

Karnes City Independent School District



Karnes City Junior High

Accountability Rating: C

2025-2026 Campus Improvement Plan

Vision

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

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Comprehensive Needs Assessment

Demographics

Summary

Karnes City Junior High (KCJH) serves a total of 208 students in grades 6–8. Enrollment is fairly balanced across the three grade levels, with 6th grade comprising 35.6%, 7th grade 26.9%, and 8th grade 37.5%. Gender demographics show a nearly even split, with 47.1% female and 52.9% male students. This balance helps foster an inclusive environment where programming and extracurricular activities are representative of all students. Ethnically, KCJH reflects the demographics of the district and community. A majority of students, 79.8%, identify as Hispanic-Latino, while 17.3% identify as White, and 2.9% represent Asian or multiracial backgrounds. This cultural and linguistic diversity is a strength that enriches campus life, while also requiring intentional strategies to ensure equity and support for all learners.

Student programs reflect the diverse range of needs on campus. Approximately 23.6% of students receive Special Education services, and an additional 12% qualify under Section 504. Dyslexia services are provided to between 10–16% of students, ensuring early identification and targeted literacy support. About 9.6% of students are identified as Emergent Bilinguals, all served through ESL programs embedded in the master schedule. These percentages highlight the importance of differentiated instruction, language acquisition support, and interventions tailored to students with disabilities.

KCJH also serves advanced learners, with 4–5% of students enrolled in the Gifted and Talented program. While this percentage is lower than other populations, it reflects ongoing efforts to identify and support high-achieving students. Expanding enrichment opportunities for GT students remains an area of growth. The campus participates in Career and Technical Education (CTE), with 34% of students enrolled in CTE courses. This provides students with access to career exploration and technical skills that will benefit them in high school and beyond. While the school does not currently have a Dropout Recovery Program or Dual Language Immersion program, CTE enrollment demonstrates a commitment to preparing students for future readiness.

Economically, 57.1% of students are classified as economically disadvantaged. The Title I Part A Schoolwide designation ensures that resources and supports are directed to benefit all students, but especially those impacted by economic disadvantage. This percentage is a reminder of the need for equitable resource allocation, wraparound services, and strong community partnerships to mitigate barriers related to poverty. Finally, a small but important percentage of students face additional challenges. Approximately 1.2% of students are identified as homeless, specifically in “doubled up” housing arrangements.

Overall, KCJH’s demographics demonstrate both challenges and opportunities. The campus reflects the cultural richness of Karnes City while serving a high percentage of students who require specialized services. This highlights the importance of strong instructional systems, equitable access, and family engagement to ensure every student is supported academically, socially, and emotionally.

Strengths

Our school prides itself on maintaining a balanced distribution across grade levels and genders, which is instrumental in promoting inclusivity and ensuring that our developmental programming is tailored to meet the diverse needs of our student body. This balance allows us to create an environment where every student feels represented and supported, fostering a sense of belonging and community.

Our culturally rich campus, with an 80% Hispanic-Latino enrollment, is a testament to our commitment to fostering bilingual and multicultural perspectives. This diversity enriches the educational experience for all students, providing them with the opportunity to learn from different cultural backgrounds and develop a global mindset that is essential in today’s interconnected world.

We have established strong systems for the identification and service of students with special needs, including those in SPED (23.6%), Dyslexia (10–16%), 504 (12%), and EB (9.6%) programs. These systems ensure that every student receives the support they need to succeed academically and personally, reflecting our dedication to providing an equitable education for all.

Our high participation rate in Career and Technical Education (34%) is a clear indicator of our commitment to preparing students for high school pathways and career readiness. By offering a variety of CTE programs, we equip our students with the skills and knowledge necessary to thrive in their future careers, setting them on a path to success.

