of coming to school.

Strategy's Expected Result/Impact: Increased attendance, positively impacting student outcomes.

Staff Responsible for Monitoring: Principal; Counselor; Office Staff (Secretary/Receptionist); Grant Staff

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Performance Objective 4

Students will have the opportunity to participate in multiple electives classes each year to help in the development of well-rounded students.

Evaluation Data Source: Master Schedule; Course Selections; Extra-curricular participation

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Each grade-level will be offered multiple electives classes to support their success in school and life. Courses include: Fine Arts; PE/Athletics; Investigating Careers; Leadership; Study Skills; Foreign Language; and Principles or Intro CTE courses.

Strategy's Expected Result/Impact: Students will be more engaged in school through their ability to participate in more courses of their individual interest/choosing.

Staff Responsible for Monitoring: Principal; Counselor; Assistant Principal; Teachers

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