

Karnes City Independent School District



Karnes City High School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Mathematics, Top 25 Percent:
Comparative Closing the Gaps

2025-2026 Campus Improvement Plan

Mission Statement

To Inspire, To Impact, and to Improve Lives.

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

Our school currently has a total student population of 274, with each grade level contributing to this number in varying proportions. The 9th grade class is the largest, comprising 30.29% of the student body, which indicates a strong intake at the entry level. The 10th grade follows with 19.34%, suggesting a slight drop-off, which is not uncommon as students transition from middle to high school. The 11th grade accounts for 23.72% of the population, showing a rebound in numbers, possibly due to students settling into their high school journey. Finally, the 12th grade makes up 26.64%, reflecting a stable retention rate as students approach graduation.

In terms of gender demographics, our student body is composed of 53.28% female students and 46.72% male students. This relatively balanced gender distribution allows for a diverse range of perspectives and experiences within our school community, fostering an inclusive environment for all students.

The ethnic composition of our school is predominantly Hispanic-Latino, with 77.74% of our students identifying as such. This significant majority highlights the rich cultural heritage present in our school, offering opportunities for cultural exchange and learning. Additionally, our racial demographics include a small percentage of American Indian or Alaskan Native students at 0.73%, Black or African American students at 2.55%, and White students at 17.15%. We also have a small representation of students identifying with two or more races at 1.82%. While we currently have no students identifying as Asian or Native Hawaiian-Pacific Islander, our school remains committed to fostering an environment that is welcoming and supportive of all racial and ethnic backgrounds.

Strengths

Our school is proud to serve a diverse student population of 274 students, with a nearly balanced gender distribution of 53.28% female and 46.72% male. This gender balance fosters an inclusive environment where students can learn from each other's perspectives and experiences, promoting gender equality and mutual respect within our school community.

A significant strength of our school is our rich cultural diversity, with 77.74% of our students identifying as Hispanic-Latino. This cultural representation enriches our school environment, allowing us to celebrate a wide array of cultural traditions and languages, which enhances the educational experience for all students. Our curriculum and extracurricular activities are designed to reflect and honor this diversity, providing students with a global perspective and preparing them for a multicultural world.

In addition to our Hispanic-Latino majority, our student body includes a variety of racial backgrounds, including 2.55% Black or African American, 17.15% White, and smaller percentages of American Indian or Alaskan Native and students identifying with two or more races. This racial diversity contributes to a vibrant school culture where students are encouraged to engage in meaningful dialogues about race and identity, fostering an environment of understanding and acceptance. Our commitment to diversity and inclusion is evident in our school policies and practices, which aim to support and uplift every student, regardless of their background.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Large At-Risk Student Population	Nearly 40% of students are identified as at-risk, reflecting underlying academic, behavioral, or socio-emotional challenges that require significant intervention and strain school resources.
2	High Levels of Economic Disadvantage	Over 50% of students qualify for free or reduced-price meals, indicating widespread poverty in the community. This creates barriers to equitable access to educational opportunities, despite available support programs.
3	Student attendance and involvement of families in the school community are negatively impacted by a variety of potential factors.	Some families struggle with valuing educational experiences of students, or have an inability to support their child's educational experiences as a potential result of a variety of influences factors, to include: failure to graduate high school or move onto post-secondary instruction themselves; work schedules that may be in excess due to poor pay in low-paying jobs; the need for students to work

 = Priority

Student Achievement

Summary

Karnes City High School serves a diverse population of 274 students, with strong representation of Hispanic-Latino learners (77.74%). Academic data reflects substantial growth in Algebra I EOC performance (Approaches +14%, Meets +12%, Masters +12%), though English II remains an area of concern. Department goals across ELAR, Math, Science, Social Studies, and CTE emphasize small-group engagement, critical thinking, evidence-based writing, and test preparation, aligning with STAAR, SAT, and ACT expectations.

Strengths

Our school has experienced significant growth in Algebra I outcomes, a testament to the effectiveness of our targeted interventions. By identifying students' specific needs and implementing tailored support strategies, we have been able to enhance their understanding and performance in Algebra I. This growth reflects our commitment to providing personalized learning experiences that cater to the diverse needs of our students, ensuring they build a strong foundation in mathematics.

We have achieved strong department alignment on data-driven goals, which has been instrumental in our academic success. In the Math department, we are targeting an 85% achievement rate, focusing on rigorous instruction and continuous assessment to meet this ambitious goal. Meanwhile, our Social Studies department is dedicated to enhancing students' skills in primary source analysis, equipping them with the critical thinking abilities necessary to navigate complex historical texts. This alignment ensures that all departments are working cohesively towards common objectives, fostering a culture of academic excellence.

