

Karnes City Independent School District



Karnes City
Independent School District

Accountability Rating: C

2025-2026 District Improvement Plan

Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Summary

Our school currently serves a total student population of 938. The distribution of students across these grades is fairly balanced. The following data is as of October 1, 2025.

School Population	Count	Percent
Student Total	938	100%
Early Education Grade	4	0.43%
Pre-Kindergarten Grade	57	6.08%
Kindergarten Grade	70	7.46%
1st Grade	58	6.18%
2nd Grade	72	7.68%
3rd Grade	67	7.14%
4th Grade	75	8.00%
5th Grade	52	5.54%
6th Grade	74	7.89%
7th Grade	57	6.08%
8th Grade	78	8.32%
9th Grade	83	8.85%
10th Grade	53	5.65%
11th Grade	65	6.93%
12th Grade	73	7.78%

*Student Enrollment as of 10/1/25

Our school currently serves a total student population of **937** students. This data reflects a diverse and vibrant learning community and provides important insight into the composition and needs of our student body.

Gender Distribution

The student population is nearly evenly divided by gender, with **474 female students (50.53%)** and **463 male students (49.36%)**. This balanced distribution contributes to an inclusive environment where students of all genders are equally represented and supported.

Ethnicity and Race

We are proud to serve a predominantly **Hispanic-Latino** community, which comprises **747 students (79.64%)** of our enrollment. In addition to this majority, our student body includes individuals from various racial backgrounds, further enriching our school culture. The racial composition includes:

- **White:** 155 students (16.52%)
- **Two or More Races:** 15 students (1.60%)
- **Black or African American:** 11 students (1.17%)
- **Asian:** 6 students (0.64%)
- **American Indian or Alaskan Native:** 2 students (0.21%)

- **Native Hawaiian or Pacific Islander:** 1 student (0.11%)

This diversity reflects the inclusive nature of our school community and supports our mission to prepare students for success in a multicultural society.

Student Programs and Services

A wide range of academic support and enrichment programs are in place to meet the diverse needs of our learners.

- **Special Education (SPED)** services support **180 students (19.19%)**, ensuring individualized instruction and accommodations for students with disabilities.
- **Dyslexia support** is provided to **78 students (8.32%)**, highlighting our commitment to early identification and intervention for reading challenges.
- Our **Gifted and Talented** program serves **73 students (7.78%)**, offering enriched learning experiences to advanced learners.
- **Section 504 accommodations** are provided for **59 students (6.29%)**, ensuring equal access to education for students with disabilities who do not require special education services.

Language Support Services

We are committed to supporting English language development for our multilingual learners:

- **71 students (7.57%)** are identified as **Emergent Bilingual (EB)**
- **69 students (7.36%)** receive services through **English as a Second Language (ESL)** instruction
- Currently, we have **no students enrolled** in **Bilingual programs** or in **Alternative Methods for Bilingual or ESL education**

These services are designed to help students acquire academic English proficiency while participating meaningfully in the general curriculum.

Title I Program

Our school qualifies for and operates a **Title I Part A Schoolwide Program**, which supports **546 students (58.21%)**. This funding enables us to implement comprehensive schoolwide strategies that promote academic achievement and close performance gaps among students.

Strengths

Strengths Summary

- **Balanced Student Population** – Nearly equal gender distribution (50.53% female / 49.36% male) supports equitable programming and representation.
- **Cultural & Racial Diversity** – A strong Hispanic-Latino majority (79.64%) fosters shared identity, while additional racial diversity enriches school culture and global readiness.
- **Comprehensive Support Services** – Wide range of supports, including Special Education (19.19%), Dyslexia (8.32%), and Section 504 (6.29%), ensures individualized learning opportunities.
- **Gifted & Talented Opportunities** – Enrichment for 7.78% of students ensures advanced learners are challenged and supported.
- **Language Development Programs** – Emergent Bilingual (7.57%) and ESL (7.36%) services reflect commitment to inclusivity and academic English proficiency.

- **Title I Schoolwide Program** – Support for 58.21% of students provides equitable access to academic achievement strategies and closes performance gaps.

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

High % of At-Risk (57.9%) and Economically Disadvantaged (61.3%) students (as of October 2024)

Generational poverty, mobility (13.6% transfers), homelessness (2.29% as of July 2025)

 = Priority

Student Achievement

Summary

KCISD's Domain I score of 64.8 reflects the need for stronger academic performance. MAP and STAAR data indicate uneven proficiency rates, though CCMR pathways remain a strength. Dual credit, career certifications, and military readiness initiatives align with strategic priorities, but achievement gaps persist for EB and SPED students.

Strengths

- Dual credit and certification opportunities expanding.
- Consistent use of MAP at k-8 campuses for growth tracking.
- CCMR focus supports long-term outcomes.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	STAAR proficiency below state targets	Tier 1 instruction has not been consistently implemented with effective strategies and delivery.
2	Emergent Bilingual and Special Education student achievement gaps	Limited differentiated supports

 = Priority

District Culture and Climate

Summary

KCISD emphasizes safety and belonging through Capturing Kids' Hearts, intruder detection audits, and Badger culture initiatives. Culture and climate remain at the forefront of district level initiatives to build a sense of belonging amongst students and staff.

Strengths

At our school, we have successfully implemented the Capturing Kids' Hearts program with fidelity. This initiative has been instrumental in fostering a positive and supportive school culture, where students feel valued and connected. By focusing on building strong relationships and effective communication, we have created an environment that encourages student engagement and academic success. We are proud to have achieved the CKH National Showcase School distinction at all our campuses. This recognition is a testament to our commitment to excellence in education and our dedication to providing high-quality learning experiences for all students. It highlights our innovative practices and the outstanding achievements of our students and staff.

Our school has achieved 100% compliance in intruder detection audits, demonstrating our unwavering commitment to the safety and security of our students and staff. This compliance ensures that we are fully prepared to respond to any potential threats, maintaining a secure learning environment. In addition to compliance, we have adopted a proactive approach to facility safety, which includes the additional hardening of structures. By reinforcing our facilities, we are taking extra measures to protect our school community and provide peace of mind to parents, students, and staff alike.