As a Title I Schoolwide institution, we are able to provide comprehensive services and resources to all students, with a particular focus on those from low-income households. This status enables us to address the needs of our entire student population, ensuring that every child has access to the tools and opportunities they need to achieve their full potential.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	High percentage of students in Special Education, Dyslexia, and EB programs (over 40% collectively) places significant demands on teachers.	Limited staffing, resources, and professional development for consistently differentiated instruction.
2	57% of students economically disadvantaged, with 1.2% experiencing homelessness.	Generational poverty and housing instability affect readiness, attendance, and academic persistence.
3	Lack of Dual Language or alternative bilingual programming despite nearly 10% EB students.	Campus capacity and resources limit expansion of bilingual instructional models.

 = Priority

Student Achievement

Summary

At Karnes City Junior High, we have observed an overall improvement in academic performance, with the percentage of students meeting the Approaches Grade Level Standard increasing from 56% to 60% over the past year. This positive trend reflects our commitment to enhancing educational outcomes and providing quality instruction to our students. When examining demographic performance, we note a decrease in the percentage of Black students meeting the standard, from 50% to 33%. This indicates a need for targeted interventions and support to address the challenges faced by these students. Conversely, English learners (EB) have shown progress, with an increase from 34% to 42%, suggesting that our language support programs are making a positive impact. Economically disadvantaged students (ECD) have also improved, rising from 51% to 57%, which highlights the effectiveness of our efforts to support students from diverse economic backgrounds. Hispanic students have shown a notable increase from 52% to 58%, while students in special education (SPED) have made significant gains from 24% to 35%, demonstrating the success of our inclusive educational strategies. However, there is a decline in performance among students identifying as Two or More races, from 75% to 50%, and a slight decrease among White students, from 76% to 70%, indicating areas where we need to focus additional resources and support. In terms of subject-specific performance, we have seen improvements across several areas. Mathematics scores have increased slightly from 50% to 52%, with notable progress in Mathematics 06, which rose from 47% to 65%. However, Mathematics 08 saw a decline from 56% to 41%, suggesting a need for targeted interventions in this grade level. Reading scores have improved significantly, with an overall increase from 69% to 75%, and particularly strong gains in Reading 06 and Reading 08. Science scores have also improved from 54% to 64%, reflecting the effectiveness of our science curriculum and teaching methods. Social Studies scores have remained relatively stable, with a slight increase from 34% to 35%, indicating a need for continued focus and enhancement in this subject area. Overall, while we celebrate the progress made in several areas, we recognize the need for continued efforts to address disparities and support all students in achieving their full potential. Our commitment to data-driven decision-making and targeted interventions will guide our ongoing efforts to improve educational outcomes for every student at Karnes City Junior High.

Strengths

Our school prides itself on a systematic, data-driven approach to monitoring student progress, utilizing tools such as DMAC, MAP, and STAAR benchmarks. This rigorous analysis of data allows us to tailor our instructional strategies to meet the diverse needs of our students, ensuring that each child receives the support necessary to succeed. By regularly reviewing this data, we can make informed decisions that enhance the educational experience and outcomes for our students.

End-of-Unit Data Meetings are a cornerstone of our commitment to continuous improvement. These meetings provide a structured opportunity for educators to come together and review student performance comprehensively. By analyzing the data collaboratively, we can identify trends, address challenges, and celebrate successes, fostering a culture of accountability and shared responsibility for student achievement.

We actively promote student ownership of learning through the use of Data Trackers. This initiative empowers students to take charge of their educational journey by tracking their own progress and setting personal goals. By engaging students in this process, we cultivate a sense of responsibility and motivation, which are critical components of lifelong learning.

Our school boasts strong departmental alignment with clearly defined, measurable goals in Math, Science, and ELAR. This alignment ensures that all educators are working towards common objectives, fostering a cohesive and focused approach to teaching and learning. By setting and striving towards these goals, we are able to maintain high standards and drive academic excellence across all departments.

The inclusion of Excellence Period, tutorials, and RTI in our master schedule underscores our commitment to providing structured intervention opportunities. These dedicated times allow us to offer targeted support to students who need it most, ensuring that no child is left behind. Additionally, our EB students benefit from dedicated support periods designed to enhance their TELPAS growth, further demonstrating our dedication to meeting the needs of all learners.

