

Karnes City Independent School District



Karnes City Primary

Accountability Rating: D

2025-2026 Campus Improvement Plan

Mission Statement

Karnes City ISD, maximizing opportunities for by building meaningful connections and an empowered learning community- every moment, every person, everyday.

Vision

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

Karnes City Primary will be a loving and inclusive school that nurtures critical thinking by building a strong academic foundation that empowers students to become innovative, honorable leaders.

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Comprehensive Needs Assessment

Demographics

Summary

Karnes City Primary serves 188 students across Early Education through 1st Grade. The population is predominantly Hispanic-Latino (81%), with 15% White, and small percentages of other races. Gender distribution is balanced (50% female, 50% male). A significant 65% of students are economically disadvantaged, with 4% identified as homeless. Notably, 19.8% receive Special Education services, 10.7% are Emergent Bilingual, and nearly 69% are flagged at risk for dyslexia. Class sizes remain small (average 18:1), with strong support staff and paraprofessional ratios. These demographics present both opportunities for early intervention and challenges in meeting diverse learning needs.

Strengths

- **Balanced Gender Distribution**

Our equal representation of male (50%) and female (50%) students creates a natural balance across classrooms, extracurricular activities, and leadership opportunities. This parity supports equitable access to resources, promotes inclusive collaboration, and fosters positive peer interactions that reflect fairness and equality.

- **Strong Hispanic-Latino Representation**

With 81.07% of our students identifying as Hispanic-Latino, our campus reflects the culture and values of the community we serve. This strong cultural representation allows us to build authentic connections with families, celebrate traditions that are meaningful to our students, and integrate culturally relevant instructional practices that enhance engagement and learning outcomes.

- **Diverse Student Perspectives**

While our population is largely Hispanic-Latino, the presence of Asian (0.49%), Black or African American (0.97%), Native Hawaiian or Pacific Islander (0.49%), White (16.02%), and students identifying as two or more races (0.97%) enriches our school environment. This diversity, though modest, encourages cultural awareness, empathy, and respect for differences among our students, preparing them to thrive in a multicultural society.

- **Early Education Focus**

With 2.91% in Early Education, 29.13% in Pre-K, 31.07% in Kindergarten, and 36.89% in 1st Grade, our campus serves as the foundation of learning in the district. This strong early childhood focus ensures that the majority of our students are exposed to high-quality instruction at the most critical stages of brain development. The emphasis on foundational literacy, numeracy, and social-emotional learning equips our students with the tools necessary for long-term academic success.

- **Close-Knit Student Body Size**

Serving a total of 188 students allows us to maintain small class sizes and foster close relationships between teachers, students, and families. This intimate learning environment supports personalized instruction, targeted interventions, and strong community engagement—key factors in student growth and achievement.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<p>1 Our student population is predominantly Hispanic-Latino (81%) and concentrated in early childhood grades (Pre-K-1st). This limits opportunities for cross-cultural interaction and presents unique challenges in building strong foundational skills and consistent attendance early on.</p>	<p>The surrounding community is predominantly Hispanic-Latino and made up of families with young children, resulting in our campus serving as the district's early childhood foundation. This concentration requires staff to focus on early intervention, culturally responsive practices, and strong family engagement.</p>
<p>2 Students are not prepared for a school setting, academically or socially.</p>	<p>There is a lack of resources for families of young children. Skills measured at kindergarten entry include both cognitive skills (reading and math) and non cognitive skills (self-control and approaches to learning).</p>

 = Priority

Student Achievement

Summary

Assessment systems include MAP Growth (K–1), mClass (K–1), Circle (Pre-K), and Dyslexia screeners. Data show strong growth in math and literacy for many, but gaps persist for at-risk and emergent bilingual students. In 2024–25, Kindergarten and 1st grade met moderate growth goals, yet less than 50% consistently met or exceeded expected RIT growth. Reading proficiency remains uneven, with 59% of Kinder and 80% of 1st graders at benchmark by EOY. Attendance challenges (tardies, early pick-ups) further impact academic progress.

Strengths

- Significant reading growth through Saxon Phonics and Amplify Texas.
- Implementation of Heggerty Phonological Awareness supports literacy.
- Data-driven small group instruction and RTI systems in place.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 Problem: Academic gaps remain for students despite growth trends.	Inconsistent differentiation and limited use of manipulatives/technology for diverse learning needs.
2 Attendance issues negatively impact instructional time.	Parent routines, transportation challenges, and low awareness of attendance's impact on achievement.

 = Priority

School Culture and Climate

Summary

KCP continues to cultivate a warm, supportive environment through Capturing Kids' Hearts, PBIS, and Boomer's Buddy recognitions. Students, staff, and families report strong satisfaction, with most feeling connected and supported on campus.