We take great pride in our traditions that reinforce that "Badger Pride Never Dies!" These traditions are integral to our school identity and help to build a strong sense of community and belonging among students, staff, and alumni. They celebrate our history and achievements, fostering school spirit and unity.

Problem Statements Identifying District Culture and Climate Needs

	Problem Statement	Root Cause
1	Student sense of belonging inconsistent across campuses.	Disproportionate participation in student activities.
2	Staff morale varies annually.	Communication gaps and administrator turn over.

 = Priority

Staff Quality, Recruitment, and Retention

Summary

KCISD values staff as the district's greatest resource. Competitive compensation and TIA are leveraged to retain talent. Retention is at 82% baseline (as of 2024), below the district's 90% goal. Recruitment of specialized staff is challenging due to rural location.

Strengths

- Competitive compensation reviewed annually.
- Teacher Incentive Allotment launched.
- Opportunities for professional growth and mentorship.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	Specialized positions difficult to fill.	limited applicant pool in rural setting.
2	Retention below strategic planning goal of 82%	Turn over due to multiple factors, predominantly external.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

KCISD utilizes TEKS Resource System and HQIM. MAP and STAAR provide growth monitoring, but Domain II-A (64.8) indicates inconsistent progress.

Strengths

- Systematic MAP data review at K-8 campuses.
- HQIM integration at K-8 Campuses.
- Student growth has shown relative increase, however, not at the level desired.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Instructional gaps between planning and practice	Limited PD in lesson internalization/differentiation.
2	Isolated learning without transferability of concept	Lack of student discourse & productive struggle.

 = Priority

Family and Community Engagement

Summary

Parent and family engagement is central to KCISD's vision. Tools like ParentSquare, forums, and advisory committees support involvement. With a baseline parent satisfaction of 65% in 2024 (goal 85% by 2029), variability in opportunities is needed to impact sense of partnership between parents and district.

Strengths

- Multiple family communication platforms.
- Intentional implementation of Parent Square Communication App

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Survey response rates remain low	Access barriers (language, timing, format) and sense of contentment
2	Community partnerships inconsistent	Limited structures for sustainability
3	Limited parent/family participation in advisory committees & councils	Inconsistent implementation

★ = Priority

District Organization

Summary

KCISD maintains fiscal transparency, adopts budgets on time, and sustains Superior FIRST ratings. However, resource alignment must more directly support academic achievement.

Strengths

- Superior FIRST financial rating.
- Implementation of work and technology ticket system
- Timely fiscal updates through monthly financial reports to board
- Healthy fund balance
- Infrastructure maintenance schedule implemented to decrease unplanned expenditures

Problem Statements Identifying District Organization Needs

	Problem Statement	Root Cause
1	Operating in a deficit budget	Board Approved Capital outlay improvements without bond
2	Aging Infrastructure	Maintenance schedule not implemented with fidelity
3	Development of a 3, 5, and 10 year facility/ infrastructure maintenance plan	Superintendent/Administration turn over

 = Priority

Technology

Summary

Technology supports instruction and CCMR readiness. Devices and online curricula are widely available, but teacher integration and infrastructure growth must continue to support accountability outcomes.

Strengths

- Access to devices and digital curricula.
- Supports dual credit and CCMR readiness.
- Commitment to expanding tech use.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Teacher integration uneven & not uniform across campuses/district	Varied professional development and confidence levels amongst staff
2	Devices and infrastructure under stress	Limited long-range replacement planning, sustainability not realized when purchasing grant/bond funded equipment
3	Evaluation of devices and platform utilization	Devices and platforms purchased and integrated at a faster rate than capacity for evaluation

 = Priority



Goals

Goal 1

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

Performance Objective 1

100% of the KCISD campuses will incorporate multiple strategies that encourage enjoyable, purposeful reading.

Evaluation Data Source: Campus Newsletters, Leadership meetings

Strategy 1 Equity Plan

KCISD will share resources and strategies for parents, students, and faculty to promote and encourage reading.

Strategy's Expected Result/Impact: Literacy awareness will create and foster the attitude of the importance reading, for purpose and for enjoyment.

Staff Responsible for Monitoring: Leadership team

Funding Sources: 199 -- Local, , 211-Title I, Part A,

Formative Reviews

Some Progress

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Strategy 2

The district will support Scholastic Book fairs which are held on all campuses.

Strategy's Expected Result/Impact: Increase student interest in books and opportunities to explore more reading genres.

Staff Responsible for Monitoring: District Librarian, Campus Librarian, Campus Administration

Formative Reviews

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Strategy 3

The district will provide opportunities for students to access books from campus libraries, classroom libraries, and websites. Students will also have access to books to take home to build

their own personal libraries.

Strategy's Expected Result/Impact: Increase student interest in books and an opportunity to discuss and share with their peers, while also improving and developing student's digital literacy skills.

Staff Responsible for Monitoring: Campus Librarians and Grant staff

Formative Reviews

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Strategy 4

All students in the district will have access to the campus libraries and online access to subscription programs that supply books online.

Strategy's Expected Result/Impact: Increased access for students to a variety of books.

Staff Responsible for Monitoring: Campus Principals, District Media Specialist, Campus Librarians.

Funding Sources: 199 -- Local, , USDE Grant Funds,

Formative Reviews

Some Progress

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Strategy 5

Promote reading of different genres across the content areas.

Strategy's Expected Result/Impact: Improve reading and writing scores on all assessments, including MAP, STAAR, SAT, ACT, and TSI.

Staff Responsible for Monitoring: Principals and Teachers

Funding Sources: 199 -- Local,

Formative Reviews

Some Progress

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Performance Objective 2

100% of the KCISD students assessed will demonstrate growth or maintain the masters level in reading proficiency.