Our Career and Technical Education (CTE) pathways are designed to emphasize employability skills and certifications, preparing students for the workforce. By offering programs that integrate practical skills with academic knowledge, we provide students with the tools they need to succeed in their chosen careers. These pathways not only enhance students' readiness for employment but also offer them the opportunity to earn industry-recognized certifications, giving them a competitive edge in the job market.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1 English II performance declined (-2% Approaches, -11% Meets), highlighting instructional gaps	
2 Sub-populations of students historically (and continuously) perform poorly on state assessment. Failures at the high school level significantly impact their ability to graduate.	There are a lack of applicants applying for positions within the district to support sub-populations of students, as well as a lack of training and experience of staff in planning for instruction which supports unique populations of students.
3 Teachers do not use diverse methods for teaching classes (station teaching, small group, blended learning, etc.) and students lack engagement in the learning process.	Teachers lack adequate training, knowledge, confidence, experience, and willingness for risk-taking to grow in their instructional practices.
4 Students are not finishing programs of study as a part of their graduation plans.	Lack of staffing to teach diverse programs of study and struggles of a limited master schedule -- offering opportunities for all students to participate in a program that interests them--impacts students ability to begin and finish programs in their high school careers.
5 Students struggle in college coursework which can negatively impact class rank and ability to complete associates degrees upon high school graduation, as well as negatively impacts future college coursework when students drop classes while in high school (when they are only allowed 6 'drops' in their college career).	Lack of information for students and families regarding dual credit in order for them to make informed decisions about participation in this program.

 = Priority

School Culture and Climate

Summary

At our school, we place a strong emphasis on inclusivity, ensuring a balanced representation of genders and a diverse racial makeup among our student body. We take pride in fostering a strong sense of cultural pride, which is reflected in our curriculum and school activities. This commitment to inclusivity is not just about numbers; it is about creating an environment where every student feels valued and respected.

To support a positive school culture, we have implemented social-emotional counseling, student town halls, and a variety of extracurricular activities. These initiatives are designed to provide students with the necessary support to thrive both academically and personally. The town halls offer a platform for students to voice their opinions and concerns, while extracurricular activities provide opportunities for personal growth and community building.

We have seen a notable improvement in our attendance rates, which increased from 90.5% to 93.4% in the 2024–25 school year. This improvement is a testament to the effectiveness of our town halls, incentives, and extracurricular programs. Our new goal is to reach a 95% attendance rate, and we are committed to implementing strategies that will help us achieve this target.

Our commitment to social-emotional counseling is a cornerstone of our support for student mental health. By providing access to counseling services, we aim to address the emotional and psychological needs of our students, ensuring they have the resources to succeed in all aspects of their lives.

We have developed inclusive policies to support transfer students, military-connected students, and those at risk. These policies are designed to provide equitable access to education and resources, ensuring that all students have the opportunity to succeed regardless of their background or circumstances.

Despite our efforts, we recognize that 2.14% of our students experience homelessness, which presents significant barriers to their education. We are committed to providing additional supports to these students to help them overcome these challenges and succeed academically.

We continue to face attendance challenges among certain subgroups, and our current attendance goal is still below the state target. We are actively working to identify and address the factors contributing to these challenges to improve attendance rates across all student groups.

Lastly, we acknowledge that there is limited representation of non-Hispanic racial groups within our school. This lack of diversity may restrict the breadth of cultural perspectives available to our students. We are committed to exploring strategies to increase representation and ensure a more inclusive environment for all.

Strengths

Our school has seen a notable improvement in Average Daily Attendance (ADA) by nearly 3% due to the implementation of town halls, incentives, and a robust extracurricular program. These initiatives have fostered a sense of community and engagement among students, encouraging them to participate actively in their education. The town halls provide a platform for open communication between students, staff, and parents, while incentives motivate students to maintain consistent attendance. Additionally, our diverse range of extracurricular activities caters to various interests, ensuring that every student finds a niche that resonates with them, further enhancing their commitment to attending school regularly.

We are deeply committed to supporting the mental health of our students through comprehensive social-emotional counseling services. By prioritizing the emotional well-being of our students, we create a nurturing environment where they feel safe and supported. Our counseling programs are designed to equip students with the skills necessary to manage stress, build resilience, and develop healthy relationships. This commitment not only aids in their personal growth but also positively impacts their academic performance and overall school experience.