Our Career and Technical Education (CTE) program, with an impressive enrollment rate of 34%, equips students with practical skills

that are essential for long-term readiness. By offering a curriculum that bridges the gap between academic knowledge and real-world application, we prepare our students to thrive in their future careers and contribute meaningfully to society.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Students are entering Junior High with significant gaps in learning.	Lacking vertical alignment, and specific Professional Development in instructional strategies
2	STAAR performance below state targets in core subjects.	Tier I instruction is not consistently aligned to the depth and rigor of TEKS and STAAR.
3	Achievement gaps persist for SPED, EB, and Economically Disadvantaged students.	Instructional strategies and scaffolds are not consistently differentiated across classrooms.
4	Limited growth in advanced learner outcomes (low GT identification).	Focus on intervention/remediation reduces emphasis on enrichment and advanced instructional pathways.
5	Parent/family engagement in academic supports (tutorials, STAAR prep nights) is inconsistent.	Barriers such as timing, transportation, and awareness limit family participation.

 = Priority

School Culture and Climate

Summary

Karnes City Junior High strives to create a school culture that emphasizes safety, accountability, and a sense of belonging. Students and staff are guided by the motto: *“Take Pride in Everything We Do – Work Hard and Do the Right Thing.”* This philosophy is reinforced daily through structured expectations, positive relationship-building, and recognition of student and staff achievements

The campus maintains a strong focus on attendance and engagement. KCJH’s average attendance rate is 97.9%, with grade-level rates between 96–98%. Attendance is incentivized through tiered rewards, including weekly “No Tardy Parties,” three-week recognition activities, nine-week rewards, and high-value incentives such as custom shoes, attraction tickets, electronics, and a grand prize of a gaming laptop

These efforts not only support academic success but also cultivate enthusiasm and pride in attending school regularly.

School climate is further shaped by Capturing Kids’ Hearts (CKH), which is implemented with fidelity across the campus. CKH strategies—such as social contracts, affirmations, and regular opportunities for recognition—build positive relationships and reinforce respectful behavior. Staff also maintain an Appreciation Station to celebrate one another and strengthen adult culture.

Academic culture is embedded in the RTI/Excellence Period, tutorials, and strategic grouping, which provide targeted support for struggling learners. Teachers meet with the principal every three weeks for End-of-Unit Data Meetings, which ensure accountability and guide intervention adjustments. Students are also actively engaged in their own growth by using data trackers to monitor progress and reflect on learning

Discipline and accountability structures contribute to a safe and orderly climate. The school enforces the 10/10 Rule, the 90% Attendance Rule, tardy policies with progressive consequences, and truancy enforcement. These systems, paired with positive reinforcement, communicate high expectations for student responsibility

Cultural pride is intentionally nurtured through student recognition, extracurricular involvement, and family participation in events such as STAAR Night, dances, and CIP committees. The campus works to ensure students feel connected and represented, though staff recognize that additional supports for social-emotional health and family engagement are needed to fully address non-academic barriers.

Overall, KCJH’s school culture reflects high expectations, consistent systems, and strong relational practices. Continued focus on SEL, parent partnerships, and consistent staff training will strengthen the sense of belonging and ensure that all students thrive in a safe and supportive environment.

Strengths

Our school boasts an impressive student attendance rate of 97.9%, a testament to our effective layered incentives and recognition systems. These systems not only encourage students to attend regularly but also foster a sense of belonging and motivation, ensuring that students are present and ready to learn each day.

The implementation of Capturing Kids' Hearts with fidelity has been instrumental in reinforcing positive relationships and respectful behavior within our school community. This program helps create a nurturing environment where students feel valued and respected, which is essential for their social and emotional development.