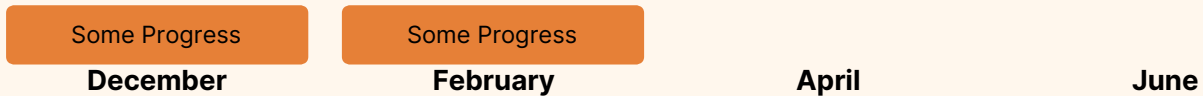
Strategy 1

STAAR, MAP, and TSI reports will be analyzed to show individual student growth in Reading for grades 3-10. MAP and mClass will be used with Kindergarten and CIRCLE will be used for PK students. Saxon Phonics will be used for K - 2.

Strategy's Expected Result/Impact: Individual student growth will be documented and will provide opportunities for personalized instruction. Growth should be seen in all students.

Staff Responsible for Monitoring: Curriculum and Instruction Department, Campus Principals, Rtl teachers

Formative Reviews



Strategy 2

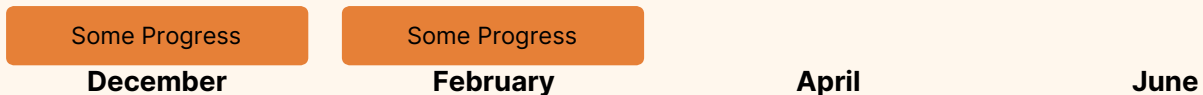
All content K-3 teachers, SPED, Intervention teachers, and Campus Principals will participate in the Texas Reading Academies, as required by the TEA.

Strategy's Expected Result/Impact: Implementation of an instructional approach to develop skilled readers.

Staff Responsible for Monitoring: Curriculum and Instruction Department and Campus Principals

Funding Sources: 199 -- Local,

Formative Reviews



Strategy 3 Results Driven Accountability

KCISD will continue to use Reading by Design and Take Flight, for students identified as needing dyslexia instruction. BUILD is being used in K-1 for early reading intervention. KCISD will work with GSEC on policies and procedures for students entering dyslexia.

Strategy's Expected Result/Impact: Student reading fluency will increase and students will be provided individualized instruction based upon their needs.

Staff Responsible for Monitoring: Campus principals, Curriculum and Instruction Department, Special Programs Coordinator

Funding Sources: 199 -- Local, , Dyslexia Pic Code,

Formative Reviews

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Strategy 4 Results Driven Accountability

ELAR teachers in grades K-8 will implement Amplify Reading to build strong foundational skills, knowledge and content, using relevant and challenging texts.

Strategy's Expected Result/Impact: Students will show growth in assessment areas.

Staff Responsible for Monitoring: Curriculum Director, Principals, Instructional Coaches

Funding Sources: 199 -- Local,

Formative Reviews

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

Performance Objective 1

100% of all primary, elementary, junior high, and high school students will have the opportunity to engage in character education and social-emotional learning.

Strategy 1

Suicide Awareness and prevention Protocols will be implemented at each campus

Strategy's Expected Result/Impact: Staff preparedness to confidently manage a potential situation.

Staff Responsible for Monitoring: Campus Counselors, Mental Health Counselor, Campus Principals,

Funding Sources: USDE Grant Funds, , 199 -- Local,

Formative Reviews

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Strategy 2

Continue to require all staff to complete the required training modules using EduHero platform and district threat assessment teams.

Strategy's Expected Result/Impact: Increased and ongoing awareness of student and staff well-being in the educational environment.

Staff Responsible for Monitoring: Instructional Services Director, Campus Principals, District Safety Coordinator

Funding Sources: 199 -- Local,

Formative Reviews

Some Progress

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Strategy 3

Coordination between campus counselors and teachers to use the District's subscription to Capturing Kids' Hearts lessons for classroom use.

Strategy's Expected Result/Impact: Increase student awareness towards positive character traits and motivate them to practice these traits. This practice will reduce discipline referrals.

Staff Responsible for Monitoring: Campus principals, and campus counselors

Funding Sources: 199 -- Local,

Formative Reviews

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Strategy 4

Students in grades PK- 8 will engage in character education lessons. They will also participate in career exploration with the counselor through provided programs and curriculum. This practice will help reduce discipline referrals.

Strategy's Expected Result/Impact: Increase student awareness towards building positive relationships, making good decisions, and handling emotions.

Staff Responsible for Monitoring: Campus Principal and Campus Counselor

Formative Reviews

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Strategy 5

ACE Family Engagement sessions will continue to be offered for elementary and JH parents through a variety of activities.

Strategy's Expected Result/Impact: Increased awareness of the need for families to be involved in their student's education.

Staff Responsible for Monitoring: ACE Family Engagement Staff

Formative Reviews

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Strategy 6

All KCISD campuses, as appropriate, will collaborate with the grants funded through USDE including ACE, StopIT, and the Full Service Community and Schools.

Strategy's Expected Result/Impact: Increased awareness for students and parents on topics affecting students.

Staff Responsible for Monitoring: Grant staff and campus principals

Funding Sources: USDE Grant Funds,

Formative Reviews

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Strategy 7

Provide Capturing Kids' Hearts training to staff and support staff for sustainability of the program.

Strategy's Expected Result/Impact: Build relationships amongst staff and students to foster well-being, student engagement, and success. Participation in this program will help reduce discipline referrals.

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Performance Objective 2

All KCISD campuses will maintain a 96% or higher attendance rate.

Evaluation Data Source: Campus attendance reports

Strategy 1

The district will continue to support the campuses to contact parents when students are absent or tardy either through personal phone calls or ParentSquare. All campuses will utilize the two-way communication program ParentSquare to communicate with parents.

Strategy's Expected Result/Impact: Increased attendance from previous year, also a reflection of increased success of students.

Staff Responsible for Monitoring: Campus Principals, attendance clerks, Communications Coordinator, Technology Director

Funding Sources: 199 -- Local,

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Strategy 2

Incentives that are tied to attendance rates will be provided by each campus.

Strategy's Expected Result/Impact: Increased attendance from previous year, also a reflection of increased success of students.