Our inclusive policies are designed to support transfer, military-connected, and at-risk students, ensuring that every individual has access to the resources and opportunities they need to succeed. By recognizing the unique challenges faced by these groups, we have implemented tailored support systems that address their specific needs. This approach fosters an inclusive school culture where

diversity is celebrated, and all students are empowered to reach their full potential. Our dedication to inclusivity ensures that every student feels valued and respected, contributing to a positive and equitable learning environment.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement	Root Cause
<p>1 2.14% of KCHS students experience homelessness and more than 50% of students are from low socioeconomic backgrounds, creating barriers to learning.</p>	<p>Students from a low socioeconomic background, including homeless students, make up more than half of the KCHS student population. When student basic needs are not met at home they are less likely to be motivated to improve their academic standing, but rather focus on day to day survival and safety.</p>
<p>2 There is a lack of diversity in community involvement--oftentimes, the same individuals participate in campus activities. When speaking with families, many expressed their fears (of retaliation) when contacting the campus with concerns.</p>	<p>Historically, administrator turn over has created a culture of inconsistency in KCISD. Parents and community members are less likely to participate assuming that this turn over will inevitably overturn the progress previously made toward healing this disparity.</p>
<p>3 Karnes City High School attempts to bridge the gap between a predominantly minority student body and white teaching staff, but increasing multicultural awareness and capacity for cultivating partnerships between schools, families and community has proved to be difficult.</p>	<p>Teaching staff does not match the diversity reflected in the student population.</p>

 = Priority

Staff Quality, Recruitment, and Retention

Summary

Teacher stability is recognized as a key factor for student success, and as such, we have set a new goal for the 2025–26 academic year to improve teacher retention by 5%. This goal is supported by our commitment to ensuring full staff participation in Professional Learning Communities (PLCs) and professional learning opportunities. By fostering an environment where teachers feel supported and valued, we aim to create a more stable and effective teaching workforce. Our mentoring and recognition programs are designed to foster growth and morale among our staff, providing them with the necessary tools and encouragement to thrive in their roles.

One of our strengths lies in the structured mentoring programs we have in place for new and early-career teachers. These programs are crucial in helping new educators acclimate to our school environment and develop their teaching skills. Additionally, our monthly PLCs are focused on literacy strategies, data analysis, and best practices, providing a platform for teachers to collaborate and share insights. Our staff appreciation and recognition programs are also instrumental in building morale, ensuring that our teachers feel valued and motivated to continue their excellent work.

However, we acknowledge that teacher retention has been a challenge, which is why we are implementing new initiatives to address this issue. There is also a need for more targeted professional development in literacy and English II instructional strategies to better equip our teachers with the skills they need to succeed. While feedback loops are beginning to emerge, they are not yet fully embedded in our staff culture. We are committed to strengthening these feedback mechanisms to ensure continuous improvement and open communication within our school community.

Strengths

Our school takes pride in offering structured mentoring for new and early-career teachers, ensuring they receive the guidance and support necessary to thrive in their roles. This program is designed to foster professional growth and confidence, allowing our educators to develop their skills in a nurturing environment. By pairing them with experienced mentors, we facilitate a collaborative learning experience that benefits both the mentees and the mentors, ultimately enhancing the quality of education we provide.

The implementation of monthly Professional Learning Communities (PLCs) is another cornerstone of our educational approach. These sessions are dedicated to focusing on literacy strategies, data analysis, and best practices, providing our teachers with the opportunity to engage in meaningful discussions and share insights. This collaborative effort not only enhances instructional methods but also ensures that our educators are equipped with the latest tools and techniques to support student success.

Furthermore, our staff appreciation and recognition programs play a crucial role in building morale within our school community. By acknowledging the hard work and dedication of our staff, we create a positive and supportive atmosphere that motivates everyone to strive for excellence. These programs are essential in fostering a sense of belonging and pride among our team, which in turn, reflects in the quality of education and care we offer to our students.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 Teacher Retention has been a challenge, necessitating new initiatives.	
2 Need for more targeted PD in literacy and English II instructional Strategies.	
3 Feedback loops are emerging but not yet fully embedded in staff culture.	

 = Priority

Curriculum, Instruction, and Assessment

Summary

Karnes City High School provides a rigorous and comprehensive curriculum aligned with state standards through the TEKS Resource System for core academics and the iCEV platform for Career and Technology Education (CTE). These systems support TEKS rigor, STAAR success, and industry certification opportunities while allowing students to explore career pathways. The school offers multiple acceleration and enrichment options, including dual credit courses in all disciplines, Edgenuity for credit recovery and remediation, and pathways that enable students to graduate with an associate's degree. Enrollment in CTE programs has grown significantly, with new courses added each year to expand student opportunities. Instructional approaches emphasize co-teaching, Response to Intervention (RTI), and structured small groups to meet diverse learning needs, while each department sets measurable, data-informed goals supported by tools such as DMAC, Week-at-a-Glance (WAGs), and one-pagers to maintain alignment and accountability. Strengths include robust assessment design in science, literacy integration in social studies, and the use of WAGs to ensure coherence across departments. Challenges remain in addressing uneven mastery of foundational skills, strengthening assessment practices in electives, and improving cross-curricular integration of literacy and writing strategies.