We maintain strong academic accountability through our End-of-Unit Data Meetings, Response to Intervention (RTI) strategies, and tutorial sessions. These practices ensure that we are consistently monitoring student progress and providing targeted support to meet the diverse learning needs of our students, thereby enhancing their academic success.

Student empowerment is a key focus, and we achieve this through the use of Data Trackers, which allow students to take ownership of their learning. By tracking their own progress, students become more engaged and motivated, developing essential skills for lifelong learning.

Our staff recognition systems, such as the Appreciation Station, play a crucial role in supporting morale and fostering a positive school culture. By acknowledging the hard work and dedication of our staff, we create an environment where educators feel valued and motivated to continue their exemplary work.

Discipline structures, including the 10/10 rule, tardy policy, and truancy enforcement, are in place to promote consistency and accountability. These measures ensure that students understand the importance of punctuality and responsibility, contributing to a well-ordered and respectful school environment.

Family engagement is a cornerstone of our school community, with active participation in cultural and academic events such as STAAR Night, dances, and the Campus Improvement Plan (CIP) committee. These opportunities for involvement strengthen the partnership between home and school, enriching the educational experience for our students and fostering a supportive community.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Attendance, while strong overall, dips for specific subgroups (economically disadvantaged, SPED, EB).	Barriers related to transportation, health, and family resources.
2	Parent engagement in cultural/academic events remains inconsistent.	Language, work schedules, and limited transportation reduce participation opportunities.
3	Staff morale fluctuates despite recognition efforts.	High workload, staffing shortages in specialized areas, and rural recruitment challenges.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

Karnes City Junior High values its staff as the cornerstone of student achievement. The campus benefits from a team of dedicated educators who demonstrate strong commitment to building relationships with students, implementing high-quality instructional practices, and engaging in ongoing professional learning. Department chairs lead Professional Learning Communities (PLCs), which serve as the bridge between administration and staff, ensuring alignment of instruction, assessment, and intervention strategies

Teachers also receive support from Region 20 consultants. Professional development is ongoing and tied to identified needs in math, reading, and science, as well as targeted areas such as data analysis, small-group instruction, and intervention practices. Additionally, the district is preparing for the rollout of the Teacher Incentive Allotment (TIA), which will provide recognition and compensation opportunities for high-performing teachers, beginning with data collection during the 2025–26 school year

Despite these strengths, the campus faces ongoing challenges with recruitment, retention, and morale. Like many rural schools, KCJH struggles to attract certified teachers in high-demand areas such as math, science, Special Education, and ESL. Recruitment is often limited by a small applicant pool, and positions are sometimes filled by alternatively certified or out-of-field teachers. Retention is also a challenge, with KCISD's district-wide rate at 82%, below the 90% target

Staff morale can fluctuate due to high workloads, multiple program demands, and the stress of supporting a high-needs student population.

Moving forward, the campus will continue to leverage its PLC structures, professional development, and upcoming TIA program to strengthen teacher support. However, additional efforts will be needed to address personalized professional growth, new teacher mentoring, and long-term recruitment pipelines.

Strengths

Our school is fortunate to have a dedicated and committed staff who place a high priority on fostering strong relationships with students and driving their academic achievement. This commitment is evident in the personalized attention and support our educators provide, ensuring that each student feels valued and is encouraged to reach their full potential.

The Professional Learning Communities (PLCs) led by department chairs play a crucial role in our school's leadership structure. These PLCs act as vital leadership pipelines, facilitating effective communication and collaboration between staff and administration. This structure not only empowers our teachers but also ensures that our educational strategies are cohesive and aligned with our school's mission.

We are privileged to have access to Region 20 and district instructional coaches, which provides our staff with invaluable expertise in curriculum and instructional practices. This access ensures that our educators are equipped with the latest teaching strategies and resources, enabling them to deliver high-quality education to our students.

Our commitment to ongoing professional development is unwavering, with programs that are meticulously aligned to both campus and district goals. This includes a focus on data-driven instruction, Response to Intervention (RTI), and small-group learning, all of which are designed to enhance teaching effectiveness and student outcomes.