Strengths

At Karnes City Primary, we are committed to creating a safe and welcoming environment for all students, and one of the key initiatives we have implemented is the school-wide Capturing Kids' Hearts program. This program is designed to build strong, trusting relationships between students and staff, fostering a sense of community and belonging that is essential for a positive school climate.

To encourage regular attendance and good behavior, we have established a system of incentives that recognizes and rewards students for their efforts. By celebrating these achievements, we aim to motivate students to maintain high standards in both their attendance and conduct, contributing to a more engaged and responsible student body.

Our approach to discipline is centered around Positive Behavior Reinforcements, which focus on acknowledging and reinforcing good behavior rather than simply punishing negative actions. This strategy helps to cultivate a positive atmosphere where students feel encouraged to make good choices and develop self-discipline.

Boomer's Best Buddies is another initiative that plays a crucial role in promoting inclusivity and friendship among students. This program pairs students together to foster peer support and camaraderie, helping to ensure that every child feels valued and connected within our school community.

We have also established clear procedures for reporting and investigating any reports of mistreatment. This ensures that any concerns are addressed promptly and thoroughly, maintaining a safe environment where students feel secure and supported.

Our curriculum includes Positive Action Instruction, which teaches students the importance of positive thinking and actions. This instruction is integral in helping students develop a strong moral compass and the skills necessary to navigate social situations effectively.

Red Ribbon Week is an important event at our school, where we celebrate and promote a drug-free lifestyle. Through various activities and educational sessions, we emphasize the importance of making healthy choices and the impact these choices have on students' futures.

We are proud to partner with local law enforcement and county employees to provide informative presentations to our students. These presentations cover a range of topics relevant to student safety and well-being, offering valuable insights and fostering a collaborative relationship between our school and the community.

Our school counselor plays a vital role in supporting students' social development by conducting class lessons on appropriate social behavior. These lessons equip students with the skills they need to interact positively with others, resolve conflicts, and build strong, respectful relationships.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
1 While culture is positive, consistent communication of student academic progress remains an area of concern. Some parents (only 66%) reported receiving clear information about academics, limiting family partnership in learning.	Varying frequency and clarity of progress updates across grade levels.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

Our campus is staffed with highly qualified teachers who demonstrate strong commitment to student success and the mission of early childhood education. Many of our educators bring valuable experience in foundational literacy and numeracy, and they consistently engage in professional development aligned to district and state priorities. Instructional coaches and campus leadership provide ongoing support to strengthen instructional practices and ensure alignment with TEKS, HQIM, and early intervention strategies.

While staff stability is a strength, the demands of teaching younger students—such as higher classroom management needs, early literacy interventions, and strong family communication—can contribute to increased stress and teacher burnout.

Despite these challenges, staff morale remains a priority. The campus invests in building a positive culture through recognition systems, collaborative PLCs, and targeted professional learning. These supports foster teacher growth, promote retention, and ensure that students benefit from consistent, high-quality instruction.

Strengths

- **Highly Qualified Teachers**
The majority of our staff are fully certified and experienced in early childhood education, bringing specialized knowledge in foundational literacy, numeracy, and social-emotional development.
- **Commitment to Students**
Teachers demonstrate strong dedication to building relationships with students and families, ensuring a safe and nurturing environment that supports whole-child growth.
- **Professional Growth Culture**
Staff actively participate in professional development, PLCs, and instructional coaching, showing a willingness to refine their practice and align with best practices.
- **Collaborative Teamwork**
Grade-level teams and cross-grade collaboration foster consistency in instructional approaches and allow teachers to support one another through planning and shared strategies.
- **Campus Culture and Morale**
A positive school culture, staff recognition systems, and intentional community-building activities help foster staff satisfaction and loyalty to the campus.
- **Retention of Experienced Staff**
Despite challenges in the teaching profession, many teachers have chosen to remain on campus for multiple years, providing stability and continuity for our young learners.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement

1

Our campus has highly qualified, committed teachers who foster strong outcomes and a positive culture. However, when vacancies occur, the limited pool of certified early childhood and bilingual teachers makes recruitment difficult, disrupting instructional consistency and increasing staff workload.

Root Cause

The specialized demands of early childhood education, combined with a regional shortage of certified bilingual and early childhood teachers, limit the pool of qualified applicants. As a result, when a vacancy occurs, it is difficult to recruit and hire staff quickly, placing additional strain on current teachers and impacting instructional continuity.