Strengths

One of our school's key strengths is the alignment of curriculum and assessment through the use of Week-at-a-Glance (WAGs) and department one-pagers. These tools ensure that our curriculum is consistently aligned with state standards and that assessments are designed to accurately measure student progress. By maintaining this alignment, we are able to provide a cohesive and comprehensive educational experience that supports student learning and achievement.

In the Science department, a significant strength lies in the design of aligned assessments using the DMAC system to track student progress. This approach allows us to gather and analyze data effectively, providing insights into student understanding and areas that may require additional support. By utilizing DMAC, we can ensure that our assessments are not only aligned with the curriculum but also serve as a valuable tool for monitoring and enhancing student learning outcomes.

The Social Studies department has demonstrated a strong commitment to integrating literacy and evidence-based argumentation into the curriculum. This integration is a key strength as it equips students with critical thinking and analytical skills that are essential for success in both academic and real-world contexts. By focusing on literacy and argumentation, we are preparing our students to engage thoughtfully with complex texts and to construct well-reasoned arguments, skills that are vital for their future endeavors.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1 Heavy reliance on remediation, uneven mastery of foundational skills	

 = Priority

Family and Community Engagement

Summary

As a school, we recognize the critical role that parents play in the educational experiences of their children. We believe that raising the next generation is a shared responsibility, and when families, communities, and schools collaborate effectively, students are more likely to succeed, and the entire community reaps the benefits. Our commitment to fostering these partnerships is evident in our efforts to involve parents actively in their children's education.

The KCISD Education Foundation and career counseling initiatives have been instrumental in providing valuable community connections. These resources not only enhance the educational experience but also ensure that students are well-prepared for their future careers. Additionally, our focus on parent communication, particularly regarding attendance and academics, has led to noticeable improvements in student performance. We are also dedicated to supporting transfer and military-connected students by offering comprehensive transition resources to ease their integration into our school community.

One of our key strengths lies in the Education Foundation, which significantly enhances the resources available for instruction. This foundation plays a vital role in enriching the educational environment and providing students with opportunities that might otherwise be unavailable. Furthermore, our family partnerships have been directly linked to improved attendance, demonstrating the positive impact of parental involvement on student engagement. We have also established clear structures to support transfer and at-risk students, ensuring that they receive the necessary guidance and resources to thrive.

However, we acknowledge that there are areas where we can improve. There is limited evidence of structured parent workshops or advisory opportunities, which are essential for fostering deeper engagement and understanding. Our current engagement strategies tend to focus more on communication rather than fostering two-way dialogue, which is crucial for building strong relationships with families. Additionally, economic barriers continue to limit some families' ability to fully participate in school activities, and we are committed to finding ways to address these challenges to ensure equitable access for all.

Strengths

At Karnes City High School, we recognize the invaluable role that stakeholders play in the educational journey of our students. By actively involving parents, community members, and local organizations, we ensure that the diverse needs of our students are met comprehensively. Our commitment to fostering these relationships is evident in our initiatives such as the annual career fair and scholarship application meetings, which are designed to align with and promote our students' educational goals. These events not only provide students with essential resources and guidance but also strengthen the bond between the school and the community, creating a supportive environment for student success.

Our commitment to family partnerships is directly linked to improved student attendance. By engaging families in the educational process and maintaining open lines of communication, we create a collaborative atmosphere that encourages students to attend school regularly. This partnership is crucial in fostering a sense of belonging and accountability, which are key factors in improving attendance rates and, ultimately, student achievement.

We have established clear structures to support transfer and at-risk students, ensuring that every student receives the attention and resources they need to succeed. These structures provide a framework for identifying and addressing the unique challenges faced by these students, offering targeted interventions and support systems. By doing so, we are able to create an inclusive and supportive educational environment that caters to the diverse needs of our student population.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 To develop and implement engaging activities that promote parent and community involvement.	Lack of time, poverty levels, and value of education
2 Karnes City High School's commitment to stakeholder involvement ensures that stakeholder input is solicited regarding certain policy decisions, but a more effective, two-way means of communication is needed.	Systems in place need to be reevaluated annually
3 There is a lack of diverse community member involvement in campus activities.	Lack of value placed on education/instruction, fear of retaliation for vocalizing concerns, previous negative experiences participating in campus activities or with previous district/campus staff impacts family involvement.

 = Priority

School Organization

Summary

At KCHS, we have established a robust framework for staff collaboration through Professional Learning Communities (PLCs), department rotations, and structured workdays. These initiatives are designed to foster a cohesive planning environment where educators can share insights and strategies. By utilizing systems such as DMAC and department one-pagers, we ensure that there is a clear line of accountability, allowing us to track progress and make data-driven decisions effectively. Our leadership goals are centered around aligning our vision with instructional monitoring, ensuring that our educational objectives are consistently met.