The implementation of the Teacher Incentive Allotment (TIA) beginning with the 2025–26 data collection is a forward-thinking initiative that will offer financial incentives for teacher retention. This program underscores our commitment to recognizing and rewarding the hard work and dedication of our educators, thereby promoting stability and continuity within our teaching staff.

Finally, our staff recognition systems, such as the Appreciation Station and Capturing Kids' Hearts (CKH) affirmations, play a significant role in strengthening staff morale and celebrating achievements. These systems ensure that our educators feel

appreciated and motivated, fostering a positive and supportive school environment.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 Leadership at KCJH has had a lot of turn over, which causes a lack of trust among staff and parents.	The community believes that leadership uses KCISD as an opportunity to begin their careers and then those individuals move on to other places.
2 Professional development is not consistently personalized or differentiated	While PD is available through Region 20 and district coaches, sessions are not always aligned to individual growth areas or teacher appraisals. Limited instructional coaching capacity and time constraints reduce opportunities for deep, job-embedded learning.
3 Staff morale fluctuates year to year, despite recognition efforts.	Teachers manage large percentages of SPED, Dyslexia, and EB students, as well as multiple campus initiatives (RTI, Excellence Period, tutorials, CKH, data meetings). Limited planning time and high expectations create stress and burnout, leading to uneven morale.

 = Priority

Curriculum, Instruction, and Assessment

Summary

Karnes City Junior High prioritizes curriculum alignment, high-quality instruction, and systematic assessment practices to ensure student success. Instruction is anchored in the Texas Essential Knowledge and Skills (TEKS) and supported by the TEKS Resource System and district-adopted High-Quality Instructional Materials (HQIM), including Amplify, Blue Bonnet, Lowman's, and Lead4ward resources. T

eachers utilize lesson internalization practices and align instruction to state standards, although fidelity of implementation varies across classrooms.

KCJH emphasizes a data-driven culture. Teachers engage in End-of-Unit Data Meetings every three weeks with the principal to review student performance using DMAC reports and STAAR-aligned assessments. These meetings guide regrouping, instructional adjustments, and targeted intervention planning. Students are active participants in the process, using Data Trackers to monitor their progress, set goals, and take ownership of their learning.

Instructional supports are embedded in the campus master schedule. The Excellence Period and RTI pullouts provide additional time for targeted interventions. Emergent Bilingual students benefit from dedicated EB support periods, which reinforce TELPAS preparation and language acquisition. Tutorials both during and after school, supplement Tier I instruction and address specific gaps identified in data meetings. Departmental goals strengthen curriculum and instruction alignment across grade levels by encouraging vertical alignment.

While progress has been made, challenges remain. Achievement gaps persist for SPED, EB, and economically disadvantaged students, largely due to inconsistent Tier I instructional practices. In addition, advanced learners (GT) are underrepresented and may lack adequate enrichment opportunities. Instruction sometimes emphasizes remediation without providing equal focus on higher-order thinking and extension activities. The campus will continue to leverage professional development, instructional coaching, and PLCs to strengthen Tier I instruction and ensure assessment data is used to guide decision-making. Sustained focus on both remediation and enrichment will help KCJH ensure equitable student outcomes.

Strengths

Our school is committed to maintaining a rigorous academic environment by ensuring alignment with the Texas Essential Knowledge and Skills (TEKS) and High-Quality Instructional Materials (HQIM). This alignment guarantees that our curriculum consistently covers state standards, providing our students with a comprehensive and standardized education that prepares them for future academic challenges. In pursuit of continuous improvement, we have set ambitious goals for the years 2025-2026. These goals are designed to enhance our educational practices and outcomes, ensuring that we remain focused on delivering high-quality education and fostering an environment of excellence.