Staff Responsible for Monitoring: Campus Principals, attendance clerks

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Strategy 3

Utilize the Parent Liaison position to connect with parents and students with attendance issues and to develop community partnerships and parent involvement towards a supportive school climate.

Strategy's Expected Result/Impact: Increased student attendance and parent engagement that leads to positive school climate and culture toward increased learning.

Funding Sources: 289- Title IV, , 211-Title I, Part A,

Formative Reviews

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Performance Objective 3

KCISD will continue to increase parent and family involvement at all campuses.

Evaluation Data Source: Surveys, sign in sheets

Strategy 1

Offer EB parent meetings with an interpreter to provide information about testing, curriculum, activities, and opportunities at each campus.

Strategy's Expected Result/Impact: Increase parent involvement for all students.

Staff Responsible for Monitoring: Campus Principal, Campus Counselor, Parent Liaison, Special Programs Coordinator

Funding Sources: Title III-ESL/Bilingual,

Formative Reviews

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Strategy 2

District staff will support campuses to provide opportunities for parents to be informed of the curriculum, assessments, and activities their students will be participating in throughout the school year.

Strategy's Expected Result/Impact: Increase parent involvement in all areas of the district.

Staff Responsible for Monitoring: Campus Principals, Campus Counselors, Parent Liaison, Special Programs Coordinator

Funding Sources: 199 -- Local, , 211-Title I, Part A,

Formative Reviews

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Strategy 3

Parents will be encouraged to attend Title I Parent and Family Engagement sessions and conferences, within the district and regionally.

Strategy's Expected Result/Impact: Increase involvement from parents within the district.

Staff Responsible for Monitoring: Campus Principals, Campus Counselors, Parent Liaison, Special Programs Coordinator

Funding Sources: 211-Title I, Part A,

Formative Reviews

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Strategy 4

Campuses will begin combining or "piggy-backing" academic events with extracurricular

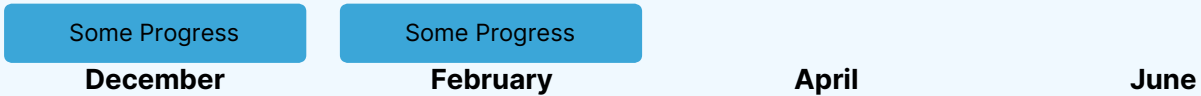
activities to increase family attendance.

Strategy's Expected Result/Impact: Increased participation for academic events from families.

Staff Responsible for Monitoring: Campus principals, grant staff, teachers

Funding Sources: 211-Title I, Part A,

Formative Reviews



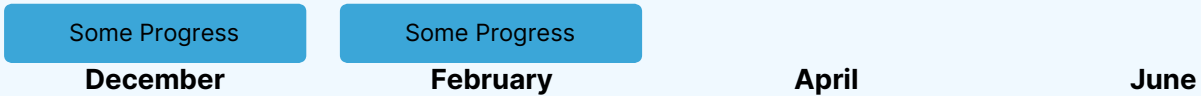
Strategy 5

KCISD will utilize ParentSquare as the district communication between school and parents/guardians.

Strategy's Expected Result/Impact: The district will see an increase in the amount of communication between parents and campuses, leading to more involvement in the success of students.

Staff Responsible for Monitoring: Campus Principals, Communications Coordinator, Technology Director, Federal/Special Program Director

Formative Reviews



Goal 3

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

Performance Objective 1

All KCISD campuses will provide Multi-tiered System of Support (MTSS) to assist in closing gaps for 100% of students who are in need.

Evaluation Data Source: MAP and STAAR reports

Strategy 1

Master schedules for each campus will include dedicated Rtl time for students who are identified to need interventions.

Strategy's Expected Result/Impact: Students will show growth towards performing on grade level.

Staff Responsible for Monitoring: Campus Principals

Formative Reviews

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Strategy 2

Teachers will have dedicated PLC time for curriculum alignment in campus and grade level meetings.

Strategy's Expected Result/Impact: An aligned curriculum will help close achievement gaps.

Staff Responsible for Monitoring: Instructional Services Director, Campus principals

Formative Reviews

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Strategy 3

MAP will be utilized to show student growth in Math and Reading.

Strategy's Expected Result/Impact: Data will be used to individualize learning for students to help grow and close achievement gaps.

Staff Responsible for Monitoring: Superintendent, Instructional Services Director, Campus Principals.

Formative Reviews

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Strategy 4

Teachers will have access to all necessary supplies and materials needed to provide instruction to students based on data.

Strategy's Expected Result/Impact: Growth in students and a smaller achievement gap.

Staff Responsible for Monitoring: Campus principals

Funding Sources: 211-Title I, Part A,

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Strategy 5

State Comp Ed funds will be used to fund a credit recovery and flexible year program using Edgenuity. Students will have the opportunity to recover credits and complete their foundation high school courses.

Strategy's Expected Result/Impact: Drop out rate will remain 0%

Staff Responsible for Monitoring: HS campus principal, Credit Recovery Teacher

Funding Sources: State Compensatory Ed Funds,

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Strategy 6

Coordinating with Region 20 staff to implement consistent RtI processes throughout the district.

Strategy's Expected Result/Impact: A developed RtI process to efficiently identify, serve, and exit students, with an end result of closing learning gaps.

Funding Sources: 211-Title I, Part A, , State Compensatory Ed Funds,

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Performance Objective 2

100% of students will be accepted into the workforce, military, trade school, or Institution of Higher Education upon graduation.

Evaluation Data Source: PEIMS reports

Strategy 1

Maintain and solidify the CTE course offerings with a dedicated industry certification opportunity attached to the program of study.

Strategy's Expected Result/Impact: Students will graduate from high school with a certification that will allow them to become employed in the field or further their education in the field.

Staff Responsible for Monitoring: Federal/Special Program Director, HS campus counselor, HS campus principal

Funding Sources: 199 -- Local, ,

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Strategy 2

Continue to pay for dual credit and early college high school courses for students.