One of our key strengths lies in the implementation of department rotations, which include Week-at-a-glance (WAGs), PLCs, and data talks. These rotations are instrumental in ensuring that planning is cohesive across the board, allowing departments to work in harmony towards common goals. Additionally, we have structured monitoring of progress at regular intervals, every six or nine weeks, to assess and adjust our strategies as needed.

Strengths

Our Week-at-a-glance (WAGs), Professional Learning Communities (PLCs), and data talks, are instrumental in fostering cohesive planning across all departments. These structured sessions provide a platform for teachers to collaborate, share insights, and align their instructional strategies, ensuring that our educational approach is consistent and effective across the board. By engaging in these regular discussions, our staff can address challenges, celebrate successes, and continuously refine their teaching practices to meet the diverse needs of our students.

We have implemented a structured monitoring system that evaluates student progress every six or nine weeks. This systematic approach allows us to track academic performance closely and make effective decisions to support student learning. By regularly assessing progress, we can identify areas where students may need additional support and intervene promptly, ensuring that no student falls behind. This frequent monitoring also enables us to celebrate student achievements and adjust our instructional strategies to enhance learning outcomes.

Problem Statements Identifying School Organization Needs

Problem Statement

Root Cause

1

Karnes City High School does not have a dedicated collaboration period for groups such as PLC and Department Meetings.

Teachers must have a 45 minute daily planning period.

 = Priority

Technology

Summary

At our school, technology plays a pivotal role in enhancing our educational framework, particularly in supporting data-driven decision-making, assessment, and instructional planning. The DMAC system is a cornerstone of our approach, utilized across various departments to facilitate comprehensive data analysis. This system enables our educators to make informed decisions that directly impact student learning outcomes and instructional strategies.

Our Career and Technical Education (CTE) programs are designed to provide students with practical, hands-on experience using technology that meets current industry standards. This integration ensures that our students are not only prepared for academic success but are also equipped with the skills necessary to thrive in their future careers. By aligning our CTE programs with industry expectations, we are committed to delivering a relevant and forward-thinking education.

The implementation of Week-at-a-Glance (WAGs) planning is another strength, offering digital access to both staff and families. This approach fosters transparency and collaboration, allowing all stakeholders to stay informed and engaged with the educational process. By providing this digital access, we ensure that our community is well-equipped to support student learning and development.

As we continue to focus on these key areas, we remain dedicated to leveraging technology to enhance our educational practices and outcomes. Our commitment to integrating technology across various facets of our school underscores our mission to provide a high-quality, future-ready education for all students.

We have successfully incorporated a variety of technology resources into our instructional framework to enrich the learning environment. Edgenuity plays a vital role in supporting students through credit recovery, dropout prevention, and credit accrual, providing them with flexible learning opportunities. Our Career and Technical Education (CTE) programs benefit from iCEV, which offers industry-aligned curriculum and resources. Additionally, platforms like Clever and Blackboard facilitate seamless access to educational content and communication between students and teachers. Eduphoria is instrumental in data disaggregation, allowing us to analyze student performance and tailor instruction to meet individual needs. The TEKS Resource System supports our curriculum development, ensuring alignment with state standards. Furthermore, our textbook adoptions include a variety of technology and web-based instructional resources, enhancing the traditional learning experience with interactive and engaging content.

Strengths

Our school takes pride in utilizing the DMAC system across all departments for data analysis. This comprehensive tool allows us to efficiently collect, analyze, and interpret data, enabling our educators to make informed decisions that enhance student learning outcomes. By leveraging this system, we ensure that our instructional strategies are data-driven and tailored to meet the diverse needs of our students.

Our Career and Technical Education (CTE) programs are designed to provide students with hands-on experience using technology that is aligned with current industry standards. This approach not only equips students with practical skills but also prepares them for the demands of the modern workforce. By integrating real-world applications into our curriculum, we foster an environment where students can thrive and develop competencies that are highly valued in today's job market.

The implementation of WAGs and Week-at-a-Glance planning has significantly improved digital access for families. This system ensures that everyone is informed and engaged with the weekly academic agenda, promoting transparency and collaboration. By providing a clear overview of the week's objectives and activities, we support a cohesive educational experience that benefits our entire school community.

Problem Statements Identifying Technology Needs

Problem Statement

Root Cause

1

A portion of teachers at KCHS are reluctant to integrate technology into classroom instruction, resulting in inconsistent student access to digital tools and uneven preparation for 21st-century learning expectations.

Teachers' reluctance to integrate technology stems from limited training and confidence, concerns about increased workload, a preference for traditional instructional methods, and past challenges with access or reliability of digital tools.

 = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

- State-developed online interim assessments

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback



Goals

Goal 1

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

Performance Objective 1

In-class support will be provided to qualifying students 45 minutes per week and result in increased performance on the English I and II EOC assessments.