Regular End-of-Unit Data Meetings are integral to our approach, as they support accountability and allow us to be responsive to the diverse needs of our students. By analyzing data at these meetings, we can make informed decisions that enhance student learning and address any areas of concern promptly. Our commitment to fostering a culture of ownership in achievement is evident through the use of Data Trackers by both teachers and students. This practice encourages self-reflection and accountability, empowering students to take charge of their learning journey and celebrate their progress.

The master schedule is thoughtfully designed to include structured intervention time through the Excellence Period, Response to Intervention (RTI), tutorials, and English Bilingual (EB) support. These dedicated times ensure that all students receive the necessary support to succeed, providing targeted assistance to those who need it most. We have established strong departmental alignment with measurable goals in Math, Science, and English Language Arts and Reading (ELAR). These goals are clearly defined and guide our instructional strategies, ensuring that each department works cohesively towards improving student outcomes and achieving academic excellence.

The integration of formative and summative assessments, including unit tests, benchmarks, and Measures of Academic Progress (MAP), is a cornerstone of our strategy to track student progress. These assessments provide valuable insights into student learning,

allowing us to tailor our instruction to meet the needs of each student and ensure their academic growth.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
1 Tier I instruction is inconsistent in rigor and alignment to STAAR/TEKS expectations.	Variability in lesson internalization, planning, and use of HQIM across classrooms.
2 Achievement gaps for SPED, EB, and economically disadvantaged students persist.	Differentiation and scaffolding strategies are not consistently applied in all classrooms.
3 Advanced learners have limited enrichment opportunities.	Focus is heavily weighted toward remediation and intervention, leading to underrepresentation in GT programming.
4 Data use, while frequent, is not always proactive.	Some teachers use DMAC and MAP results reactively after benchmarks instead of embedding ongoing checks for learning in daily practice.

 = Priority

Family and Community Engagement

Summary

Family and community engagement is central to KCJH's commitment to student achievement and well-being. Guided by **Title I Part A requirements** and **KCISD's Strategic Priority 3.2**, the school fosters strong partnerships with families through multiple avenues of communication and participation.

KCJH uses **ParentSquare, newsletters, social media, and the campus website** to share information and encourage involvement. Families participate in **Title I Parent Meetings, advisory committees, and CIP planning**, ensuring they have a voice in shaping campus priorities.

The campus also hosts **family-centered events** that blend academics and community building, such as **Spring STAAR Night, dances, and athletic activities** where parents often volunteer. These efforts promote "Badger Pride" and strengthen the sense of partnership between school and home.

While progress has been made, engagement remains inconsistent. **Barriers such as language, work schedules, transportation, and childcare** impact participation. Attendance at academic workshops and Title I meetings is often low, and families have expressed a desire for more **personalized outreach** beyond digital communication.

Moving forward, KCJH will:

- Expand outreach strategies to increase participation.
- Provide **translation and language supports** for Spanish-speaking families.
- Offer **flexible meeting formats** (virtual, hybrid, or repeated sessions).
- Involve families more actively in **decision-making through committees and surveys**.

These steps ensure that family and community engagement remains not only a compliance requirement but a meaningful driver of student success and school culture.

Strengths

Our school takes pride in utilizing multiple communication platforms such as ParentSquare, newsletters, and social media to ensure that timely and relevant information reaches our families and community. This multi-faceted approach allows us to keep everyone informed and engaged, fostering a transparent and open line of communication between the school and home.

We hold annual Title I meetings and encourage participation to actively seek family input. This collaborative effort not only meets regulatory requirements but also empowers parents to have a voice in the educational process, enhancing the overall quality of our school programs.

Family-centered events such as STAAR Night, school dances, and athletic events are integral to promoting school pride and increasing parent involvement. These events provide opportunities for families to engage with the school community, celebrate student achievements, and build lasting relationships with staff and other families.

Parents play a crucial role in strengthening school-community relationships by contributing their time and resources. Whether it is through decorating for events or providing support during school functions, their involvement is invaluable. This partnership not only enhances the school environment but also fosters a sense of community and shared responsibility for student success.