 = Priority

Curriculum, Instruction, and Assessment

Summary

KCP uses MAP Growth, mClass, and Circle to monitor early literacy and math, supported by HQIM including Bluebonnet Reading, Bluebonnet Math Saxon, Heggerty, and Discovery Ed. Professional Learning Communities (PLCs), WIN Time, and RTI processes provide structures for differentiation. Data from the 2023–2024 and 2024–2025 school years shows that while students are making growth in both reading and math RIT scores, grade-level proficiency percentages remain inconsistent across Kinder and 1st Grade, signaling a need for stronger alignment of instruction, progress monitoring, and interventions.

Strengths

- HQIM adoption in all core subjects.
- WIN Time ensures targeted intervention/enrichment daily.
- PLCs and 9-week planning days allow collaborative data-driven decision-making.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Inconsistent fidelity in HQIM implementation across grade levels.	Insufficient early training and lack of consistent monitoring structures.
2	Curriculum alignment challenges across grade levels.	Staff turnover and lack of documented cross-grade instructional practices.

 = Priority

Family and Community Engagement

Summary

KCP provides extensive family engagement opportunities, including academic nights, performances, parades, Lunch & Learns, and conferences. ParentSquare and bilingual communication tools have improved accessibility. However, despite high satisfaction with school culture, parents report needing clearer academic progress updates.

Strengths

- High participation in family events and Title I activities.
- Parents rate the school very positively (100% say the school partners with them).
- Multi-faceted efforts like Lunch & Learns and translators help reach diverse families.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Families lack clear, consistent updates on student academic progress.	Inconsistent conference formats and communication methods among teachers.
2	Volunteer program underutilized.	Lack of structured system for onboarding and scheduling family volunteers.

 = Priority

School Organization

Summary

KCP benefits from a small student population (≈ 200) with a favorable 18:1 class ratio. The school day is structured to maximize instructional time, with WIN Time and targeted interventions built in. PLCs and RTI meetings guide student support. However, inconsistent routines across grade levels lead to gaps in predictability for students and inefficiencies in practice. The leadership team has built trust but needs stronger systems for monitoring fidelity and alignment.

Strengths

- Small campus size supports close relationships and personalized instruction.
- Sensory hallway and room provide student support tools.
- Attendance incentives and processes in place to promote consistent routines.
- PLCs held weekly for collaborative planning.
- WIN Time provides targeted interventions and enrichment.
- Strong leadership and counselor support systems.

The school day is structured to maximize instructional time, with WIN Time and targeted interventions built in. PLCs and RTI meetings guide student support. However, inconsistent routines across grade levels lead to gaps in predictability for students and inefficiencies in practice. The leadership team has built trust but needs stronger systems for monitoring fidelity and alignment.

Strengths

- PLCs held weekly for collaborative planning.
- WIN Time provides targeted interventions and enrichment.
- Strong leadership and counselor support systems.

Problem Statements Identifying School Organization Needs

Problem Statement

Root Cause

1

Variability in instructional delivery.

Inconsistent monitoring and support for fidelity of practice.

 = Priority

Technology

Summary

Interactive whiteboards are now in 100% of classrooms, and technology is increasingly part of instruction. However, usage varies, and more staff training is needed for effective integration.

Strengths

- All classrooms equipped with interactive whiteboards.
- Teachers and students have access to a variety of tech tools; each classroom has class sets of iPads
- RTI classroom has 10 chrome books

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Technology integration is inconsistent across classrooms.	Teachers received only basic training, with limited ongoing coaching on how to embed technology effectively into instruction.
2	Limited home access for economically disadvantaged families reduces program impact.	Technology inequities outside of school.

 = Priority



Goals

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

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

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

December

February

April

June

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

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

Formative Reviews

Considerable Progress

December

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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

Considerable Progress

December

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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

Considerable Progress

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

No Progress

December

February

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June

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: Significant progress made toward meeting Performance Objective

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

 Accomplished

December

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June

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

No Progress

December

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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


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

 Accomplished

December

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June


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

 Accomplished

December

February

April

June

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

Considerable Progress

December

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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

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

Considerable Progress

December

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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

Some Progress

December

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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.

Formative Reviews

Considerable Progress

December

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June

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

December

February

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June

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

No Progress

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June

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

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

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

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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.

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

No Progress

December

February

April

June

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

Formative Reviews

Considerable Progress

December

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April

June

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

Some Progress

December

February

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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: Some progress made toward meeting Performance Objective

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

 Discontinue

December

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June

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

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

Considerable Progress

December

February

April

June

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

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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: Met Performance Objective


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

 Accomplished

December

February

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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

Some Progress

December

February

April

June

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.

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

December

February

April

June