Evaluation Data Source: Lesson plans, EOC, Professional Development Certificates, Sign-in sheets, RtI, Tutorials.

Strategy 1

Scaffold instruction to insure that students master TEKS (Bell to bell instruction).

Strategy's Expected Result/Impact: Increase academic growth on English I and II End of Course assessments.

Staff Responsible for Monitoring: Teacher, Administration

Formative Reviews

Moderate Progress

December

February

April

June

Strategy 2

Differentiate instruction in small group settings to accommodate various learning styles

Strategy's Expected Result/Impact: Increase academic growth on English I and II End of Course assessments.

Staff Responsible for Monitoring: Teachers, Principals, Assistant Principal.

Formative Reviews

Some Progress

December

February

April

June

Performance Objective 2

Close the gap for students served through Special Education in their English I and II EOC scores for the 2024-2025 school year.

Evaluation Data Source: Walk through data, teacher input, student staffing's, IEP progress reports

Summative Evaluation: Some progress made toward meeting Performance Objective

Strategy 1

Incorporate in-class support (in the general education classroom) by Special Education teachers/ paras with strengths in the areas of reading/writing for English I & II (utilizing accommodations such as oral admin, rephrasing/rewording, emphasis on major points, previewing text).

Strategy's Expected Result/Impact: Increase in scores on English I and II EOC. Increase in History EOC scores.

Staff Responsible for Monitoring: English Teachers, Special Education Teachers, Paraprofessionals

Formative Reviews

Moderate Progress

December

February

April

June

Strategy 2

Tutorials provided during Excellence, pull-outs and before/after school to support student success

Strategy's Expected Result/Impact: Increase in scores on English I and English II EOC; Increase in History EOC scores

Staff Responsible for Monitoring: Teachers, Paraprofessionals, Administration

Formative Reviews

Moderate Progress

December

February

April

June

Strategy 3

Co-teacher and paraprofessionals are placed by their strengths and abilities to reach the needs of their students.

Strategy's Expected Result/Impact: Increase in EOC scores, grades,

Staff Responsible for Monitoring: Teachers, sped paraprofessional, Principal, Assistant Principal

Formative Reviews

Considerable Progress

December

February

April

June

Goal 2 KCISD will nurture students to be empathetic, productive citizens.

Performance Objective 1

Increase attendance rate for the 2024-2025 school year.

Evaluation Data Source: TAPR, PEIMS, and Truancy data

Strategy 1

Provide incentives (early lunch, perfect attendance awards, Badger Pride program, Student of the Month, rewards, recognition) to students that promote daily attendance.

Strategy's Expected Result/Impact: Increased Attendance, Improved Grades

Staff Responsible for Monitoring: Attendance Clerk, Teachers, Administration, Counselors

Formative Reviews

Considerable Progress

December

February

April

June

Strategy 2

Daily calls to absent students guardians are made, home visit to frequently absent students are made, meetings with guardians to ensure student's are attending school, and counseling with RAMPED counselors and social workers.

Strategy's Expected Result/Impact: Increase in student attendance, increase in EOC scores, and students meeting their required courses to graduate.

Staff Responsible for Monitoring: Attendance clerk. community liaison, Assistant Principal, Principal

Funding Sources: 199 -- Local,

Formative Reviews

Moderate Progress

December

February

April

June

Performance Objective 2

Decrease drop-out rate for campus to 1% or less.

Strategy 1

Provide opportunities for flexible school attendance (OFSDP)

Strategy's Expected Result/Impact: Decrease Drop-out Rate

Staff Responsible for Monitoring: Teacher, Principal, Attendance Clerk

Formative Reviews

Some Progress

December

February

April

June

Strategy 2

Provide credit recovery opportunities during the semester and summer school.

Strategy's Expected Result/Impact: Pass Courses
Decrease Drop-out Rate

Staff Responsible for Monitoring: Teacher, Administration

Formative Reviews

Considerable Progress

December

February

April

June

Strategy 3

Follow up on students that left district, attending home schooling, or virtual schools.

Strategy's Expected Result/Impact: Decrease KCHS drop out rate, Increase KCHS graduation rate.

Staff Responsible for Monitoring: PIEMS Clerk, Attendance Clerk, Counselor, Assistant Principal, Principal.

Formative Reviews

Some Progress

December

February

April

June

Performance Objective 3

Increase graduation rate for campus for the 2024-2025 school year.

Strategy 1

Increase course offerings that are of interest to students

Strategy's Expected Result/Impact: Increase Graduate Rate

Staff Responsible for Monitoring: Teacher, Counselor, Administration

Formative Reviews

Considerable Progress

December

February

April

June

Strategy 2

Provide accelerated instruction to all students who do not meet state standards on End of Course assessments.