Strategy's Expected Result/Impact: An increase in students taking college courses for credit during high school.

Staff Responsible for Monitoring: Superintendent, HS campus principal, HS counselor

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Strategy 3

100 % of the senior students and parents will complete the FAFSA, with multiple opportunities

provided by the school for assistance, including FAFSA Night and College Visits.

Strategy's Expected Result/Impact: All graduating seniors will fill out the FAFSA form.

Staff Responsible for Monitoring: HS Counselor, ECHS Counselor

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Performance Objective 3

100% of all KCISD students will maintain masters level or show growth on state administered assessments.

Evaluation Data Source: STAAR, TELPAS reports

Strategy 1

English Language Arts teachers in grades PK-12 will become ESL certified to better meet the need of our English Learners.

Strategy's Expected Result/Impact: All English Learners will be taught by certified ESL teachers in their Language Arts Classes.

Staff Responsible for Monitoring: Superintendent, Instructional Services Director, Special Programs Coordinator.

Formative Reviews

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Strategy 2

All teachers in KCISD will go through either ELPS or Sheltered Instruction Training.

Strategy's Expected Result/Impact: The strategies learned through these trainings will be implemented through all content areas to support English Learners.

Staff Responsible for Monitoring: Instructional Services Director, Special Programs Coordinator, Campus Principals

Formative Reviews

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Strategy 3

Continue to train teachers who have their initial 30 hours of GT training will maintain with a 6 hour update annually. Also, training more teachers in the initial 30 hours of GT.

Strategy's Expected Result/Impact: All identified GT students will be served through a dedicated GT period or through a class period with a GT certified teacher.

Staff Responsible for Monitoring: Instructional Services Director, Special Programs Coordinator, Campus Principals

Formative Reviews

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Strategy 4

Participation in the Migrant shared service agreement to better facilitate the transition of our migrant student population. See Priority For Services Action Plan in Addendum.

Strategy's Expected Result/Impact: Migrant students will be offered services through the migrant shared services, migrant students will have a seamless transition.

Staff Responsible for Monitoring: Special Programs Coordinator
Superintendent

Formative Reviews

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Strategy 5 Results Driven Accountability Equity Plan

Determine research-based instructional strategies to be used in instruction, which have been identified to increase success in our SPED and Economically Disadvantaged students

Strategy's Expected Result/Impact: Increase in scores for our SPED and Economically Disadvantaged populations.

Staff Responsible for Monitoring: Curriculum and Instruction Department and Campus Principals

Formative Reviews

Some Progress

December

Some Progress

February

April

June

Strategy 6

Continue to utilize Instructional Coaches to help increase the rigor and relevance in classroom instruction at Karnes City Elementary and Karnes City Junior High.

Strategy's Expected Result/Impact: Increase student engagement and application of learning as classroom instruction is moving towards quadrant D in the rigor and relevance framework.

Funding Sources: 211-Title I, Part A, , 199 -- Local,

Formative Reviews

Some Progress

December

Some Progress

February

April

June

Performance Objective 4

KCISD will provide 100% of the staff professional development to meet the needs of the district and the teachers and paraprofessionals as needed.

Evaluation Data Source: Completed surveys and feedback, also observation of strategies used in classroom.

Strategy 1 Results Driven Accountability Equity Plan

KCISD staff will implement professional development in areas of data analysis and instructional strategies through Lead4ward.

Strategy's Expected Result/Impact: All student groups will show growth throughout the year on all assessments.

Staff Responsible for Monitoring: Curriculum and Instruction Department and Campus Principals

Formative Reviews

Some Progress

December

Some Progress

February

April

June

Strategy 2

KCISD will implement professional development in the use of the TEKS Resource System.

Strategy's Expected Result/Impact: 100% of teachers will understand and utilize the TEKS Resource System for planning instruction.

Staff Responsible for Monitoring: Curriculum and Instruction Department and Campus Principals

Formative Reviews

Some Progress

December

Some Progress

February

April

June

Strategy 3

Provide opportunities for staff to attend trainings and conferences through Region 20, Lead4ward, ICLE, and content area organizations to improve classroom teaching strategies based upon research -driven, best practice.

Strategy's Expected Result/Impact: Retention of staff in the district and opportunities to continue to grow in their field.

Staff Responsible for Monitoring: Superintendent, Instructional Services Director, Special Programs Coordinator, Campus Principals

Funding Sources: 255-Title II Part A, , 199 -- Local,

Formative Reviews

Some Progress

December

Some Progress

February

April

June

Strategy 4

KCISD will provide ELAR and Math teachers curriculum implementation training for Eureka Math (K-5), Carnegie Learning (Math 6-8), and Amplify Reading (K-8).

Strategy's Expected Result/Impact: Increase in capacity for all teachers with support from instructional leaders

Staff Responsible for Monitoring: Principals, Director of Instructional Services, Instructional Coaches

Funding Sources: 255-Title II Part A, , 199 -- Local,

Formative Reviews

Some Progress

December

Some Progress

February

April

June

Performance Objective 5

100% of KCISD teachers will utilize technology in their instruction.

Strategy 1

KCISD technology continues to purchase devices and software for each campus, within the renewal cycle.

Strategy's Expected Result/Impact: KCISD students will continue to have needed access to levels of technology that will allow them to be successful in the global society.

Staff Responsible for Monitoring: Technology Director, Campus Principals

Formative Reviews

Some Progress

December

Some Progress

February

April

June

Goal 4 KCISD will stay up to date and current on the systems in place for district organization.

Performance Objective 1

Policy and procedures will be implemented to remain compliant with laws regarding the administration and funding of federal programs.

Strategy 1

Plan4Learning will be used to create the District Improvement Plan.

Strategy's Expected Result/Impact: An organized and concise plan for the campus and district.

Staff Responsible for Monitoring: Special Programs Coordinator, Campus Principals

Funding Sources: 211-Title I, Part A, , 199 -- Local,

Formative Reviews

Some Progress

December

February

April

June

Strategy 2

Federal Programs Director will attend all applicable training to adhere to all federal compliance.