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 Parent participation in academic workshops and Title I meetings is inconsistent.	Barriers such as scheduling conflicts, transportation, childcare needs, and limited understanding of the events' importance reduce attendance.
2 Survey response rates are low, limiting feedback from families.	Families may not see the value of surveys or face challenges with language and technology access
3 Spanish-speaking families face barriers to engagement.	While translation is available, outreach is not always proactive or consistent, limiting equitable participation.

 = Priority

School Organization

Summary

Karnes City Junior High organizes its structures to maximize collaboration, accountability, and responsiveness to student needs. With a small enrollment of 208 students, staff can closely monitor progress and build strong relationships. **Department chairs and grade-level teams** lead **PLCs** that align instruction, assessments, and interventions, serving as a bridge between staff and administration.

The master schedule includes **Excellence Period, RTI pullouts, and EB support**, ensuring students receive targeted interventions and enrichment. Teachers and administrators meet regularly through **End-of-Unit Data Meetings** to review results, regroup students, and guide instruction.

KCJH also maintains clear systems for **attendance, discipline, and accountability** through the 10/10 Rule, 90% Attendance Rule, tardy policies, and truancy enforcement. Incentives such as weekly and nine-week rewards promote strong attendance and school pride. Title I resources are strategically directed toward interventions, professional development, and family engagement.

While systems are strong, challenges include limited elective offerings due to small staff size, occasional communication gaps between staff and administration, and the need to balance interventions with enrichment opportunities. Continued attention to communication, scheduling flexibility, and program expansion will be essential to sustaining success.

Strengths

Our small campus size is a significant asset, allowing us to closely monitor each student's progress and well-being. This intimate setting fosters strong relationships between students and staff, creating a supportive and nurturing educational environment where every student feels valued and understood.

The collaboration between department chairs and Professional Learning Communities (PLCs) is instrumental in enhancing communication and cooperation between staff and administration. This collaborative culture ensures that our educational strategies are aligned and that we are collectively working towards the common goal of student success.

Our master schedule is thoughtfully designed to include dedicated time for intervention and enrichment, known as the Excellence Period, RTI, and EB support. This structure allows us to address the diverse needs of our students, providing targeted support and opportunities for advanced learning, ensuring that every student can reach their full potential.

We have implemented structured accountability systems for attendance, discipline, and academic monitoring, which are crucial in maintaining a high standard of education and student behavior. These systems help us identify and address issues promptly, ensuring that students remain on track and are held accountable for their actions.

Our incentive systems and recognition programs are designed to promote student engagement and organizational consistency. By acknowledging and rewarding positive behavior and achievements, we motivate students to strive for excellence and contribute to a positive school culture.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	Limited elective and extracurricular opportunities compared to larger districts.	Small staff size restricts scheduling flexibility and limits the ability to expand course offerings.
2	Communication gaps between staff and administration occasionally impact alignment.	Multiple initiatives (RTI, CKH, data cycles, tutorials) create workload challenges and require more consistent messaging and feedback structures.
3	Sustainability of organizational systems is dependent on limited personnel.	Reliance on a small leadership team increases vulnerability to turnover or staff shortages.

 = Priority

Technology

Summary

Karnes City Junior High integrates technology to enhance learning, accountability, and career readiness. All students have 1:1 device access, and teachers use platforms such as DMAC, Edgenuity, iCEV, and TEKS Resource System to guide instruction, monitor progress, and support interventions. Students track growth with digital data tools, while CTE enrollment (34%) provides hands-on exposure to industry technology. The master schedule embeds technology in Excellence Period, RTI, and EB support, reinforcing academic and language goals. Despite strong infrastructure and fiscal responsibility, challenges remain with uneven teacher integration, limited home internet for some students, and the need for a sustainable device replacement plan. Moving forward, KCJH will prioritize training, equity, and long-range planning to ensure technology continues to drive student success.

Strengths

Our commitment to providing 1:1 student device access is a cornerstone of our educational approach, ensuring that every student has the tools necessary to engage with digital learning resources. This initiative supports equitable learning opportunities by leveling the playing field, allowing all students to access the same high-quality educational materials and participate fully in the digital age.

We utilize a variety of platforms, including DMAC, Edgenuity, iCEV, and the TEKS Resource System, to enhance our instructional methods, monitor student progress, and provide timely interventions. These platforms are integral to our teaching strategy, offering diverse resources that cater to different learning styles and needs, thereby enriching the educational experience for our students.

The implementation of Student Data Trackers is a vital component of our educational framework, fostering a culture of accountability and enhancing digital literacy among our students. By tracking their own progress, students become more engaged in their learning journey, developing essential skills that will serve them well in their future academic and professional endeavors.

Our Career and Technical Education (CTE) program, with a participation rate of 34%, is instrumental in providing students with access to industry-based technology and career-ready skills. This program equips students with practical knowledge and experience, preparing them for success in the workforce and giving them a competitive edge in their chosen career paths.

The integration of technology into our Excellence Period, Response to Intervention (RTI), and English Bilingual (EB) support programs is designed to ensure targeted academic growth. By leveraging technology in these areas, we are able to provide personalized learning experiences that address the specific needs of each student, thereby enhancing their academic performance and overall educational outcomes.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	KCJH students do not maintain their technology devices.	KCJH students do not use the district provided case and are only disciplined for damaged devices not charged monetarily.
2	Students have devices but some lack reliable home internet access.	Economic disadvantage (57% of student body) limits equitable access to extended digital learning opportunities.
3	Student digital citizenship and responsible use need continued reinforcement.	Formal instruction in safe, ethical, and effective technology use is not consistently embedded across grade levels.

 = 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
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PSS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data



Goals

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, Amplify, Blue Bonnet Lowman, and STAAR. (Title I \$ - use for curriculum resources/technology and applications)

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

Strategy 1

The Master Schedule will reflect ELAR in daily block instruction which will: give teachers more time to execute fully-developed lessons during instruction; decreasing loss of instructional time because of transition. RTI and EB pull outs are built into the master schedule allowing dedicated intervention time everyday.

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,

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Strategy 2

Campus staff will collaborate in Content Area Teams, as opposed to grade-level teams, for the purposes of 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,

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Strategy 3

Teaching staff will be provided a common planning period as a part of the master schedule for the 2025-2026 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

Funding Sources: 199 -- Local,

TEA Priorities: Build a foundation of reading and math

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

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Strategy 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

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Strategy 5

Tutoring and Academic Support is offered afterschool in conjunction with ACE using HQIM (High Quality Instructional Materials) Amplify and Blue Bonnet, 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:

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

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Strategy 6

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

Strategy's Expected Result/Impact: Students take ownership for their growth throughout the school year.

Staff Responsible for Monitoring: Teachers, Principal and District Leadership

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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 Blue Bonnet).

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

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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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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

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,

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

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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

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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Strategy 3

Availability and Utilization of Lightspeed and anonymous reporting form via district website 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, data-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.

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,

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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,

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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

Strategy 1

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,

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Strategy 2

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 3

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 2025-2026 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.

Strategy 1

Home Visits will be conducted by campus staff, to include Secondary Attendance Clerk; Parent Liaison; 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

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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Committees

Committees

2023-2024 Site Based Decision Making Team

Members

First Name	Last Name	Position	Committee Role
Shalina	Davis	Parent	Parent
Jessica	Palermo	Classroom Teacher	Classroom Teacher
Geri	Leonard	Classroom Teacher	Classroom Teacher
Steven	Kramm	Classroom Teacher	Classroom Teacher
Ben	Kollodziej	Classroom Teacher	Classroom Teacher
Karissa	Benavides-Quintanilla	Classroom Teacher	Classroom Teacher
Erica	Ebrom	Classroom Teacher	Classroom Teacher
Deanna	Wiatrek	Counselor	Non-classroom Professional
Kelly	Ruiz	Principal	Administrator