Strategy's Expected Result/Impact: Increase student growth on End of Course assessments, Increase Graduation Rate

Staff Responsible for Monitoring: Teacher, Administration

Funding Sources:

Formative Reviews

Considerable Progress

December

February

April

June

Performance Objective 4

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

Evaluation Data Source: CKH leadworthy lesson, counselor lessons, counseling services

Strategy 1

Capturing Kids Hearts will be implemented campus wide to promote a positive learning environment

Strategy's Expected Result/Impact: Increase the number of positive interaction on campus between staff and students.

Staff Responsible for Monitoring: All campus staff

Funding Sources: 199 -- Local,

Formative Reviews

Considerable Progress

December

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Strategy 2

Work to encourage parental involvement by engaging parents and the community in the district's vision and goals that support the growth of each student.

Strategy's Expected Result/Impact: Shared Vision among stakeholders.
Increased parent involvement.

Staff Responsible for Monitoring: Principal, AP, counselor, Full service community grant.

Formative Reviews

Considerable Progress

December

February

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June

Strategy 3

Partner with community role models for presentations on topics based on campus needs.

Strategy's Expected Result/Impact: Increased knowledge of skills needed to accomplish goals.

Staff Responsible for Monitoring: Principal, Assistant principal, Counselor

Formative Reviews

Some Progress

December

February

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June

Goal 3

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

Performance Objective 1

Increase academic achievement (student growth) for all students in EOC tested subjects

Evaluation Data Source: End of Course Data, TAPR, Campus Assessment Data

Strategy 1

Implement programs that promotes skills development for every student (GT, At-Risk, SpEd, etc.) on campus.

Strategy's Expected Result/Impact: Increase student growth on End of Course assessments.

Staff Responsible for Monitoring: Teacher, Administration

Funding Sources: ,

Formative Reviews

Some Progress

December

February

April

June

Strategy 2

Accelerated instruction will be provided to all students who do not perform successfully on End of Course assessments.

Strategy's Expected Result/Impact: Increase student growth on End of Course assessments

Staff Responsible for Monitoring: Teachers, Counselor, Administration

Formative Reviews

Considerable Progress

December

February

April

June

Strategy 3

Content experts consultants will be providing support and utilized for enrichment during our EOC blitzes for December EOC test takers and our end of year EOC.

Strategy's Expected Result/Impact: Increase our approaches, meets, and master numbers on EOC test.

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

Funding Sources:

Formative Reviews

Considerable Progress

December

February

April

June

Performance Objective 2

Make services available to 100% of students at-risk of dropping out due to grade level retention.

Evaluation Data Source: SCE Funding, Tutorials, Master Schedule, Program Implementation

Strategy 1

Incorporate accelerated instruction courses into the master schedule for all EOC tested subjects.

Strategy's Expected Result/Impact: Increased student performance in EOC tested subjects.

Staff Responsible for Monitoring: Core Content Teachers, Administration

Formative Reviews

Considerable Progress

December

February

April

June

Strategy 2

Provide students with equal access to learning via internet hotspot capabilities at home.

Strategy's Expected Result/Impact: Improve digital literacy. Provide access to high speed internet at home.

Staff Responsible for Monitoring: Media Specialist, Administration

Formative Reviews

Considerable Progress

December

February

April

June

Strategy 3

Parental involvement via frequent contacts regarding school activities that promote learning (i.e. homework, participation, effort, etc.)

Strategy's Expected Result/Impact: Increase course credit attainment

Staff Responsible for Monitoring: Teacher, Counselor, Administration

Formative Reviews

Considerable Progress

December

February

April

June

Strategy 4

Implement behavior management techniques to increase positive classroom interactions.

Strategy's Expected Result/Impact: Increase course credit attainment

Staff Responsible for Monitoring: Teacher, Administration

Formative Reviews

Moderate Progress

December

February

April

June

Strategy 5

Provide tutorials, extended year services, or summer school programs that focus on development of academic skills

Strategy's Expected Result/Impact: Increase course credit attainment

Staff Responsible for Monitoring: Teachers, Administration

Formative Reviews

Moderate Progress

December

February

April

June

Performance Objective 3

Increase support for teachers to help minimize stressors that lead to burn-out and feelings of despair.

Evaluation Data Source: Retention Rates, Employee Opinion Surveys, Professional Development, Certification Data

Strategy 1

Highly qualified teachers with state certification or DOI in content area will be hired to fill vacancies on the campus

Strategy's Expected Result/Impact: Improved students performance on state and local assessments.

Staff Responsible for Monitoring: Administration

Formative Reviews

Considerable Progress

December

February

April

June

Strategy 2

Provide opportunities for content and program specific professional development that will grow our teachers.

Strategy's Expected Result/Impact: Quality Teacher Instruction, Increase student performance on state assessments

Staff Responsible for Monitoring: Teacher, Administration

Formative Reviews

Considerable Progress

December

February

April

June

Strategy 3

Provide incentives for teachers to improve their craft via professional development, paid master's degree, and stipends for certifications in high need content areas.

Strategy's Expected Result/Impact: Highly qualified teachers, Quality Instruction, Increase performance on state assessment

Staff Responsible for Monitoring: Teacher, Administration

Formative Reviews

Considerable Progress

December

February

April

June

Performance Objective 4

Drop out prevention program (Credit Recovery) will serve 100% of students not meeting graduation requirements.

Strategy 1

Enroll at-risk students in Credit Recovery program to recapture or accrue credits toward meeting graduation requirement.

Strategy's Expected Result/Impact: Increase course credit attainment to maintain graduation timeline

Staff Responsible for Monitoring: Teacher, Administration

Formative Reviews

Considerable Progress

December

February

April

June

Performance Objective 5

Special populations will be targeted for more meaningful, needs based instruction to maximize growth for all.

Evaluation Data Source: Staffing's, Teacher input, IEP documentation, data meetings

Strategy 1

Increase PD opportunities with an emphasis on instructional strategies for special populations -- to include Special Education, ELL and economically disadvantaged students.

Strategy's Expected Result/Impact: Teacher utilizing successful strategies to help increase special education, ESL, and economic disadvantage students scores.

Staff Responsible for Monitoring: Teachers, Counselors, Central office, Principal, Assistant Principal

Formative Reviews

Considerable Progress

December

February

April

June

Strategy 2

Provide feedback to teachers during walk-throughs which specifically targets assisting teachers to make learning accessible to all students (ways to differentiate if opportunity is observed at the time of the walk-through).

Strategy's Expected Result/Impact: Teachers utilizing strategies for differentiation during instruction will positively impact student outcomes.

Staff Responsible for Monitoring: Teacher, Central Office, Principal, Assistant Principal

Formative Reviews

Considerable Progress

December

February

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June

Strategy 3

Provide support for teachers (by way of professional development and teacher/admin conferences) for the continued increase of knowledge on IEP development and related instructional practices to make more individualized, targeted decisions during the ARD process.

Strategy's Expected Result/Impact: Appropriate IEPs are developed for students based on their unique needs, ultimately resulting in students served in the most appropriate settings with individualized levels of support to help positively impact student outcomes.

Staff Responsible for Monitoring: Teacher, Central Office, Principal, Assistant Principal

Formative Reviews

Moderate Progress

December

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Performance Objective 6

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

Evaluation Data Source: Master schedule, career day, career prep field trips, military recruiter visits

Strategy 1

Military recruiters will host a military night and visit during lunches to inform the students of military career opportunities.

Strategy's Expected Result/Impact: Provide Knowledge and opportunities for students that might not attend college after they graduated from KCHS.

Staff Responsible for Monitoring: Full service community grant counselors, Counselors

Funding Sources: 199 -- Local,

Formative Reviews

Moderate Progress

December

February

April

June

Strategy 2

Information nights for our students and their families from Coastal Bend will be conducted to ensure our students are successful and making informed decision about the dual credit program.

Strategy's Expected Result/Impact: Increase students success while taking college dual credit courses

Staff Responsible for Monitoring: Counselor, Assistant Principal, Principal

Formative Reviews

Moderate Progress

December

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June

Strategy 3

Career day will be hosted to provide students with opportunities to look at different career paths and connect their learning to the real world.

Strategy's Expected Result/Impact: Provide students with knowledge about different career path opportunities and make connections to real world jobs.

Staff Responsible for Monitoring: Counselor
Full service community grant counselors

Funding Sources: 199 -- Local,

Formative Reviews

Some Progress

December

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Committees

Committees

2023-2024 Site Based Decision Making Team

Meeting Logs

Date	Location	Sign In Sheet	Notes
November 13, 2025 @ 12:00 PM	KCISD Board Room	--	--

Members

First Name	Last Name	Position	Committee Role
Daniel	Hutchins	Administrator	High School Principal
Stephen	Sweeny	Administrator	Assistant Principal
Molly	Kollodziej	District Administrator	Federal & Special Programs Coordinator
Kelsey	Garcia	Non-Classroom Professional	Counselor
Trey	Merritt	Parent	Parent
Cassie	Gotthardt	Community Business Representative	Community Business Representative
Darlene	Adams	Non-Classroom Professional	Attendance Clerk
Shelby	Rodriguez	Parent	Parent
Jayma	Wood	Sped Teacher	Classroom Teacher
Katelyn	Ebrom	Teacher	Classroom Teacher
Angela	Dement	Teacher	Classroom Teacher