Strategy's Expected Result/Impact: KCISD will remain compliant with all federal grants and awards.

Staff Responsible for Monitoring: Superintendent

Funding Sources: 270-Rural and Low Income, , 255-Title II Part A, , 211-Title I, Part A, , , 289- Title IV,

Formative Reviews

Moderate Progress

December

February

April

June

Strategy 3

District will support campus counselors in programming and compliance with statute and federal programs

Strategy's Expected Result/Impact: Streamline procedures for programs for continuity across campuses.

Staff Responsible for Monitoring: Instructional Services Director and Special Programs Coordinator

Formative Reviews

Moderate Progress

December

February

April

June

Strategy 4

District will participate in Critical Incident Crisis Cluster training and continue to partner with surrounding districts as supports in time of need.

Strategy's Expected Result/Impact: District will be prepared with critical procedures and supports should the need arise.

Staff Responsible for Monitoring: Superintendent

Funding Sources: 199 -- Local,

Formative Reviews

Moderate Progress

December

February

April

June



Title I Summary

Title I

Descriptor 1: Student Progress Monitoring and Supports

1.1 Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;

Karnes City ISD is committed to providing all students with access to a well-rounded education that meets their academic, social, and developmental needs. The district implements a comprehensive instructional program utilizing the TEKS Resource System, High-Quality Instructional Materials (HQIM), Blue Bonnet Reading & Math, and Amplify Reading to ensure alignment with state standards and rigor across content areas. Academic growth is further supported through systematic use of MAP, STAAR, TELPAS, and CIRCLE assessments to inform instruction and monitor student progress.

In addition to core academics, KCISD offers dual credit, early college, career and technical education programs, and military readiness opportunities to prepare students for postsecondary success. Capturing Kids' Hearts, character education, and ACE family engagement initiatives strengthen social-emotional learning and student well-being. Fine Arts, athletics, and extracurricular programs provide enrichment opportunities that develop the whole child. Through this comprehensive, multi-dimensional approach, KCISD ensures every student has equitable access to high-quality instruction and opportunities for academic excellence.

1.2 Identifying students who may be at risk for academic failure;

Karnes City ISD identifies students who may be at risk for academic failure through a combination of demographic indicators, program participation, and academic performance data. Students are screened using state and district measures such as STAAR, MAP, TELPAS, and CIRCLE assessments, with those performing below grade-level expectations flagged for intervention. Additional criteria include poverty status determined through the annual Socioeconomic Survey and Direct Certification list, student mobility and homelessness rates, and participation in Special Education, Section 504, Dyslexia, and Emergent Bilingual/ESL programs.

To ensure early identification and support, KCISD embeds dedicated RTI time into campus master schedules, provides ongoing data reviews through Professional Learning Communities. Teachers, Instructional Coaches, and counselors collaborate to monitor progress and implement timely interventions. Students identified as McKinney-Vento, migrant, or foster care are provided additional supports, including transportation and access to wraparound services. This systematic approach ensures that at-risk students are identified promptly and provided with the necessary academic, social, and emotional supports to promote success.

1.3 Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards;

Karnes City ISD provides additional educational assistance through a structured Response to Intervention (RtI) framework, using student performance data from MAP, STAAR, and classroom assessments to identify those needing extra support. Targeted interventions focus on closing academic gaps in reading and math to help students meet grade-level expectations.

Title I, Part A funds are used to sustain RtI teachers, instructional paraprofessionals, and an Early Intervention Reading Specialist at the primary campus, ensuring early and consistent intervention. Instructional coaches further support teachers by modeling effective instructional practices and aligning intervention strategies to student needs.

Additionally, KCISD is in the process of developing a districtwide Multi-Tiered System of Supports (MTSS) to strengthen coordination between academic, behavioral, and social-emotional interventions, ensuring every student has the tools to meet

1.4 Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning;

Karnes City ISD identifies and implements instructional strategies designed to strengthen academic programs and improve school conditions for student learning through data-driven decision-making and continuous improvement practices. Using MAP Growth, STAAR, and local assessment data, campuses analyze performance trends to refine curriculum implementation and instructional delivery. Core instruction is guided by the TEKS Resource System and supported by high-quality instructional materials (HQIM) that ensure rigor and alignment with state standards.

Professional learning is an integral part of this effort. Instructional Coaches, funded through federal programs, provide embedded professional development and model evidence-based practices that enhance classroom instruction. Initiatives such as Capturing Kids' Hearts also play a vital role in promoting positive classroom culture, improving student engagement, and reducing discipline practices that remove students from learning.

Aligned with Strategic Priority 1.1: Academic Growth and Achievement and 1.2: Safety and Well-Being, KCISD's approach ensures that instructional excellence and a supportive learning environment work together to promote academic success for all students.

Descriptor 2: Teacher Quality

Karnes City ISD actively monitors and addresses any disparities in teacher assignments to ensure that low-income and minority students are not disproportionately taught by ineffective, inexperienced, or out-of-field teachers. The district reviews teacher certification data, years of experience, and evaluation results (T-TESS) annually to identify potential inequities across campuses and grade levels.

Positions filled under the District of Innovation (DOI) plan are re-posted each year to attract certified and highly qualified applicants. KCISD prioritizes placing experienced, certified teachers in classrooms serving the highest academic needs and supplements instructional support with federally funded Instructional Coaches who mentor alternative certification teachers.

In alignment with Strategic Priority 2.1: Attract and Retain High-Quality Staff, KCISD conducts annual compensation studies to remain competitive and leverages programs such as the Teacher Incentive Allotment (TIA) to reward excellence and retain strong educators. Through this multi-layered approach, the district ensures equitable access to effective teaching for all students while continuously improving instructional quality districtwide.

Descriptor 3: School Improvement and Support Activities

Karnes City ISD fulfills its School Support and Improvement responsibilities through a collaborative, data-informed approach guided by TEA and Region 20. The district identifies campuses in need of support based on state accountability data and implements targeted improvement plans aligned with the Texas Accountability Intervention System (TAIS).

KCISD's Comprehensive Support Campus receives intensive assistance that includes classroom walkthroughs, instructional coaching, and leadership team meetings facilitated by Region 20 and TEA representatives. These visits focus on strengthening Tier I instruction, aligning curriculum and assessments, and supporting Professional Learning Communities (PLCs) in using data to drive decisions.

Aligned with Strategic Priority 1.1: Academic Growth and Achievement and Priority 2.3: Growing Talent, the district allocates Title I, Part A and LASO Grant funds to enhance instructional leadership, provide professional development, and improve student outcomes. This continuous improvement model ensures that identified campuses receive the sustained support necessary to address root causes, close achievement gaps, and meet state performance expectations.

Descriptor 4: Measure of Poverty

Karnes City ISD determines poverty criteria for selecting school attendance areas using data from the Community Eligibility Provision (CEP) and the district's annual Socioeconomic Survey completed during student registration. In addition, the district utilizes the Direct Certification List provided by the Child Nutrition Department, which identifies students eligible for free or reduced-price meals based on state and federal income guidelines.

Because KCISD operates as a CEP district, all campuses are considered eligible to receive Title I, Part A funds. The Socioeconomic Survey and Direct Certification data are analyzed annually to verify student eligibility rates and to ensure equitable allocation of resources and services to the campuses serving the highest percentages of economically disadvantaged students.

Descriptor 5: Nature of Programs

Karnes City ISD operates Schoolwide Programs on all Title 1 campuses under Section 1114 of Title I, Part A. These programs are designed to improve the overall academic performance of all students, with a focus on those most at risk of failing to meet state standards. Schoolwide initiatives include funding for Rtl teachers, instructional paraprofessionals, instructional coaches, and a Parent and Family Liaison, all of whom provide targeted academic and engagement support. Title I funds also support professional development for teachers to strengthen instructional delivery and promote equity across all classrooms.

Through coordination with Region 20 and local agencies, KCISD ensures that students residing in local institutions for neglected or delinquent children or participating in community day school programs have equitable access to educational opportunities. The district provides transportation and academic support as needed, in compliance with McKinney-Vento and Title I guidelines.

Aligned with Strategic Priority 1.1: Academic Growth and Achievement and 1.2: Safety and Well-Being, the schoolwide model ensures that all students—particularly those facing economic or situational hardship—receive comprehensive academic and social-emotional support, fostering success both in and beyond the classroom.

Descriptor 6: Services to Homeless Children and Youth

Karnes City ISD ensures that homeless children and youth receive equitable access to education, support services, and resources necessary for academic success in alignment with the McKinney-Vento Homeless Assistance Act. The district's Homeless Liaison, working closely with campus counselors and administrators, identifies eligible students through enrollment documentation and family surveys conducted at registration. Identified students are provided with immediate enrollment, access to meals, school supplies, and transportation to and from their school of origin, as needed.

The district coordinates with community agencies and regional partners to provide wraparound support for students experiencing homelessness, including referrals for counseling, clothing, and housing assistance. Title I, Part A funds are reserved annually based on a review of prior-year data on the number of identified McKinney-Vento students, anticipated needs, and the cost of required services such as transportation and academic materials.

In alignment with Strategic Priority 1.2: Safety and Well-Being and 4.1: Strategic Allocation of Resources, KCISD ensures that all homeless students are fully supported in their enrollment, attendance, and academic achievement, removing barriers to learning and promoting a stable educational experience across all campuses.

Descriptor 7: Parent and Family Engagement Strategy

Karnes City ISD implements effective parent and family engagement strategies aligned to Section 1116 of Title I, Part A

through a collaborative and systemwide approach that values families as essential partners in student success. The district is currently updating its Parent and Family Engagement Policy using the Region 16 ESSA Toolkit to ensure alignment with federal requirements and to strengthen opportunities for authentic two-way communication and collaboration.

KCISD engages parents through multiple platforms, including ParentSquare, campus websites, newsletters, advisory committees, and annual Title I meetings. Families are invited to participate in Campus and District Improvement Committees, Count on Me Conversations, and community forums to provide input on academic programs and school climate. The district also employs a Parent and Family Liaison to help remove barriers to engagement, particularly for economically disadvantaged and bilingual families.

In alignment with Strategic Priority 3.2: Parent and Family Engagement, KCISD's efforts focus on building strong relationships between home, school, and community. The district ensures parents are informed, empowered, and involved in planning, implementing, and evaluating Title I programs—creating a culture of shared responsibility for student learning and achievement.

Descriptor 8: Early Childhood Education Programs and Transition Plans

Karnes City ISD coordinates Title I, Part A services with early childhood education programs to ensure a seamless transition for young learners entering elementary school. The district's early education efforts—spanning Early Education (EE), Pre-K, and Kindergarten—focus on building strong foundational skills in literacy, numeracy, and social-emotional development.

Title I funds support an Early Intervention Reading Specialist at the primary campus to strengthen early literacy and phonemic awareness for at-risk students. Collaboration between Pre-K teachers, Kindergarten teachers, and instructional coaches ensures curriculum alignment and consistent instructional practices. Transition activities include parent orientation events, campus tours, and meet-the-teacher sessions to familiarize families and students with the elementary school environment.

Aligned with Strategic Priority 1.1: Academic Growth and Achievement and 3.2: Parent and Family Engagement, KCISD partners with Region 20 and local early learning providers to share assessment data, coordinate instructional supports, and ensure that children moving from early childhood programs to elementary grades experience continuity in instruction, expectations, and family engagement.

Descriptor 9: Identification of Eligible Children – Targeted Assistance Program

All KCISD Title 1 campuses are school-wide programs.

Descriptor 10: Middle to High School/High School to Postsecondary Transitions

10.1 Coordination with institutions of higher education, employers, and other local partners;

Although Karnes City High School is not a Title I served campus, Karnes City ISD continues to implement districtwide strategies to ensure smooth and effective transitions from middle school to high school and from high school to postsecondary education. Collaboration between junior high and high school counselors, administrators, and CTE staff ensures that students and families are well informed about graduation requirements, endorsement pathways, and career or college options.

While the Full-Service Community Schools grant concluded on September 30, KCISD remains committed to sustaining the services and partnerships established under that initiative. During the 2025–2026 school year, the district will explore alternative funding sources and community partnerships to maintain essential transition supports such as college and career visits, parent information nights, and career awareness activities.

Aligned with Strategic Priority 1.4: College, Career, and Military Readiness (CCMR), these efforts ensure students continue to receive meaningful exposure to postsecondary opportunities, develop individualized graduation plans, and transition confidently into high school and beyond.

10.2 Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills;

Karnes City ISD is committed to increasing student access to dual credit, concurrent enrollment, and career counseling opportunities that prepare learners for success beyond high school. Through partnerships with regional colleges and universities, students can earn college credit while completing high school graduation requirements, reducing the time and cost required to pursue postsecondary education.

Comprehensive career counseling services at both the junior high and high school levels help students identify their interests, strengths, and career pathways early on. Counselors collaborate with teachers and CTE staff to align students' endorsements and programs of study with their long-term goals. Students also have opportunities to explore technical education programs, attend college and career visits, and earn industry-based certifications through the district's expanding CTE pathways.

Aligned with Strategic Priority 1.4: College, Career, and Military Readiness (CCMR), these efforts ensure equitable access to academic acceleration and workforce readiness programs, empowering all students to pursue college, career, or military opportunities upon graduation.

Descriptor 11: Discipline Disproportionality

Karnes City ISD is committed to reducing the overuse of discipline practices that remove students from the classroom by fostering positive relationships, implementing proactive behavior supports, and promoting a culture of respect and accountability. The district utilizes Capturing Kids' Hearts as a core framework to build trust, reinforce positive behavior, and strengthen social-emotional connections between staff and students.

Discipline data are reviewed regularly through PEIMS reports and campus discipline dashboards, disaggregated by subgroups (A19) to identify patterns or disparities among student populations. Campuses with higher discipline rates receive targeted coaching and support to implement restorative practices, classroom management training, and trauma-informed strategies that prevent exclusionary discipline.

Aligned with Strategic Priority 1.2: Safety and Well-Being and 1.3: Student Experience and Sense of Belonging, KCISD ensures that all students remain engaged in learning environments where behavioral growth and academic success are equally prioritized. This approach reduces removals, promotes equity, and strengthens the overall culture of belonging across all campuses.

Descriptor 12: Coordination and Integration

12.1 Academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State;

Karnes City ISD integrates academic and Career and Technical Education (CTE) content through coordinated instructional strategies that connect classroom learning to real-world applications. The district utilizes the TEKS Resource System and iCEV curriculum to align core academic instruction with CTE coursework, ensuring students gain both academic proficiency and industry-relevant skills.

Students have access to hands-on, experiential learning opportunities through career labs, internships, and partnerships with local businesses and higher education institutions. These experiences help students explore pathways aligned with state-identified high-demand occupations, allowing them to earn industry-based certifications while still in high school.

In alignment with Strategic Priority 1.4: College, Career, and Military Readiness (CCMR), KCISD's integrated instructional approach promotes problem-solving, collaboration, and technical skill development, preparing students to graduate ready for postsecondary education, the workforce, or military service.

12.2 Work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit;

Karnes City ISD provides work-based learning opportunities that connect students directly with industry professionals to deepen career awareness and skill development. Through partnerships with local employers, regional workforce organizations, and higher education institutions, students gain authentic, hands-on experiences that complement classroom learning and support career readiness.

High school students enrolled in Career and Technical Education (CTE) programs participate in internships, job shadowing, and industry tours designed to expose them to high-demand career fields and professional expectations. Many of these experiences also offer opportunities to earn academic or elective credit while fulfilling program-of-study requirements.

Aligned with Strategic Priority 1.4: College, Career, and Military Readiness (CCMR), these partnerships ensure that KCISD students graduate with the knowledge, certifications, and practical experience needed to successfully transition into postsecondary education or the workforce.

Descriptor 13: Other Proposed Uses of Funds

13.1 Assist schools in identifying and serving gifted and talented students;

Karnes City ISD strategically uses Title I, Part A funds to enhance instructional quality, close achievement gaps, and ensure equitable access to academic opportunities for all students. Funds support RtI teachers, instructional paraprofessionals, instructional coaches, and a Parent and Family Liaison, all of whom provide targeted academic and engagement support across campuses.

Resources are also allocated for professional development, early literacy interventions, and evidence-based instructional programs such as Lexia to strengthen reading fluency and phonics awareness. The district prioritizes investments that directly improve student achievement, promote staff capacity, and sustain family engagement initiatives aligned with ESSA and KCISD's Strategic Priorities for academic growth and community partnership.

Additionally, KCISD continues to explore innovative uses of Title I funds to support technology integration, extend learning time, and maintain effective systems for continuous improvement. All expenditures are designed to ensure that every student—particularly those most at risk—has the support, instruction, and resources needed to meet challenging state academic standards.

13.2 Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Karnes City ISD supports campuses in developing and maintaining effective school library programs that foster digital literacy and enhance academic achievement. The district prioritizes access to up-to-date digital and print resources that align with curriculum standards and support research, inquiry, and independent learning.

Librarians collaborate with classroom teachers and instructional coaches to integrate digital citizenship, media literacy, and

research skills into daily instruction. Students engage in activities that build critical thinking, responsible technology use, and proficiency with online learning platforms.

Aligned with Strategic Priority 1.1: Academic Growth and Achievement and 1.4: College, Career, and Military Readiness (CCMR), KCISD's libraries serve as instructional hubs that connect students to information, technology, and collaborative learning opportunities—empowering them to become skilled, responsible, and informed digital learners.



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance